

THE CORRELATION BETWEEN ENGLISH TEACHER PROFESSIONALISM AND STUDENT'S ACHIEVEMENT

(A correlational study at XI Grade Students of SMA Muhammadiyah 4 Kota
Bengkulu in Academic Years 2020/2021)

THESIS

Submitted as A Partial Requirements for the degree of *Sarjana Pendidikan (S. Pd)*
in English Education Study Program



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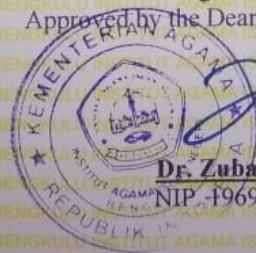
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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*Big dream, big hope, big spirit, big action, big success, and be
yourself*

Be a human to that humanizes

خَيْرُ النَّاسِ أَنْفَعُهُمْ لِلنَّاسِ

“The best of humans is the most beneficial for humans”

(HR. Ahmad, ath-Thabraní, ad-Daruqutní, no : 3289)

Memandanglah sebagaimana harusnya Memandang

(Yoga Prianto)

DEDICATION

This thesis is dedicated to:

Allah who always give me the pleasure and grace for my activity.

My parents (Zarnodi Sahiri and Suaini) who raised, educated, prayed for, and gave love as my inspiration.

My beloved younger siblings (Doni Wiranata and Amelia) who have provided support and motivation for my success.

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Religion, nation, state, and my alma mater.

PRONOUNCEMENT

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I gratefully say that the thesis entitled: **"The Correlation Between English Teacher Professionalism and Student's Writing Achievement (A correlational study at XI Grade Students of SMA Muhammadiyah 4 Kota Bengkulu in Academic Years 2020/2021)"** is real my masterpiece. The things out of my masterpiece in this thesis are signed by citation and based on references that referred in the bibliography. If later day, my thesis has incompatibilities, I am willing to accept the academic sanctions in the forms of repealing my thesis and academic degree.

Bengkulu, Januari 2021

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ACKNOWLEDGMENT

Firstly, in the name of Allah SWT the most beneficent and the most merciful. All praises to Allah SWT, the almighty, the creator of the universe. The second, Sholawat and Salam let's deliver to our prophet Muhammad SAW, which has guided us from the darkness to the brightness as we feel now. This paper is completed to fulfill an assignment of a Thesis with the title "**The Correlation between English teacher professionalism and Student's Achievement at SMA Muhammadiyah 4 Kota Bengkulu**".

The researcher would like to say thank you to every element that has supported the process of making this thesis both financially and psychologically. The researcher realizes that this thesis is not fully perfect. The researcher presents her sincere appreciation to:

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Through this research, the researcher hopes the readers can understand easier about the content material. The researcher apologizes to all the readers if this paper has mistakes in making this paper and the researcher would be grateful to have some suggestions for a better paper in the future.

Finally, hopefully, Allah SWT always guides us, and all Muslims to follow His pleasure. Aamiin.

Bengkulu, Januari 2021

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ABSTRACT

Yoga Prianto. (2020). The Correlation Between English Teacher Professionalism and Student's Achievement. Thesis, English Education Study Program, Tarbiyah dan Tadris Faculty, State Islamic Institute of Bengkulu.

Advisors : 1. Dr. H. Ali Akbarjono, M, Pd

2. Zelvia Liska Ariani, M.Pd

Kata Kunci: Professionalism, Writing Achievement, Student's Achievement.

The teaching of teacher has the significant correlation with the students learning, especially the achievement of students potential and ability. The purpose of this research, to find a correlation between English teacher professionalism and student's achievement of class XI Grade at SMA Muhammadiyah 04 Bengkulu City. This research used the correlation method to find the correlation between the studied variables based on the correlation coefficient $> 5\%$. The population was students of class XI Grade at SMA Muhammadiyah 04 Bengkulu City, totaling 63 students, with a sample of 32 students taken from class XI Mia 1 by random sampling. The research showed the following results: First, the professionalism of English teacher at SMA Muhammadiyah 04 Bengkulu City was categorized high with percentages of 47%, medium 16%, and a low 38%. Second, student's writing achievement of class XI Mia 1 was categorized high with the percentages of 44%, medium 16%, and 41% low. Third, the respondent's score from the correlate shows a significant value (2 tailed) is $0.570 > 0.05$ by the contribution of 57%. Based on the hypothesis, H_0 was rejected, and H_a was accepted, and that concluded the professionalism of English teacher was the correlation students' achievement.

ABSTRAK

Yoga Prianto. (2020). Korelasi antara Profesionalisme Guru Bahasa Inggris dengan Prestasi Siswa (Penelitian Korelasi Pada Siswa Kelas XI SMA Muhammadiyah 04 Bengkulu Tahun Ajaran 2020/2021). Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Institut Agama Islam Negeri Bengkulu.

Advisors : 1. Dr. H. Ali Akbarjono, M, Pd

2. Zelvia Liska Ariani, M.Pd

Kata Kunci: Profesionalisme, Kemampuan Menulis Siswa, Prestasi Siswa

Pengajaran guru memiliki hubungan yang signifikan terhadap pembelajaran siswa, terutama prestasi dan kemampuan siswa. Tujuan penelitian ini adalah untuk mencari korelasi atau hubungan antara profesionalisme guru bahasa inggris terhadap prestasi siswa kelas XI di SMA Muhammadiyah 04 Kota Bengkulu. penelitian ini menggunakan metode korelasi. Populasi dalam penelitian ini adalah siswa kelas XI SMA Muhammadiyah 04 Kota Bengkulu, yang berjumlah 63 siswa, dengan sampel yang berjumlah 32 siswa yang diambil dari kelas XI Mia 1 secara random sampling. Penelitian korelasi digunakan untuk menemukan hubungan antar variabel yang diteliti berdasarkan koefisien korelasi $> 5\%$. Penelitian menunjukkan hasil sebagai berikut: Pertama, profesionalisme guru bahasa inggris SMA Muhammadiyah 04 Kota Bengkulu berkategori tinggi dengan persentase 47%, sedang 16%, dan rendah 38%. Kedua, prestasi menulis siswa kelas XI Mia SMA Muhammadiyah 04 Kota Bengkulu berkategori tinggi dengan persentase 44%, sedang 16% dan rendah 41%. Ketiga, skor responden dari corelate menunjukkan nilai signifikan (2 tailed) adalah $0,570 > 0,05$ dengan hasil kontribusi 57%. Berdasarkan hypothesis, H_0 ditolak dan H_a di terima dengan kesimpulan bahwa profesionalisme guru bahasa inggris memiliki hubungan dengan prestasi siswa.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In this current era, a language is a form of communication and interaction between humans and others, and it is more important in life because humans can understand and comprehend each other means. The language is a complex, specialized skill, which develops in someone spontaneously, without conscious effort or formal instruction.¹ Therefore, there is a form of communication and interaction between people in written and unwritten (spoken) where it is a role to show people purposes to other people by the sentence or a speech because the languages are written and speaking.

Language is not only for communication but also for cultural change in the country. In Indonesia, English is a language that has been instructed to the student of kindergarten, primary school, Junior high school, Senior High School, and also to the students of University as ESL/EFL language. Furthermore, English is one of the keys to open and understand knowledge (education) and science (technology) use broadly as an international language in the world.

The English language has four abilities; reading, listening, speaking, and writing. The four basics of English language skills are divisible into two categories likely receptive skills (Reading and listening) and productive skills (speaking and writing). All of the abilities almost correlate to one another. From four abilities, writing is one of the general competence in the English language,

¹ Douglas Brown. *Principles of Language Learning and Teaching*. San Fransisco, California. Longman, 2000. P.2

and it is a more significance capability for being owned by students, likely Susanty states writing is also an excellent communication tool because by writing somebody can describing, presenting, and visualize knowledge or information in a text.²

Writing is not just making words, sentences, or paragraphs carelessly to get the achievement. However, writing some aspects and competencies must be met when someone wants to do it. Furthermore, when a person meets all aspects of content, organization, vocabulary, grammar, and then mechanics contained that when someone has writing skills. But, it is also about composition, transcription, and review.

Based on the Atlantic Canada ELA Curriculum in Grade 10-12, the students can demonstrate comprehension about all aspects of writing achievement. Achievement means where the students can create and enhance the construction of the text, or control meaning, clarify ideas, and evaluate the responses of others to students writing.³ Likely, In Indonesia, based on the 2013 curriculum, the students must be masters of all aspects of writing skills to get good writing because it is affected in the student writing achievement. Besides, the 2013 curriculum also requires students to be 80% more active than the teacher. That is the teacher only directs and gives a clue to students learning, and then who search and find the answers based on the existing clue.

² Susanty. *Improving The Student's Ability In Writing Descriptive Text Through Collaborative Writing Technique*. Volume 2, number 02, 2012. Page 11

³ Gail, C., et al. *Reading and Writing Achievement Standards*. 2015. Canada: New Brunswick. Retrieved from <https://welcomenb.ca/content/dam/gnb/Departments/edpdf/K12curric/EnglishReadingAndWritingAchievementStandards-Grade12.pdf>, on June, 16, 2020. Page 95

However, some of the students cannot do it well because writing is a complicated ability. Which, the learners' needs, expectations, goals, learning styles, skills, and knowledge are taken into necessary in the writing process. In other words, the teacher has rules to make the students understand and comprehension about all aspects of writing skills in knowledge-transformation. Where, the teacher should direct the students to pay attention to grammar, punctuation, capitalization, and spelling when writing process; planning, drafting, revising, editing, and publishing. With hope, a part of writing elements/components can help the students to achieve one of the types in writing; narrative, descriptive, survey, record, report, discussion, and argument. Which, the researcher chose the descriptive text to found achievement in the writing classroom in the school because writing descriptive text easier for students describing in their mind-text.

Based on the explanation above, the students feel the difficulty of making creative writing implies correct grammar and sense (create unity and coherence).⁴ Therefore, the teacher has a powerful impact on improving students' writing achievement. Where writing is a process, the process of writing is to teach students how to write with coherence, an appropriate grammar structure, and an acceptable spelling. Furthermore, the teacher not only a teacher but also has another role in writing. Where, the teacher is a role to increase students' potential by the teaching and learning of teacher's management in the classroom.

⁴ Rita, I. Dea, N., and Muslih, H. *Enhancing Descriptive Writing Achievement Of Tenth Graders By Using Internet Meme Picture*. Available online at IJEE (Indonesian Journal of English Education), Indonesia. Vol 5, Issue 2, 2018. Page 177. Access on Wednesday, May, 13th, 2020. <http://journal.uinjkt.ac.id/index.php/ijee>

A professional teacher is one step that can be an expectation in shaping the quality of writing learning. Where student's achievement will get it by "what the teacher being" and "what the teacher thinks" in the classroom. 1) In the learning process, a teacher must prepare to compile some plans in learning likely lesson plans and syllabi). 2) Apply (the teacher must practice what has been planned into action using strategy, method, approaches, media, and time). 3) Evaluate (the teacher must be introspectively error an area of learning). For make it, the teacher professionalism has four competencies; pedagogy, personal, professional, and social that mastered to improve students' quality and teacher-self.

To get purposes above, the teacher professionals not just get it but also comprehension about three elements that contribute to building teacher professionals to demonstrate professionalism; knowledge, skills, and attitudes. Where, teachers still have problems in understanding and applying existing competencies and elements. Therefore teachers still need to learn and understand the competencies and parts that are appropriate in the curriculum because competent teacher are professional teacher in which professional teacher is competent.

Furthermore, to measure achievement in writing, the professional teacher uses a test designed as an indicator of student progress in the specified learning goal.⁵ 1) Where the student's writing ability seems from creating ideas, identifying, and selecting words and using appropriate grammar in composition.

⁵ Nurhasanah. *Enhancing Students' Writing Achievement Through E-Mail Exchanges on Personal Letter*. ETERNAL (English Teaching Journal): Volume 10, No 1, 2019. Page 12. Retrieved from httpswww.researchgate.netpublication337896602_Enhancing_Students'_Writing_Achievement_Through_E-Mail_Exchanges_on_Personal_Letterlink5df11b7a4585159aa4765587download, on 10, June, 2020.

2) Use of spelling, punctuation, and capitalization in transcription. 3) An overview of what has written about the advantages and disadvantages as a review in finishing after editing.

Based on preliminary research observations at SMA Muhammadiyah 4 Kota Bengkulu, the researcher found the reality in the teaching-learning process in the class. Which students' writing achievement is not following the provisions in the curriculum or not synchronization. Where the ability of students to apply all of the aspects of writing is still medium, and also some of the students stills feel difficulty generating ideas into sentences and arrange the coherence of each paragraph. Where, the teacher found the problems to prepare and apply lesson plans in writing activities based on syllabus and curriculum.⁶

Based on interview English teachers of XI MIA class at SMA Muhammadiyah 4 Kota Bengkulu, the researcher fined that the teacher still difficulties teaching writing because in facts, there are some of students have low vocabulary, do not comprehension about tenses, and lack of interest in reading. Even so, the teacher efforts in the learning process are not in vain because some of the students at SMA MUHAMMADIYAH 4 Kota Bengkulu ever are the Winner in “Speech” in “Muhammadiyah Competition” at Bengkulu (2015) and the Winner in “Speech” and “Scrabble” in “Muhammadiyah-Sumatera Competition” at Palembang (2017) as a student’s achievement.⁷

Even though based on preliminary research interviewed one of the students at SMA Muhammadiyah 4 Kota Bengkulu, the students feel bored after some

⁶ Preliminary Research Observation at SMA Muhammadiyah 4 Kota Bengkulu on January, 18th 2020.

⁷ Liza Khamelia as English Teacher Eleventh grade of MIA at SMA Muhammadiyah 4 Kota Bengkulu. Interviewed on January, 18th 2020, 09.00 o'clock.

minutes continue, and the student seems does not more comprehension some of the competence in writing such as grammatical structure, punctuation, word choice, mechanic, generate idea, spelling, and organization, etc.⁸

Based on the lesson plans of Eleventh Grade, the Minimum Students Mastery Criteria (KKM) at SMA MUHAMMADIYAH 4 Bengkulu City are understanding and comprehension of the knowledge of the texts. Where, it uses various written languages in the accurate, fluent, and acceptable way in writing types such as reports, narrative, description, and procedures. Furthermore, the students can identify and revealed the meaning in text writing, and the student can write a text in writing suitably and correctly.⁹ Therefore, after the researcher being a review in the lesson plan, based on Minimum Students Mastery Criteria (KKM). The researcher concluded, the passing grade of the Minimum Students Mastery Criteria (KKM) based on lesson plans and syllabus is 70 which the students writing ability at SMA MUHAMMADIYAH 4 Bengkulu City is classified an intermediate level categories.

Aminatul stated kompetensi guru professional (pedagogy, personal, social, dan professional) tersebut dalam praktiknya merupakan suatu kesatuan yang utuh (holistic) yang dapat diperoleh melalui pendidikan academy minimal (S1) atau diploma (D4).

Aminatul states that the competence of professional teachers have four competencies; pedagogy, personal, social, and professional as a holistic

⁸ Adinda kaatarinda as Student Eleventh Grade at SMA Muhammadiyah 4 Kota Bengkulu. Interviewed on January, 18th, 2020, 09,30 o'clock.

⁹ Minimum Student Mastery Criteria (KKM) Data of Eleventh Grade Writing Text at SMA MUHAMMADIYAH 4 Kota Bengkulu.

entity in practice that can be obtained through a minimum academic education (S1) or diploma (D4).¹⁰

Therefore, teacher professionalism is required to be able to master the curriculums, materials, and learning methods based on competencies to manage to learn. In Indonesia, the placement of English teacher professionalism has not realized. In reality, the existence of professional teachers is far from expected because a teacher's competence still many less qualified schools need professional teachers.

Therefore, this study will discuss English teacher professionalism for the leaners in the learning process, and the researcher will focus on the correlation between English teacher professionalism and student's writing achievement.

B. Identification of the Problem

Based on the background above, the researcher finds some of the information about the correlation between English teacher professionalism and student's writing achievement at SMA MUHAMMADIYAH 4 Kota Bengkulu. The researcher can identify some of the problems as follow: 1) the students feel difficult to generate ideas in a text; 2) the students less have an interest in reading; 3) the students have difficulty in the grammatical structure; 4) the students feel confusing in the accuracy and coherence of organizing texts; 5) the teacher gets difficult to improve competencies some of students; 6) the teacher gets difficult to applied the lesson plans in learning activities based on syllabus and curriculum to some students; 7) the teacher get problems to use strategy to motivate some of

¹⁰ Aminatul, Z. *Membangun Kualitas Pembelajaran Melalui Dimensi Profesionalisme Guru*. Jakarta, Yrama Widya, 2015. Page 94-95

students in writing activities; 8) the teacher feels difficult to increasing the prior knowledge (ideas) some of students in reading.

C. Limitation of the Problem

This research is not too extensive, where the researcher limits the English skill in this research is writing descriptive text as a student's achievement.

D. Research Question

Based on the problems above, the research question in this research is: Is there any correlation between English teacher professionalism and student's achievement at SMA MUHAMMADIYAH 4 Kota Bengkulu?

E. Objective of the Research

The objective of this research is to find the correlation between English teacher professionalism and student's achievement at SMA Muhammadiyah 4 Kota Bengkulu. The researcher chooses SMA Muhammadiyah 4 Kota Bengkulu because SMA Muhammadiyah 4 Kota Bengkulu is one of the best schools in Bengkulu likely a) Many teachers are competent to creates outstanding students (achievements) with the learning system application. b) SMA Muhammadiyah 4 Kota Bengkulu has been accredited A by the national accreditation school.

F. Significances of the Research

Based on the purposes of the research, the significances of this research as follows:

a. Students

This research can help the students increasing achievement based on teacher's actively, effectively, efficiently learning and teaching in the class. So, the student will interest in learning.

b. Teacher

This research can give some contributions to the teacher to understand and comprehend what the students need in the learning-teaching process likely applied method, strategy, media to get the student-self potential on achievement.

c. Educator/Education Ministry

This research can help the Educator/Education Ministry find solutions to particular problems arising in the classroom, espouse professional learning (knowledge, skills, and comprehension). It will help to use in the learning process to effective and efficient (conducive).

G. Definition of Operational Key Term

- a. Achievement in writing is student writing consistently demonstrate the level of development described for each trait within the category of the standard.
- b. Professionalism is a combination of training, knowledge, experience, attitudes, and moral behavior that define the role of teacher

CHAPTER II

LITERATURE REVIEW

A. Achievement in Writing

1. Definition of Achievement

Achievement is view basically as the competence a person has in area of content. This competence is the result of many intellectual and nonintellectual variables.¹¹ It means an achievement in a field occupied by the field. Thus, the competencies listed in knowledge, understanding, and skills.

“Prestasi adalah suatu pencapaian atau keberhasilan oleh warga belajar yang dimanifestasikan ke dalam bentuk nilai, yang diperoleh melalui evaluasi belajar sebagai cerminan penguasaan terhadap pengetahuan, keterampilan dan sikap setelah mengalami proses belajar dalam suatu periode tertentu”.

Where, achievement is measured in several forms of assessment, scoring from a test as a form of evaluation. Therefore, a person's skills, knowledge and understanding can be seen based on the achievements that a person has achieved through a long process.¹²

Achievement is the result, the success, the extent or ability, the progress in learning education experiences that the individual indicates relation with his/her educational learning. In other words, achievement is a success in

¹¹ Salvador & Carmen. *The Definition of Achievement and the Construction of Tests for Its Measurement. A Review of the Main Trends*. Spain: University de Valencia, 2001. Page 44. Retrieved from httpswww.researchgate.netpublication26421597_The_definition_of_achievement_and_the_construction_of_tests_for_its_measurement_A_review_of_the_main_trends, on March, 19, 2020.

¹² Devi, R., Ach, F., & Astina. *Prestasi Akademik Dan Motivasi Berprestasi Mahasiswa S1 Pendidikan Geografi Universitas Negeri Malang*. Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan: Volume: 1 Nomor: 3, 2016. Page 522. Retrieved from httpsmedia.neliti.commedia_publications212159-prestasi-akademik-dan-motivasi-berpresta.pdf, on July, 05, 2020.

reaching a particular goal/status or standard, especially by effort, skill, courage, and so on.¹³

Based on the opinion above, it can be concluded that achievement can be measured through the aspects and competencies contained in a learning field, through a process in a certain period. Furthermore, it is content in the form of understanding, knowledge, and skills measured through particular test standards.

2. Definition of Writing

Writing is a process of discovery, focusing of not only final product but also the processes such as thinking, drafting and reviewing.¹⁴

Furthermore, Rodearta states writing is the physical act of committing words or ideas to some medium. Additionally, writing is the mental work of inventing ideas, thinking about how to express them into statements or paragraphs that will be clearer.¹⁵

Eason, & Supong states writing is one of the important skills because these skills have requires a complex process, including generating ideas, communicating in a diverse and appropriate context.¹⁶

¹³ Tiur, A, S. *Improving Students' Achievement On Writing Descriptive Text Through Think Pair Share*. International Journal of Language Learning and Applied Linguistics World (IJLLALW). Volume 3, no 3, 2013.. Page 33. Retrieved from <http://digilib.unimed.ac.id/7791/Improving%20students%20achievement%20on%20writing%20descriptive%20text%20through%20think%20pair%20share.pdf>, on March, 26, 2020.

¹⁴ Ozdemir, E. *The effects of blogging on EFL writing achievement*. Elsevier: Procedia - Social and Behavioral Sciences. Retrieved from file:///C:/Users/Acer/Downloads/the-effects-of-blogging-on-eFL-writing-achievement.pdf, on August, 10, 2020. Page 373

¹⁵ Rodearta, P. *Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique*. Australian International Academic Centre, Vol-9, Issue-0, 2018. Page 28, retrieved from [EJ1166925 https://files.eric.ed.gov/fulltext/EJ1166925.pdf](https://files.eric.ed.gov/fulltext/EJ1166925.pdf), on May, 12, 2020.

¹⁶ Eason Y, & Supong T. *Effects of Integrated Feedback on Academic Writing Achievement*. Arab World English Journal (AWEJ). Volume 10. Number 3, 2019. Page 251. Retrieved from https://www.researchgate.net/publication/336053424_Effects_of_Integrated_Feedback_on_Academic_Writing_Achievement/link/5d8c663d299bf10cff0e8ca6/download, on June, 10, 2020.

Based on the explanation above, we can defined that writing is a conscious effort that allows someone to try to think of something, then imagine or describe what is pictured in his mind into a complex word order and paragraph in a media. So that it can be easily understood by readers and recipients. Therefore, the process of success in writing is by describing the writer's thoughts through a text so that readers can also feel it.

3. Achievement of Writing

To obtain appropriate achievement in writing, student writing must consistently demonstrate the level of development describe for each trait within the category of the standard.¹⁷ Therefore, standardization in writing must be met when applying writing skills with concrete understanding and knowledge.

Nurhasanah states writing achievement will occur well if they understand and comprehend the aspect of writing and they must pay attention with grammar, punctuation, spelling, capitalization, and content when writing in the learning process in the classroom.¹⁸ It means in the learning process in class, where the students are guide to be able to express the right content, describe ideas, check grammar and word structure.

Furthermore, Abdul states writing achievement can be define as expressing one's ideas in written form in a second or foreign language, and

¹⁷ Gail, C., et al. *Reading and Writing Achievement Standards*. 2015. Canada: New Brunswick. Retrieved from <https://welcomenb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/English/ReadingAndWriting/AchievementStandards-Grade12.pdf>, on June, 16, 2020. Page 4

¹⁸ Nurhasanah & Sofhiyatul, H. *Enhancing Students' Writing Achievement Through E-Mail Exchanges on Personal Letter*. ETERNAL (English Teaching Journal): Volume 10, No 1, 2019. Page 8. Retrieved from https://www.researchgate.net/publication/337896602_Enhancing_Students'_Writing_Achievement_Through_E-Mail_Exchanges_on_Personal_Letter/link5df11b7a4585159aa4765587/download, on 10, June, 2020.

doing so with reasonable accuracy and coherence.¹⁹ Accuracy and coherence is a form of support in an article. Where, someone who excels in writing will prioritize accuracy and coherence in writing. So, the reader can know the intent and purpose of the writer.

Based on the description above, it can be defined that the achievement in writing can be measure through someone's ability to generate content / ideas, grammar, punctuation, vocabulary, and sentences structure properly. Writing achievement is not only seen how someone can make a sentence or paragraph. However, writing achievement is knowledge in understanding and applying an appropriate fluency and accuracy. Then, it becomes ability in writing so that aspects and competencies can be applied to a text through ideas or thoughts.

4. Writing Achievement Standard

The writing achievement standards include three components; *text forms*, *writing strategies and behaviours*, and *writing traits*.²⁰

- a. Text form – characteristics of text.

Table 2.1 Genres of Writing

Genres/Forms	Quantity and Suggested Length
Non-fiction Persuasive, explanatory, procedural, descriptive	Quantity: minimum of one, length: dictated by form
Narrative Memoir, biography, short story, and script	Quantity: optional as part the multi-genre study, length: varies according to purposes and content
Poetry Poetry, prose poems, songs, and rap	Quantity: minimum of one, length: dictated by form

¹⁹ Abdul, R. *Investigation of Writing Strategies, Writing Apprehension, and Writing Achievement among Saudi EFL-Major Students*. International Education Studies; Vol. 6, No. 11, 2013. Page 132

²⁰ Gail, C., et al. *Reading and Writing Achievement Standards*. 2015. Canada: New Brunswick. Retrieved from <https://welcomenb.ca/contentdam/gnb/Departments/pdf/K12/curric/English/ReadingAndWritingAchievementStandards-Grade12.pdf>, on June, 16, 2020. Page 2

Multi-media Visual, web page, model, and photo essay	Quantity: minimum of one, length: dictated by form
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- b. Writing strategies and behaviours – learning behaviours students should exhibit when written texts independently. Where, the students appropriate achievement by employing the writing process as outlined below:

1) Generating : planning and drafting

- a) Select and develop topics for a variety of purposes and audiences.
- b) Refine ideas by creating hypotheses, generating questions, and conducting research.
- c) Choose organization frameworks (graphic organizers, note-making) to manage content, collect ideas, and generate new
- d) Knowledge and perspectives.
- e) Draft a cohesive text, making critical choices about what to include or exclude according to purpose and audience.

2) Reviewing: revising and editing

- a) Clarify, strengthen, and refine by adding, deleting, substituting, and rearranging text
- b) Request and evaluate constructive criticism
- c) Refine text with literary devices and text features
- d) Attend to fluency, often by reading aloud; adjust sentences, words, and phrases
- e) Proofread and use reference and technology tools to support the correction process

3) Publishing: preparing text for the public

- a) Finish and present using a variety of formats (e.g., written text, short films, web sites) and technology tools

- c. Writing traits – describe what students should be able to demonstrate independently with respect to the six common traits of writing; content, organization, word choice, sentence structure, and conventions.

Table 2.2 Writing Achievement Standards

Writing traits	Appropriate Achievement	Strong Achievement
Content Topic connect, degree of focus, and related details	<ul style="list-style-type: none"> • topic should related with the main idea/thesis statement that supports an identifiable purpose and a specific audience • maintain focus to support the topic • elaborate on the main idea, add relevant details 	<ul style="list-style-type: none"> • define a specific topic with the main idea or thesis statement that captures the purpose and audience • focused on the main idea, with original, thoughtful, and/or compelling ideas • develop ideas with supportive details and sustain focus throughout
Organization Structure and forms, dependent on purposes and audience	<ul style="list-style-type: none"> • select an appropriate form (see Text Forms) and provide an engaging introduction that reveals the purpose; if appropriate, include a thesis statement • create great transitions some of elements (ideas, sentences, paragraphs) to clarify perfect ideas and correlation • present details that support the main idea or thesis in purposeful structure 	<ul style="list-style-type: none"> • introduce with a compelling statement that informs purpose; create a focused and dynamic thesis statement • include the great paragraphs with fluent transitions all of elements • vary internal structures to enhance interest

	<ul style="list-style-type: none"> • impact the reader with an effective conclusion 	<ul style="list-style-type: none"> • makes dynamic and effective conclusion to impact the readers
Word choice Vocabulary, language and phrasing	<ul style="list-style-type: none"> • purposefully choose precise and interesting words and phrases to effectively convey meaning • choose literary devices; demonstrate effort to go beyond the ordinary • use vocabulary that is varied; attend to parallel structure 	<ul style="list-style-type: none"> • include rich, domain-specific vocabulary, and phrases • employ a literary device • use language judiciously; maintain parallel structures
Sentence structure Variety and complexity of sentences	<ul style="list-style-type: none"> • include well-crafted sentences (pronoun references, expanding and contracting sentence elements) to support meaning and readability • use coherent paragraphs; vary paragraph lengths to create interest, attend to transitions • vary sentence lengths and beginnings to create rhythm and flow 	<ul style="list-style-type: none"> • include well-crafted sentences that enhance meaning and readability • sustain readability and interest with unified and coherent paragraphs • deliberately vary sentence lengths and beginnings to enhance meaning and create lyrical flow
Conventions Spelling, punctuation, capitalization, usage, and citation	<ul style="list-style-type: none"> • include internal punctuation and paragraphing of dialogue • grammatical structures correct; occasional errors created by risk-taking • to identify proper nouns, titles, words used as names and abbreviations used capitals correctly • use reference tools to ensure standard spelling 	<ul style="list-style-type: none"> • consistently and skilfully use conventions to communicate effectively, enhance meaning, realize voice, and demonstrate creativity

	<ul style="list-style-type: none"> • to enhance the meaning, use many characteristics and layout • use appropriate format to cite sources 	
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(Source: Adapted from Gail Craswell, 2015)

5. EFL Writing Test

Nusrhasanah states achievement test was a measurement which was design to be an indicator of student progress relatives to specific learning goal. To measure the writing achievement, the test was given to the sample of this research.²¹

Ute Knoch states writing test based on the purposes is a benchmark of knowledge, skills and understanding have some part likely²²:

a. Proficiency test

Designed to test general writing ability of students.

b. Placement test

Designed to be used to place students in specific writing course.

c. Achievement test

Designed to show that student has achieved a certain standard a writing course.

²¹ Nurhasanah & Sofhiyatul, H. *Enhancing Students' Writing Achievement Through E-Mail Exchanges on Personal Letter*. ETERNAL (English Teaching Journal): Volume 10, No 1, 2019. Page 12. Retrieved from httpswww.researchgate.netpublication337896602_Enhancing_Students'_Writing_Achievement_Through_E-Mail_Exchanges_on_Personal_Letterlink5df11b7a4585159aa4765587download, on 10, June, 2020.

²² Ute Knoch. *Language Testing and Evaluation, Diagnostic Writing*. Vorbelten: Peter Lang. 2009

d. Diagnostic test

Designed to identify strengths and weaknesses in writing ability; designed to provide detailed feedback which students can act upon; designed to focus on specific rather than global abilities.²³

Therefore, in the writing test there is a scale or scoring that is designed to determine the validity of an instrument. Where, will be described in the table below:

Table 2.3 Rating Scale and Score of Writing Test

Purpose of writing test	Rating scale	Score reporting
Proficiency test	Holistic or analytic	One averaged score
Placement test	Usually holistic	Usually one averaged score, but score might be grouped according to the focus of the course
Achievement test	Depends on the focus of the writing course	Depends on the focus of the writing course
Diagnostic test	Needs to be analytic and needs to result in differentiated scores across traits	In detail; separate for each trait rating scale

Based on the table above, researchers or a teacher can do an assessment of students based on tests given.

6. Writing Scoring Rubric

Eason states to checking the writing achievement of the participants in this study was used rubric scoring.²⁴

²³ Ute, K.. *Language Testing and Evaluation*. Peter Lang: Internationaler Verlag der Wissenschaften, 2009. Page 286

²⁴ Eason Y, & Supong T. *Effects of Integrated Feedback on Academic Writing Achievement*. Arab World English Journal (AWEJ). Volume 10. Number 3, 2019. Page 255. Retrieved from httpswww.researchgate.netpublication336053424_Effects_of_Integrated_Feedback_on_Academic_Writing_Achievementlink5d8c663d299bf10cff0e8ca6download, on June, 10, 2020.

Thikra & Abdul mention that writing scoring has two-scale to do scoring based on definition and criteria:

- a. Holistic scoring is “a global approach”. Entire the written response and give an overall score for performance is holistic scoring considers the.

Criteria:

- 1) Writing clarity, of topic and idea development
- 2) The effectiveness of the problems raised
- 3) Systematic accuracy with the needs of the reader
- 4) The effectiveness of cohesiveness, grammatical, and lexical

The weakness of this scale lies in the fatigue of examiner, prior knowledge, and changes in standards from one article to another. While the advantage that is ability to describe the ability to write as a whole.

- b. Analytic scoring rubric is the writing components that relate to the test competence likely; taker’s lexical, syntactic, discourse. The scoring rubric more provided detail information about a test with weight: content (20 points), organization (30 points), vocabulary (20 points), language use (20 points), and mechanics (10 points).

The weakness in using this scale lies in the difficulty to qualify the results of student scoring. While the advantage lies in the evaluation of all components of writing in detail.²⁵

²⁵ Thikra, G & Abdul, A. *Holistic versus Analytic Evaluation of EFL Writing: A Case Study*. English Language Teaching: Canadian Center of Science and Education. Volume 8, Nomor 7, 2015. Page 226-227

B. Teacher Professionalism

1. Definition of Professionalism

“Aminatul menyatakan Profesionalisme berasal dari kata "profesi" yang berarti "bidang yang merupakan pekerjaan yang diinginkan atau ditempati oleh seseorang". Selain itu, profesionalisme adalah upaya yang dinamis untuk mengoptimalkan penerapan tugas agar menjadi profesional dengan meningkatkan kualitas elemen kompetensi”.

Aminatul states Professionalism comes from the word "*profession*" which means "a field that is a job that is wanted or occupied by someone". Furthermore, professionalism is a dynamic endeavor in order to optimize the application of tasks in order to become a professional by increasing the quality of competency elements.²⁶ Where, are the main key to increase students mindset, attitude, creatively, rationally, and critically.

Irene R, Clemens W & Joyce states professionalism is the attitude of a professional where he is certain abilities that are occupied based on the ability to master or certain professions as well a combination competences of training, knowledge, experience, attitudes and moral behavior that define the role of a teacher.²⁷

Mohit states the term professionalism is use to describe the methods, manner, and spirit of a profession and of its practitioner. Professionalism is

²⁶ Aminatul, Z. *Membangun Kualitas Pembelajaran Melalui Dimensi Profesionalisme Guru*. Jakarta, Yrama Widya, 2015. Page 36

²⁷ Irene, R., et al. *Teacher Professionalism and Identity*. access on tuesday, March 20, 2020, 2016. page 16. Retrieved from https://www.academia.edu/28631785/Teacher_professionalism_and_identity, on December, 22, 2019.

balancing the personnel and professional life; it means to be practical one who has skills, knowledge, and attitude.²⁸

An interactive teacher principles of professionalism is by definition one that is fully aware of the group dynamics of a classroom. Where, effectively students cooperate and communicative with each other, and of course what roles of teacher and learners play to show conducive learning.²⁹

To be able to deliver, manage, guide, and solve the problems of students, a teacher as professionalism does not have one role but more than. Where a teacher will find many characters of students in the classroom when teaching and learning happens.

Based on professionalism, professional teachers have 4 competencies that must be mastered in the teaching and learning process. A teacher is requiring to guiding, directing, and optimizing student activities in a learning field by applying the abilities students have. furthermore, As a professional, teacher commit to using sound content, educational knowledge, and following moral and ethical principles in learner behavior and actions. Teachers should also have a professional attitude to and understanding of how their own teaching practice that influences the learning of learners.

Professional identity is vital to carrying out teaching and lecturing in any educational setting. Where, in learning a teacher must prepare, apply, and evaluate. *Prepare*, meaning the teacher must compile some plans in learning such as lesson plans, and syllabi based on the curriculum. *Apply*, means a

²⁸ Mohit, D. *Professionalization of Teacher Education*. International Journal of Research (IJR). Vol-1, Issue-4, 2014. Page 251. Retrieved from httpswww.academia.edu7852526Professionalization_of_Teacher_Education, on January, 9, 2020.

²⁹ Douglas Brown. *Teaching by Principles; an Interactive to Language Pedagogy*. San Francisco: State Univer. (3th), 1993. Page 214

teacher must apply what has been planned into action in teaching using approaches, strategies, methods, media, and time allocation. *Evaluation* means the teacher must be introspective, is there a deficiency or error in an area of learning being taught.

For instance, The teacher must master and comprehension the knowledge of the subject matter taught based on the lesson plan and syllabus on curriculum, Teacher responsible (teacher does not differentiate between age, ethnic, religion, status and gender), Teacher manage the class in an innovative and creative way as a communicator and teacher should positive thinking to make conducive learning. Teacher should understand where the students need special attention and have the healthy joke as approach.

Based on the definition of the expert above, the researcher defined teacher professionalism is a profession to direct, control, and manages to achieve the student's potential in academic or non-academic by accepted method, strategy, approach, and great content in the learning process. Furthermore, teacher professionalism not only is a teacher but the educator that can be a facilitator, motivator, director, innovator, researcher, moderator, etc.

Furthermore, by professionalism competencies, the teacher will be interactive and communicative with students in the teaching and learning process. Where the students will be easier to understand and accept the teacher explanation.

2. Professionalism Competences

Competence is usually associated with highly professional performance and there is a direct link in the field of education between a teacher's

professional competence and pupil performance.³⁰ Which, professional attributes outline the characteristics that are readily identifiable as essential to effective teaching. Likely, many factors contribute to the quality of teaching, such as the professional competence of the teacher, which includes subject matter knowledge, pedagogical content knowledge, knowledge of teaching and learning, curricular knowledge, and teaching experience.

Supriadi mengatakan sebagai profession, guru harus melakukan mengembangkan dan pembinaan kemampuan profesioal secara fungsional terkait kompetensi-kompetensi guna meningkatkan kualitas peserta didik dan sekolah. Yang mana, pelatihan tersebut dibangun untuk tercapainya tujuan pembelajaran dalam suatu bidang.

Supriadi states that as a profession, teachers must develop and foster a professional's functional abilities related to competencies to improve the quality of students and schools. Which, the training creates to achieve learning objectives in a field.³¹

Furthermore, Aminatul states teacher competences connected with professionalism. Which, teacher competence is a teacher professional. Therefore, teacher professionalism means as an ability or authority teacher to apply teacher profession-self by high competence. The other hand, competences are ownership, mastery, skills and abilities based on the demands they have.³²

Where, based on description above, professionalism competences have four competencies/elements and attributes outlined the characteristics to be professional in teaching and learning in the class.

³⁰ Vijay K. *The Influence of Teacher's Professional Competence on Students' Achievement*, Vol. 3, Issue 11, 2013. Access on Monday 13, 2020. Page 13. Retried from httpswww.academia.edu5343407IOSR_Journal_of_Engineering_IOSRJEN_The_Influence_of_Teachers_Professional_Competence_on_Students_Achievement, on January, 01, 2020.

³¹ Supriadi. *Strategi Belajar Mengajar*. Indonesia, Yogyakarta: Cakrawala Ilmu, 2012. Page 14-21

³² Aminatul, Z. *Membangun Kualitas Pembelajaran Melalui Dimensi Profesionalisme Guru*. Jakarta, Yrama Widya, 2015. Page 86.

Meanwhile, according to Nana Sudnaja in Aminatul's book, teacher competencies are divided into 3 fields, namely:

a. Cognitive competence or knowledge

It means competencies related to the intellectual ability of teachers, such as mastery of subjects, knowledge of how to teach, knowledge about learning and behavior of students, about guidance and counseling, about class administration, about how to assess (evaluation) learning outcomes of students.

b. Attitude competency field (attitude)

It means competencies related to the readiness and readiness of teachers regarding their profession such as, an attitude of respect, love and tolerance.

c. Competent in the field of behavior (performance)

It means competencies related to the ability of teachers in a variety of skills or behaviors, such as teaching skills, guiding, assessing, using media, communication, motivating, and carrying out class administration.³³

The three fields above do not stand alone but are interconnected and mutually influencing each other.

As for the national education policy perspective in government regulation number 19 of 2005 concerning national education standards (SNP) which became PP number 32 of 2013 divides teacher competencies into 4 parts, namely; pedagogy, personal, social and professional (PKPS).

³³ Aminatul, Z. 2015. *Op. Cit.* Page 87

a. pedagogy competence

It means, teacher's ability related to the management of student learning which includes the understanding of the students, the design the lesson and implementation of learning (using approaches, methods, strategies, and media based on curriculum), evaluation of learning outcomes and development of students to actualize their potential.

b. personal competence

It means, a series of competencies related to the teacher himself personally. Which, teachers must be able to direct themselves (self-directing to commitment on duty, high discipline, and interest appearance) into a person who is steady and exemplary for the students and society.

c. professional competence

It means teacher competence in the mastering of education fields (curriculum) such as science, technology, art, and culture. To sum up, the mastery of subject matter widely and deeply along with the structure and methodology of science and apply it.

d. social competence

It means teacher competence in effective and efficient communication and interaction with a friend or supervisor, coworkers, parents and the community both verbally, written, gestured, and polite.³⁴

Where, the competencies of teacher indicator describing in the table below:

³⁴ Aminatul, Z. 2015. *Loc. Cit.* page 88-93

Table 2.4 Professionalism Competence

No	Variable	Indicator
1	Pedagogical Competence	<ul style="list-style-type: none"> - Possessing good understanding regarding students' Needs. - Lesson planning, implementation, and Evaluation skill on learning achievement. - Developing and actualizing students' interest and skills.
2	Personal Competence	<ul style="list-style-type: none"> - Firm - Stable - Mature - Sensible - Wise - Being a good example - Fine attitude
3	Social Competence	<ul style="list-style-type: none"> - Teacher competence in blending with society, where a teacher needs to have a good and an effective communication skill.
4	Professional Competence	<ul style="list-style-type: none"> - Possessing a great knowledge and skill to educate and guide students in passing the National Education Standards.³⁵

(Source: Adapted from Cipto, etc. 2017)

Therefore, to be master of the curriculum, materials, and learning methods teacher competence is usually associated with performance highly professional. Relate to competencies, there are ten competencies for a professional teacher, namely; *first*, the ability to master the delivered lesson material. *Second*, the ability to manage teaching and learning programs. *Third*, the ability to manage classes. *Fourth*, the ability to use media/learning resources. *Fifth*, the ability to master the foundations of education. *Sixth*, the ability to manage teaching and learning interactions. Seventh, the ability to assess student learning achievement. *Eighth*, the ability to guide and evaluate

³⁵ Cipto, W., Aulia, H., & Sulikah. *Teacher Professionalism: Analysis of Professionalism Phases*. Canadian Center of Science and Education. Vol. 10, No. 4, 2017. Page 99. Retrieved from <httpsfiles.eric.ed.gov/fulltext/EJ1138573.pdf>, on June, 17, 2020

student development. *Ninth*, the ability to recognize and organize education administration. *Tenth*, the ability to analyze research for learning purposes.³⁶

In competences, there is an element that contributes to building teacher professionals to demonstrate professionalism are:

Table 2.5 Elements of Professionalism

No	Elements	Indicators
1	Knowledge	<ul style="list-style-type: none"> • Thorough knowledge of the subject • Thorough knowledge of the teaching and learning process (including being up to d with relevant outcomes of educational research) • Thorough knowledge of society • Knowledge of policy and organization in education
2	Skills	<ul style="list-style-type: none"> • Can make an communication and discussional about educational issues with audiences • The quality of work to the outside world as a responsibility • Conduct the research within the schools practice • Contributed in collaborative learning at professional communities • Could describing of innovations in the classroom/school in educational research
3	Attitudes	<ul style="list-style-type: none"> • Dedicated to students learning • The profession and the collective group of professionals • To contribute to the collective knowledge of the profession • thical code of the profession and the integrity of work is commite attitude • To account the quality of work to the outside world • Focused on professional development • Stay on innovation and improvement of teaching.³⁷

³⁶ Kunandar. *Guru Profesional*. PT. RajaGrafindo Persada, Jakarta, Indonesia, 2013. Page 56

³⁷ Marco, S., Hogeschool, V, A., & Netherlands. *Theories on and concepts of professionalism of teachers and their consequences for the curriculum in teacher education*

Based on the table above, it is known that professionalism teacher can be identified in some elements such as attitudes, knowledge, and skills. Professionalism teacher comprehension what the students' needs in the learning process to contributed to shape and increase student's potential in learning achievement. Therefore, teacher's role to manage, direct, control, coordinator, and guide the students to master the field of learning. Therefore, the knowledge and skills acquired that provide the orientation and interpretation to the students writing.

Furthermore, the teacher required dimensions, and indicators to being professionalism in education field;

Table 2.6 Dimensions and Indicators of Professionalism

No	Dimensions	Indicators
1	Commitment Or Competent	<ul style="list-style-type: none"> a. Career commitment b. Commitment to work c. Consistent with everyone d. Consistent with learning
2	Responsible	<ul style="list-style-type: none"> a. Responsibility for work b. Career responsibilities c. Service oriented towards stakeholders d. Work according to priority e. Social responsibility f. Moral responsibility g. Scientific responsibility h. Personal responsibility i. Spiritual responsibility j. Have a sense of devotion k. Call of conscience
3	Openness	<ul style="list-style-type: none"> a. Orientation towards the outside world b. Open to new ideas c. Accept suggestions and input d. Sharing of experience e. Group of study
4	Reward Or Punishment	<ul style="list-style-type: none"> a. Have certainty of wages and salaries b. Has a clear status c. Orientation of prestige

	Orientation	d. Respect or have a mode of ethics
5	Ability Or Creativity	a. Has a professional, quality and dedicated attitude b. Develop collaboration norms c. Able to work together with the community d. Able to solve problems e. Able to teach (theory and practice) f. Able to analyze data g. Able to improve strategy h. Able to motivate students i. Have special expertise (teaching skills) j. Have competence k. Have high creativity

(Source: Adapted from Aminatul, 2015 : 58-59)

3. Professionalism Management

Amir. T. K states teacher required to be able to formulate and integrate the objectives, materials, methods, media, and teaching evaluation appropriately, and in designing and managing the whole learning process as well.³⁸ Student learning achievement include teaching methods, curriculum, teacher-student relationships, student to students interaction, school discipline, teaching aids, school time, the standard of education, the state of school buildings, learning methods, and home works.

“Aminatul states profesionalisme menuntut guru untuk menyelenggarakan tugas yang beragam dan bervariasi. yang mana, untuk menciptakan suasana yang menyenangkan, aktif, dan kondusif.

³⁸ Amir. T. K. *The Contribution of Teaching Skills and teacher' Professionalsim toward Students' Achievement in Isfahan, Iran.* International Journal of Latest research in humanistic and Social Science (IJLRHSS). Page 31

Aminatul states that professionalism requires of the teachers to mastery of curriculum diverse. Analyze, to create a pleasant, active and conducive atmosphere.³⁹

By it, the students find it easier to understand and apply learning into everyday life. Which, a conducive learning will focus on students not teachers. Therefore, professionalism teaches is based on "*what the teacher does*" and "*what the teacher thinks*". Which, all of that is arranged in a lesson plan.

Hougles B states in terms of professionalism manage, the success of classroom learning is very much dependent on how effectively students cooperate and communicate with each other, and of course what roles the teacher and learners play.⁴⁰ Moreover, Learning is a process that is related to one another. Where, this process begins by the plan, implementation, and evaluation with a degree of professionalism that is reflected in competence, and skills in teacher quality.

The learning process is a unified system, which aims to achieve process standards in improving the quality of the education field. Where, to supportive, to manage and to control learning situations, the teacher needs some of the learning device (*Lesson Plans*) to teach writing achievement:

a. Learning materials

Learning materials are learning resources that must be explored by the students and the applying by the teacher. Learning resources including;

³⁹ Aminatul, Z. *Membangun Kualitas Pembelajaran Melalui Dimensi Profesionalisme Guru*. Jakarta, Yrama Widya, 2015. Page 157

⁴⁰ Hougles. B. *Teaching by Principles; An Interactive Approach to Language Pedagogy*. San Fransisco; California, 2000. Page 214

books, magazines, articles, newspapers, electronic media, opinion figures, and so on.

b. Method and Media

The determination of learning methods and media is closely related to the selection of effective and efficient learning strategies to form basic competencies. Where, the teacher can choose a variety of methods to achieve learning objective.

“Elina S, Zulkarnaini, dan Sumarno mengatakan ada 6 metode yang dapat di terapkan dalam pembelajaran writing berdasarkan peraturan Departemen Pendidikan Nasional; metode langsung, komunikatif, integrative, tematik, konstruktivistik, dan kontekstual”.

Elina S, Zulkarnaini, and Sumarno said there are six methods that can be to apply in writing learning based on the regulations of the Ministry of National Education; direct, communicative, integrative, thematic, constructive, and contextual methods.⁴¹

Likely, in teaching writing the teacher can use some of method, as follow:

- 1) *Direct method*, direct method is a method that is applied directly on a student that is loaded in an image media. Where, students can imagine what they see into a concrete essay or writing.
- 2) *Communicative method*, communicative method is a method that includes all language skills that are organized and concretely specified concretely into an observable product or product. like, messages, maps and letters.
- 3) *Integrative method*, integrative method means uniting several aspects into one process into an inter-field of study or between fields of study.

⁴¹ Elina,S., Zulkarnaini, & Sumarmo. *Pembelajaran Menulis*. Departemen Pendidikan Nasional. 2009. Page 15

Like, listening integrated with speaking and writing. Writing is integrated with reading and speaking.

- 4) *Thematic methods*, thematic methods meant all components of learning material are integrated into one theme in each meeting. where, students depart from concepts to analysis or from analysis to linguistic concepts, usage, and understanding.
- 5) *Constructivist methods*, constructivist methods based on cognitive learning theory that emphasizes cooperative learning, generative, inquiry. Where, after the teacher explains the lesson students are asked to find their own understanding.
- 6) *Contextual method*, contextual method is a conception of learning that motivates students to connect knowledge and its application with everyday life.

c. Strategies

In writing strategies, Glencoe states there five stages to achieve writing standards in writing process.⁴² Which Abbas also mention that the writing processes will success if the teacher uses the strategies in learning; *prewriting, drafting, revising, editing/proofreading, and publishing/presenting.*⁴³

⁴² Glencoe. *Writer's Choice Grammar and Composition*, The United States of America, McGrawHill, 2005. Page 152. Retrieved from Writers_Choice_10_httpswww.academia.edu/36470364/Writers_Choice_10_grade, on March, 25, 2020

⁴³ M. Fadhli, F., A., & Herdi, H. *Solving The Students' Problems In Writing Argumentative Essay Through Collaborative Writing Strategy*. English Review: Journal of English Education. Volume 7, Issue 1, 2018. Page 108

- 1) *Pre-writing*, pre-writing is the background knowledge or the idea stage. By probing your thoughts, you can discover a topic and a purpose for writing about it.
- 2) *Drafting*, drafting is writing your ideas down in related sentences and paragraphs. The purpose of drafting is to let your writing flow without worrying about grammar or mechanics.
- 3) *Revising*, revising is reading your draft back closely, reminding yourself of your purpose, repeating, and clarifying your ideas.
- 4) *Editing*, in this stage, editing means look be careful at each paragraph, each sentence, and each word to identification; sentences right, grammatically correct, spelling and punctuation correct.
- 5) *Publishing/presenting*, publishing/presenting is sharing your writing with a reader simply means handing it in to reader to accept critic and advice based on readers' thought and mind.

d. Learning of purposes

In learning objectives are the ultimate goal of each learning activity that should be achieved by students at a certain level of competence.

e. Lesson material

According to Djamarah, there are two learning materials, namely basic and supplementary subject matter, the subject matter means material that concerns the field of study held by the teacher while supplementary means material that can support learning the basic material.

f. Evaluation

Evaluation is used to determine the effectiveness of learning in the formation of competencies that aim to find out the basic competencies and the goals that are formulated can be achieved by students and the results of the evaluation can later be used to provide assessments (*instrument*) and feedback on students.⁴⁴

The instruments used to measure the student variables were of two types. Firstly, we used measures to monitor the level of students' general achievement and their level of intelligence and, secondly, instruments to measure specific achievement in written composition.⁴⁵

Therefore, the effectiveness of learning on the improvement of teaching practice and student achievement was supported how the teacher actions in class.⁴⁶ Where, Hougla Brown also mention to providing a learning component the teacher professionalism also has a role in the learning process, as follow:

a. Teacher as an educator

It means, teachers who are able to educate their students with knowledge and educate with values. educating is interpreted to be more comprehensive, as an effort to educate students fully and comprehensively

⁴⁴ Aminatul, Z. *Membangun Kualitas Pembelajaran Melalui Dimensi Profesionalisme Guru*. Jakarta, Yrama Widya, 2015. Page 112-115

⁴⁵ Deilis, I. P & Nicasio. *The Quality of Teaching Determines Students' Achievement in Writing*. Spain: University of Leon, 2016. Page 99. Acces on Sunday, June 14, 2020. https://www.researchgate.net/publication/305409846_The_quality_of_teaching_determines_students_achievement_in_writing/link/5792496608ae33e89f76e856/download

⁴⁶ Beatrice, A. *Teaching and Teacher Education*, Centre for Advanced Research in Education, University of Chile, Alsacia 150, Depto. 33, Las Condes: Santiago Chile, 2010. Page 13. Retrieved from https://www.academia.edu/16627536/Teacher_professional_development_in_Teaching_and_Teacher_Education_over_ten_years, on December, 01, 2020.

in terms of knowledge (cognitive), skills (psychomotor), and attitude (affective).

b. Teacher as an instructor

It means, the teacher whose role is to channel knowledge and values as well as the teacher helps students to construct their own knowledge.

c. Teacher as a facilitator

It means, teachers who have a sufficient amount of knowledge about how to use educational media to make teaching and learning activities effective in Teaching and learning Activity (KBM).

d. Teacher as a motivator

It means, the teacher acts as a motivator for students by doing variations, methods, strategies and others that can improve students' emotions by giving some reward, interest, and praise.

e. Teacher as a researcher

It means, the teacher constantly demands knowledge and participates in teacher empowerment activities which have become the demands of the teacher to be able to keep up with the times.⁴⁷

Then, teacher is a profession, and the standards of a profession are associated with the necessary functions of individuals within that professionalisme. Servet states discusses several general functions that teacher educators fulfill.⁴⁸ a) Facilitator, facilitators of the learning process for student

⁴⁷Aminatul, Z. *Membangun Kualitas Pembelajaran Melalui Dimensi Profesionalisme Guru*. Jakarta, Yrama Widya, 2015. page 158-168

⁴⁸ Servet, C. Characteristics and Competencies for Teacher Educators: Addressing the Need for Improved Professional Standards in Turkey. *Australian Journal of Teacher Education*,

teachers: Effective teacher educators play a major role in facilitating and supporting the reflective learning process student teachers develop. b) Developers of new knowledge and curricula: Teacher educators are expected to create new knowledge, consisting of practical knowledge in the form of new curricula and learning programs. c) Another key function of teacher educators is assessment; both formative assessment enhancing learning. d) Efficient teacher educators are collaborators. Thus, it is essential that teacher educators help student and teachers to develop the skill of being good a team members through practice.

C. Previous Studies

Based on the results of previous studies, it showed there are differences between previous studies with research conducted by the present author. Which, this can be known based on the explanation below:

1. The results of research from Nurhayani (2012) **On The Effect of Teacher Skills That Are Restricted in Class Management in Opening, Core And Closing On The Achievement of PAI Students in Grade 5 At Sd Negeri 01 Taba Penanjung**. In which, in this research, Nurhayani stated there is influence between teacher skills that are restricted in class management in opening, core and closing on the learning achievement of 5th grade students of SD Negeri 01 Taba Penanjung as evidenced in the statistical calculations namely $r_{\text{count}} > r_{\text{table}}$ ($0.629 > 0.576$) with a significance level of 5%. From the results of Nurhayani's research (2012) about teacher skills that are restricted in class management in opening, core and closing. Which, that is contribution

between variable X (teacher skills that are restricted in class management in opening, core and closing) and variable Y (on the learning achievement).

2. The results of a study by Herman (2016) about **The Professionalism of PAI Teachers That Are Limited in Pedagogical Competencies To The Learning Achievement of 5th Grade Students in SD Negeri 3 Talo**. Where, Herman (2016) about teacher professionalism that is limited by pedagogical competence towards student achievement has significant differences. Herman (2016) represented that there is a relationship between pedagogical competencies of professional teachers towards student achievement with the following contributions:

$r_{xy} = 0.575 > r_{table} 0.413$ and $\alpha 5\%$ and $r_{xy} = 0.575 > r_{table} = 0.526$ for $\alpha 1\%$.

3. The results of research from Alamgir, et al (2017) about **Teaching Professionalism and Students Academic Achievement**. After an intense study on the perception of various researchers, Alamgir (2017) discovered that the positive professional attitude of teachers in the shape of personality, knowledge, managerial, and communication skills have significant influence on the academic growth and development of students. In Conclusion, Alamgir (2017) stated that the positive attitude of the teacher has a very constructive impact on students' academic achievement and contribute to effective teaching and learning process. This study has affirmed that sound personality, up to date knowledge, classroom management and better communication skills are the influential factors that make the learning process effective. Hence, the

researchers recommended that teacher may consider all the aforementioned factors for effective teaching.

D. Hypothesis

With provisions, the correlation test results can be known whether the relationship is positive and negative;

1. The correlation between X and Y is positive, if $R_{xy} > R_t$
2. The correlation between X and Y is said to be negative, if $R_{xy} < R_t$

With Hypothesis as follow:

1. H_a = There is a correlation between English teacher professionalism and student's achievement based on significance 5% and 1%
2. H_o = There is no correlation between English teacher professionalism and student's achievement based on significance 5% and 1%

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used quantitative research. Where, quantitative research is one type of research whose specifications are systematic, planned, and clearly structured from the beginning to the design of the research. Another definition states that quantitative research is research that requires a lot of use of numbers, ranging from data collection, data interpretation, and the appearance of the results which would be better if accompanied by pictures, tables, graphs, or other views.⁴⁹

Meanwhile, Sandu states quantitative research can be interpreted as a research method based on the philosophy of positivism, used to examine a particular population or sample. Sampling techniques are generally carry out randomly min 30 samples in population, to collecting data using research instruments and analyzing quantitative/statistical data with the aim of testing the hypotheses that have been set.⁵⁰

Finally, in this study the researcher used a quantitative correlation method to determine correlation between variables in the research. Nyoman states the correlation study is the most frequently conduct the study because the category correlation study in descriptive research is most often use. Correlation studies are

⁴⁹ Sandu S. *Dasar Metodologi Penelitian*. Indonesia, Malang: Literasi Media Publishing. 2015. Page 17

⁵⁰ Sandu S. 2015. *Op, Cit*. Page 16

using to determine the extent to which two or more variables are relates.⁵¹ Where, the size of the correlation between variables can be found by using the correlation coefficients in significant up 5%.

In this research, the researcher used apps *SPSS Statistics 25* to collecting and calculating data. Where, English teacher professionalism (Variable X) and Student's writing achievement (Variable Y).

B. Population and Sample

1. Population

Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determine by researchers to be studies and then drawn conclusions.⁵² Another understanding refers to the population as a whole object of research consisting of humans, objects, animals, plants, test scores, or events as sources of data that have certain characteristics in a study.⁵³

Winarno states population is all data that concerns us within a specific scope and time.⁵⁴ So, the population is associated with data to get information that has been determined through the subject. The population in this research was the entire subject that means all of students and two English teacher at SMA Muhammadiyah 4 Kota Bengkulu, because SMA MUHAMMADIYAH 4 Kota Bengkulu has been accredited A, one of the favorite schools at its level

⁵¹ Nyoman D. *Metode Penelitian*. C. V. Andi Offset, Yogyakarta, Indonesia, 2012. Page 100

⁵² Sandu, S. 2015. Loc, Cit. Page 63

⁵³ Neni, H. *Metodologi Pendidikan Pendidikan*. Indonesia, Yogyakarta: Academi Media, 2017. Page 64

⁵⁴ Winarno. *Metode Penelitian dalam Pendidikan Jasmani*, IKIP Malang, Malang. Indonesia, 2018. Page 80

and accompany by teachers who are flexible about curriculum and globalization.

Table 3.1

Population at SMA MUHAMMADIYAH 4 Kota Bengkulu

No	Kelas	Jumlah Peserta Didik		
		L	P	Jumlah
1	X Mipa Unggul	10	19	29
	Jumlah Kelas X Mipa	10	19	29
3	X Ips Unggul	9	9	18
	Jumlah Kelas X Ips	9	9	18
	Jumlah Kelas X Seluruh	19	28	47
5	XI Mia Unggul	9	23	32
	Jumlah Kelas XI Mipa	9	23	32
7	XI Ips Unggul	16	15	31
	Jumlah Kelas XI Ips	16	15	31
	Jumlah Kelas XI Seluruh	25	38	63
10	XII Ipa Unggul	5	19	24
11	XII Ipa regular	13	12	25
	Jumlah Kelas XII Ipa	18	31	49
12	XII Ips Unggul	12	12	24
13	XII Ips 1	19	7	26
	Jumlah Kelas XII Ips	31	19	50
	Jumlah kelas XII Seluruh	49	50	99
	Total Seluruh Siswa/i SMA Muhammadiyah 4	93	116	209

Source : *(Document of Clerical Work (TU) SMA Muhammadiyah 4 Kota Bengkulu)*

No	Teacher	Teaching	Graduated
1	Teacher A	X and XI	S1 UMB (1898) S2 UNIB (2013)
2	Teacher B	XIII	S1 UMB 1993

Teacher A and B as a change of name English teacher at SMA Muhammadiyah 4, Bnegkulu city.

2. Sample

The sample is a portion of the number and characteristics own by the population, or a small portion of the member's population taken according to certain procedures so that it can represent the population.⁵⁵ The sample is part of the population that is the focus of our research, within the scope and time we specify.⁵⁶ And then, Sugiyono states the sample is part of the number and characteristics obtained from the population. If the population is large, and researcher may not to be able to find everything in the population, then the researcher can used samples taken in the population itself.⁵⁷

For this research, the researcher used random sampling technique, expecially simple random sampling, it means one sample can represented of the population.

Table 3.2

Sample of Research

Clasess	L	P	Total
XI MIA Unggul	9	23	32

Where, in this research, the researcher chose one of 11th classes MIA as a sample because based on the facts; MIA is a class that has conducive learning with sufficient skills to be sample in this study and IPA has been learn basic descriptive text in X graded. For English teacher, the researcher chose **Teacher A** because Teacher A teaches XI grade that the subject of this research.

⁵⁵ Sandu S. 2015. Op, Cit. 64

⁵⁶ Winarno. *Metode Penelitian dalam Pendidikan Jasmani*, IKIP Malang, Malang. Indonesia, 2018. Page 84

⁵⁷ Sugiyono. *Statistik Nonparametris untuk Penelitian*. Indonesia: Alfabeta, 2001. Page

C. Data Collecting Techniques

1. Questionnaire

A questionnaire is several written questions that are used to obtain information from respondents about something to be researched. In general, a questionnaire is used to reveal data related to the respondent's data, opinions, or other information related to research issues.⁵⁸ Based on the explanation above, the researcher used the questionnaire form of check-list which the respondents just choice some answers that prepared.

Secondly, after the form of the questionnaire was determined. The researcher then made questions by considering the amount questions so that there are not too many or too few questions and adapted to the indicators set.

The questionnaire was used to find out the professionalism of the English teacher class XI MIA in the form of 25 check-list statements with 4 competencies.

Table 3.3

Questionnaire of instrument grids

Teacher Professionalism	Number of Questions	Total
Pedagogy	1-9	9
Personal	10-11	2
Professional	12-22	11
Social	23-25	3

After discussing with the English teacher at SMA Muhammadiyah 4, Bengkulu city and it was concluded that the questionnaire was shared online in the form of Google form;

⁵⁸ Winarno. Metode Penelitian dalam Pendidikan Jasmani, IKIP Malang, Malang. Indonesia, 2018. Page 99

https://docs.google.com/forms/d/e/1FAIpQLSeHDtXOnq8qBXS2qiMtE7psCOCkdUI08UOkcpZZKMv2rGTKMg/viewform?usp=sf_link

2. Documentation

Winarno states documentation is looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, agendas, and so on.⁵⁹

3. Interview

A form of dialogue conduct by researchers for obtains information from respondents call interview. This test is very appropriate for researcher who want to get the latest information relate to various events.⁶⁰

The researcher used interview to assess a person's situation, for example to look for data about student background variables, parents, education, attention, attitudes toward something.

In these instrument, the researcher interviewed English teacher to find out the teacher management activities in the teaching process.

4. Writing Test

A test is an instrument or tool use to gather information in the form of a person's knowledge or skills. Based on the types, tests can take the form of: written test, oral test, and skills test.⁶¹

The test can be a series of questions, worksheets, or the like that can be used to measured knowledge, skills, talents, and abilities of the research subject.

⁵⁹ Winarno, 2018. *Op. Cit.* Page 154

⁶⁰ Sandu S. *Dasar Metodologi Penelitian*. Literasi Media Publishing: Yogyakarta, Indonesia, 2015. Page 80

⁶¹ Winarno, 2018. *Loc. Cit.* Page 97

Based on the opinion above, it can be said that the test is an instrument that can measure knowledge, skills, talents, and abilities.

In this test result, the researcher chose worksheet because by it the researcher can see the student writing achievement on written descriptive text based on English teacher professionalism realized.

The procedure of the researcher in providing writing test, as follows:

- a. The researcher gives the paper worksheet test to the students and a little explanation about it with the *Titles "Description of Place or Person"*.
- b. Min 150-200 words.
- c. Time allocation of student's work (2x 35minutes).

But, based on the situation now (pandemic Covid-19). The researcher just sent writing task (test) by On-line (Daring) and invited the student was sent back after the students finishing by JPG, and JPEG format.

D. Instrument Validity and Reliability Test

Measuring instruments or instruments that was compile, of course, must have validity and reliability, so that the data obtained from the measuring instrument can be reliable, valid and is called the validity and reliability of the measuring instrument or the validity and reliability of the instrument.

1. Instrument validity Test

Validity is one of the characteristics that mark the test of good learning outcomes. To be able to determine whether a test of learning outcomes already has validity or the accuracy of measuring power, it can be done from two aspects, namely: in terms of the test itself as a totality, and in terms of the

items, as an inseparable part of the test.⁶² To analyze the level of instrument validity in this study, the authors used the *product moment correlation* technique in *SPSS Statistics 25* version:

On the table, the researcher shows the data of English teacher professionalism observation validity in *Appendixes*:

After the data transform to *SPSS Statistics 25*, the researcher get the result of validity, likely:

Table 3.5

The Result of Validity Test

No	R hitung	R table	Ket
1	0,531	0,349	Valid
2	0,499	0,349	Valid
3	0,373	0,349	Valid
4	0,517	0,349	Valid
5	0,449	0,349	Valid
6	0,544	0,349	Valid
7	0,370	0,349	Valid
8	0,254	0,349	Tidak Valid
9	0,539	0,349	Valid
10	0,423	0,349	Valid
11	0,552	0,349	Valid
12	0,599	0,349	Valid
13	0,552	0,349	Valid
14	0,167	0,349	Tidak Valid
15	0,483	0,349	Valid
16	0,552	0,349	Valid
17	0,627	0,349	Valid
18	0,573	0,349	Valid
19	0,449	0,349	Valid
20	0,303	0,349	Tidak Valid
21	0,437	0,349	Valid
22	0,411	0,349	Valid
23	0,478	0,349	Valid
24	0,443	0,349	Valid
25	0,519	0,349	Valid

⁶² Sandu S. *Dasar Metodologi Penelitian*, Literasi Media Publishing, Yogyakarta. Indonesia, 2015. Page 83

Based on the table above, the researcher explain the item no 1 is Valid because in sig 5%, $R_{hitung} (0,531) > R_{table} (0,349)$ and until the next item.

2. Instrument reliability test

Reliability testing with internal consistency is done by matching the instrument once and then analyzing it with a particular technique. Sobur states reliability refers to an understanding that the instrument use in research to obtain information that is can be trusted as a data collection tool and is able to reveal the real information in the field.⁶³

To find the reliable or not the observation instrument, the researcher uses SPSS version 20 to get conclusion, likely:

Table 3.6
The Result of Reliability Test

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,842	,851	25

Based on the table above, the instrument observation questioner is reliable or not is the Cronbach's Alpha $> 0,700$ and based on the table above, Cronbach's Alpha have 0,842 and $> 0,700$. In the result the items of instruments is realiable.

⁶³ Neni, H. *Metodologi Pendidikan Pendidikan*. Indonesia, Yogyakarta: Academi Media, 2017. Page 84

E. Data Analyzing Techniques

To analyze the data collected from each variables, the researcher used the Pearson product moment correlation in *SPSS Statistics 25* to find out the correlation between English teacher professionalism (X) and students' achievement (Y) at SMA Muhammadiyah, Bengkulu City.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of SMA Muhammadiyah 4, Bengkulu City

1. Situation and Condition of the School

Based on the research, the researcher conducted research from September 7 to October 19, 2020. The researcher was concluded the situation and condition of SMA Muhammadiyah 4 Bengkulu City is very comfortable, safe, clean and cool, which can be seen from the clean yard and shady trees that add to the coolness. SMA Muhammadiyah 4 Bengkulu City is located at Jl. Bali, Kampung Bali, Teluk Segara, Bengkulu City. SMA Muhammadiyah 4 Bengkulu City has been accredited A, and also has adequate learning facilities and achievements obtained by students and teachers. That is evident during the online learning system (daring), where the learning between the teacher and students runs systematically. Then the enrichment is given every two months to evaluate student understanding in the study.

a. School History

SMA Muhammadiyah 04 was originally called SMA Labor STKIP Muhammadiyah Bengkulu which was founded by STKIP Muhammadiyah Bengkulu on June 1, 1982. The birth and existence of STKIP Muhammadiyah Bengkulu Labor High School in society had a positive impact in helping implement and realize the goals of education National Education and Muhammadiyah Universities. Along with the growth and development of the times, in 1987, SMA Labor STKIP Muhammadiyah changed its name to SMA Muhammadiyah 04 Bengkulu City and from its

status increased from registered status to being recognized by the Dikdasmen decree Number: 011 / C / Kep / I / 1988. From period to period, SMA Muhammadiyah 04 Bengkulu City continues to progress with the hope of improving the quality of education in improving school status. On January 15, 2007 the school's status was Accredited A with a score of 92.45 (A). With the increasingly rapid development of SMA Muhammadiyah 4 Bengkulu continues to improve, to improve the quality of education in accordance with the vision and mission and objectives of SMA Muhammadiyah 04 Bengkulu City, as well as the work program of SMA Muhammadiyah 04 Bengkulu City which is proven by the achievements of students both in the field Intra-curricular and extracurricular.

b. Facilities

Table 4.1

Facilities of Quantities

No	Tools	Quantity
1	Sound system	2
2	Tape recorder	3
3	Computer TU	6
4	Filing cabinet	7
5	Chairs	612
6	Desk	553
7	Principal Computer	1
8	Printer	2
9	Clock	20
10	School desks and chairs	18
11	Whiteboard	18
12	Trash cans	7
13	Bulletin board	1
14	Bookshelf	20
15	Shoe rack	20
16	Fan	20

17	Projector	2
No	Infrastructure	Quantity
1	Classroom	16
2	Laboratory	1
3	Library	1
4	Teacher's room	1
5	Headmaster office	1
6	Waka office	1
7	TU office	1
8	Mushola	1
9	Uks room	1
10	Lpm room	1
11	Cantin	5
12	Bk room	1
13	Toilet	6
14	Computer room	1

Source : (*Document of Clerical Work (TU) SMA Muhammadiyah 4 Kota Bengkulu*)

2. Class Management

a. Classroom Layout

Based on observations, the student seating positions always vary according to the methods applied by the teacher such as lined, circular, and U patterns. Then, in the classroom students are equipped with learning facilities (blackboard, eraser), cleaning facilities (mop, rags, brooms, buckets, scoops, and trash cans) and drinking utensils such as gallons and cups.

3. Teachers

a. Total Number of Teachers

The number of teaching staff at SMA Muhammadiyah 4 Bengkulu City in 2020/2021 is 29 teachers. The names are as follows:

Table 4.2
Total Number of Teachers

No	Nama	Mata Pelajaran	Jabatan
1	Sutanpri, S. Pd., MM	Matematika	Kepala Sekolah
2	Lukman, M. Pd	Penjaskes	Wk. Humas
3	Dra. Azuarni	Bahasa Indonesia	Wk. Sarana
4	Zulaikha, S. Sos I, S. Pd. I	PAI dan Budi Pekerti	Wk. Kurikulum
5	Jin Kenedi, S. Pd I	PAI dan Budi Pekerti	Wk. Kesiswaan
6	Jahrul, S. Sos I	Kemuhammadiyaan	Wk. Ismubaris
7	Piping Irfan, SE	Lintas Ekonomi Prakarya Kewirausahaan TIK	GTY
8	Dra. Nemi	PKN	GTY
9	Desda Arifin, SE	Ekonomi, PKN	GTY
10	Basirwan, S. Pd	Kimia	GTY
11	Danura Azhilmz AV, S. Pd I	Bahasa Arab	GTY
12	Eti Jumiati, SE	Ekonomi	GTY
13	Yuli Yarti, S. Pd	Matematika	GTY
14	Hariyanto S. Pd	Geografi	GTY
15	Mismira Dewi S. Pd	Bahasa Indonesia	GTY
16	Nelsi kheristiana S. Psi	BK	GTY
17	Ricardo Yuliana M, S. Pd	Bahasa Indonesia	GTY
18	Lisdawati Khairunnisa S. Pd	Kimia	GTY
19	Eriansyah S. Sn	Seni Budaya	GTY
20	Hasnatul Aini, S. Pd	Bahasa Inggris dan Sejarah Sosial	GTY
21	Titin Sumarni S. Pd	Biologi	GTY
22	Liza Khamelia S. Pd	Bahasa Inggris	GTY
23	Rosi Rahmi S. Pd	Matematika	GTT
24	Herlita Mayasari S. Pd	Penjaskes	GTT
25	Popi Febriani S. Pd	BK	GTT
26	Kristina Syahreza S. Pd	Sosiologi	DPK
27	Ami Astuti S. Pd	Ekonomi	GTT
28	Diya Novarina M. Pd. Si	Fisika dan Kewirausahaan	GTT
29	Renpad Suyudi S. Pd	Fisika Sejarah Sosial Kewirausahaan	GTT

Source : (Document of Clerical Work (TU) SMA Muhammadiyah 4 Kota Bengkulu)

b. Teacher Tasks

The duties of teachers at school are to control and supervise the condition of students, provide learning facilities, and provide counseling guidance. Apart from teaching, teachers also have duties as picket teachers which are carried out every day. The duty of the picket teacher is to check the condition of students and teachers and then record the attendance of students and teachers.

c. Administration Tasks

The duties of employees and administrative staff are:

- 1) Assisting the implementation of teaching and learning such as preparing and managing the facilities and infrastructure needed by schools.
- 2) Collecting students' data.
- 3) Making students reports.

4. Students

a. Total Number of Students

The total number of students of SMA Muhammadiyah 4 Bengkulu City in 2020/2021 \pm 209 students, with the following details:

Table 4.3

Total Number of Students

No	Kelas	Jumlah Peserta Didik		
		L	P	Jumlah
1	X Mipa Unggul	10	19	29
	Jumlah Kelas X Mipa	10	19	29
3	X Ips Unggul	9	9	18
	Jumlah Kelas X Ips	9	9	18
	Jumlah Kelas X Seluruh	19	28	47

5	XI Mia Unggul	9	23	32
Jumlah Kelas XI Mipa		9	23	32
7	XI Ips Unggul	16	15	31
Jumlah Kelas XI Ips		16	15	31
Jumlah Kelas XI Seluruh		25	38	63
10	XII Ipa Unggul	5	19	24
11	XII Ipa regular	13	12	25
Jumlah Kelas XII Ipa		18	31	49
12	XII Ips Unggul	12	12	24
13	XII Ips 1	19	7	26
Jumlah Kelas XII Ips		31	19	50
Jumlah kelas XII Seluruh		49	50	99
Total Seluruh Siswa/i SMA Muhammadiyah 4		93	116	209

Source : (Document of Clerical Work (TU) SMA Muhammadiyah 4 Kota Bengkulu)

5. Data and Discussion

a. Data

- 1) Result of questionnaire English teacher professionalism

Table 4.4

English teacher professionalism

Sample	Variable X
1	66
2	62
3	70
4	69
5	65
6	65
7	70
8	70
9	72
10	61
11	47
12	73
13	67
14	63
15	71
16	58

17	53
18	49
19	66
20	69
21	70
22	68
23	69
24	62
25	61
26	66
27	60
28	61
29	61
30	61
31	57
32	55
Jumlah	2037

2) The result of student's writing achievement

Table 4.5

Student's Writing Achievement

Sample	Variable Y
1	80
2	75
3	78
4	65
5	82
6	85
7	65
8	80
9	70
10	73
11	77
12	83
13	69
14	65
15	70
16	70
17	75
18	80
19	82
20	73
21	90

22	77
23	80
24	78
25	70
26	80
27	72
28	90
29	75
30	67
31	80
32	65
Jumlah	2421

b. Data Description

1) Interview

In this study, the respondents were the English teacher. Interviewed with teachers were conducted to determine the form of management in the teaching and learning process applied by subject teachers. On Wednesday, September 30, 2020. The researcher interviewed Teacher A as teaches in XI Mia Grade. The results of the interviewed could see in appendixes based on the questions.

2) English teacher professionalism

In this section, the researcher presents the results of research related to the level of English teacher professionalism at SMA Muhammadiyah 4, Bengkulu City. The data were obtained from the results of the respondents' observation checklist answers, with the following assessment criteria:

- a) Answer A with a score of 3
- b) Answer B with a score of 2
- c) Answer C with a score of 1

By looking for the average or mean score with the following table:

Table 4.6

Score Questionnaire of English Teacher Professionalism

X	F	FX	X²	FX²
66	3	198	4356	39204
62	2	124	3844	15376
70	4	280	4900	78400
69	3	207	4761	42849
65	2	130	4225	16900
72	1	72	5184	5184
61	5	305	3721	93025
47	1	47	2209	2209
73	1	73	5329	5329
67	1	67	4489	4489
63	1	63	3969	3969
71	1	71	5041	5041
58	1	58	3364	3364
53	1	53	2809	2809
49	1	49	2401	2401
68	1	68	4624	4624
60	1	60	3600	3600
57	1	57	3249	3249
55	1	55	3025	3025
ΣX= 1186	N= 32	ΣFX= 2037	Σ X²= 75100	Σ FX²= 335047

X = Score Questionnaire

F = Frequency

FX = Result of Multiplication X and F

X² = Power of Numbers X

FX² = Power of Numbers FX

After tabulation of the instrument score data of the English teacher professionalism is known, so the calculation using the following procedure:

- a) Find the mean with the formula:

$$\begin{aligned}
 M &= \frac{\sum FX}{N} \\
 &= \frac{2037}{32} \\
 &= 63,6
 \end{aligned}$$

- b) Find the standard deviation value with the formula:

$$\begin{aligned}
 SD &= \frac{1}{N} \sqrt{(\sum FX^2) - (\sum FX)^2} \\
 &= \frac{1}{32} \sqrt{(32) (335047) - (2037)^2} \\
 &= \frac{1}{32} \sqrt{10.721.504 - 4.149.369} \\
 &= \frac{1}{32} \sqrt{6.572.135} \\
 &= \frac{1}{32} \cdot \sqrt{2.563} \\
 &= \frac{50,62}{32} = 1,6
 \end{aligned}$$

- c) The determination of the TSR criteria is as follows:

After knowing the mean and standard deviation of the English teacher's professionalism, the next step is to determine the TSR as follows:

High	: M + 1. SD to the top
	: 63,6 + 1. 1,6
	: 65,2 to the top
Moderate	: M - 1. SD to M + 1. SD
	: 63,6 - 1. 1,6 to 63,3 + 1. 1,6
	: 62 to 65,2
Low	: M - 1. SD to the down

: 63,6 – 1. 1,6

: 62 to the down

Based on the data above, the professionalism score of the English teacher can be seen as follows:

Table 4.7

Professionalism Score Categories

No	Category	Frequency	Percentage
1	High	15	47%
2	Moderate	5	16%
3	Low	12	38%
Total		32	100%

Based on the table above, it is known that the English teacher professionalism in the high category is 15 respondents (47%), 5 respondents are moderate (16%) and low is 12 respondents (38%).

3) Student's Achievement

In this section, the researcher presents students' achievement in English subjects at SMA Muhammadiyah 4 Bengkulu City, that is taken from the second stage test score by looking for the average or mean score as shown in the table below:

Table 4.8

Score Achievement

Y	F	FY	Y ²	FY ²
80	6	480	6400	230400
75	3	225	5625	50625
78	2	156	6084	24336
65	2	130	4225	16900
82	2	164	6724	26896

85	1	85	7225	7225
70	4	280	4900	78400
73	2	146	5329	21316
77	2	154	5929	23716
83	1	83	6889	6889
69	1	69	4761	4761
65	2	130	4225	16900
90	2	180	8100	32400
72	1	72	5184	5184
67	1	67	4489	4489
$\sum Y = 1131$	$N = 32$	$\sum FY = 2421$	$\sum Y^2 = 86089$	$\sum FY^2 = 550437$

Y = Score Questionnaire

F = Frequency

FY = Result of Multiplication X and F

Y^2 = Power of Numbers X

FY^2 = Power of Numbers FX

After the tabulation of the instrument score data of the students' achievement is known, the calculation is carried out using the following procedure:

a) Find the mean with formula:

$$\begin{aligned}
 M &= \frac{\sum FY}{N} \\
 &= \frac{2421}{32} \\
 &= 75,6
 \end{aligned}$$

b) Find the standard deviation value with formula:

$$\begin{aligned}
 SD &= \frac{1}{N} \sqrt{(N) (\sum FY^2) - (\sum FY)^2} \\
 &= \frac{1}{32} \sqrt{(32) (550437) - (2421)^2} \\
 &= \frac{1}{32} \sqrt{17.613.984 - 5.861.241}
 \end{aligned}$$

$$\begin{aligned}
& \frac{32}{32} \\
& = \frac{1}{32} \sqrt{11.752.743} \\
& \frac{32}{32} \\
& = \frac{1}{32} \sqrt{3.428} \\
& \frac{32}{32} \\
& = \frac{1}{32} \cdot 58,54 = 1,8
\end{aligned}$$

c) The determination of the TSR criteria is as follows:

After knowing the mean and standard deviation of student's achievement, the next step is to determine the TSR as follows:

High = $M + 1. SD$ to the top

$$= 75,6 + 1. 1,8$$

$$= 77,4 \text{ to the top}$$

Moderate = $M - 1. SD$ to $M + 1. SD$

$$= 75,6 - 1. 1,8 \text{ to } 75,6 + 1. 1,8$$

$$= 73,4 \text{ to } 77,4$$

Low = $M - 1. SD$ to the down

$$= 75,6 - 1. 1,8$$

$$= 73,4 \text{ to the down}$$

Based on the data above, the students' achievement scores can be seen as follows:

Table 4.9

Achievement Score Categories

No	Categori	Frequensy	Percentage
1	High	14	44%
2	Moderate	5	16%
3	Low	13	41%
Total		32	100%

Based on the table above, it is known that the achievement of students in the high category is 14 respondents (44%), 5 respondents are moderate (16%) and low are 13 respondents (41%).

3. Data Analyzing

a. Normality Test

The normality test aims to test whether the dependent or independent variable has a normal distribution. The normality of data using the Kolmogorov-Smirnow method, the variable professionalism of the English teacher and students' writing achievement can be presented in the form table below:

Table 4.10
Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
X	,123	32	,200*	,932	32	,045
Y	,109	32	,200*	,956	32	,216

Based on the table above, we can see in the Kolmogorov-Smirnow column the significant value of the Y variable is 0.200, and for X is 0.200.

So it can be concluded that the Y and X variables are normally distributed because the significance level is above 0.05 or 5%.

b. Linearity test

The linearity test is to provide confidence that the tabulated data set does come from variables to know connected from both, as shown in the table below:

Table 4.10

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Achievement * Professionalism	Between Groups	(Combined)	732,135	18	40,674	,697	,765
		Linearity	4,878	1	4,878	,084	,777
		Deviation from Linearity	727,257	17	42,780	,733	,730
	Within Groups		759,083	13	58,391		
	Total		1491,219	31			

Based on the table above, it's to know that the f count likely in the table above > f table (0,494) has a significant level above 5%. So, in the results, the data for variables X and Y are homogeneous.

c. The Correlation of Variables

To determine the correlation between the English teacher professionalism and students' writing achievement, researchers used SPSS with the following results:

Table 4.11**Correlation**

Correlations			
		X	Y
X	Pearson Correlation	1	,057
	Sig. (2-tailed)		,756
	N	32	32
Y	Pearson Correlation	,057	1
	Sig. (2-tailed)	,756	
	N	32	32

4. Hypothesis Test

Based on the calculation of statistical data in the SPSS program, it is found that r_{xy} is 0.570 and is compared with the product moment table value with the following criteria:

$H_a = \text{if } r_{xy} > r \text{ table}$

$H_o = \text{if } r_{xy} < r \text{ table}$

Obtained $r \text{ table } (r_t)$ is as follows:

At the 5% significance level $r_t = 0.494$

At the 1% significance level $r_t = 0.296$

Therefore

$R_{xy} = 0.570 > r \text{ table } 0.494 \text{ for alpha } 5\%$

$R_{xy} = 0.570 > r \text{ table } 0.296 \text{ for alpha } 1\%$

So, the hypothesis given is an alternative hypothesis (H_a), which is that there is a correlation between the English teacher professionalism and students' achievement.

Next, determine the contribution / size of the correlation between English teacher professionalism and students' achievement as follows:

$R_{xy}^2 = 0.570$

$R_{xy}^2 = 0.57 (57\%)$

So, the English teacher professionalism on students' achievement was 57%, while 43% was influenced by other variables which were not studied.

5. Discussion

The test results of *SPSS Statistics 25* show that the English teacher professionalism has significant correlation on students' achievement. It is known from the calculation of the *Pearson product-moment* correlation as evidenced by $r_{xy} = 0.570 > r_{\text{table}} 0.494$ for 5% alpha and $r_{xy} = 0.570 > r_{\text{table}} 0.296$ for alpha 1%.

The teacher is a profession that required certain abilities and a sense of responsibility that must be done professionally. The teacher is an individual who influences and contributes the achievement of students, where student achievement is greatly influenced by the performance of a teacher.

The teacher task is not limited to the process of transferring knowledge. However, the teacher was improved the potential abilities and competencies that students have. Competence here includes knowledge, attitude, and academics. In other words, professional teacher are competent teacher who can mentor and control the students.

As an educator, On-line learning does not be a problem for the teacher to teach the material to students, that writing process is not easily to understood some of students because their still do not comprehend the basics of writing that learned previously. Therefore, teacher was continued to evaluating students and creating creative teaching strategies to innovate students, and improving students' background knowledge. Meanwhile, some of the ways of teacher was developing students' ability in the writing aspect are; 1) The teacher was guided students to be more active in reading at school or outside. 2) The teacher was invited the students to playing vocabularies

games in teaching learning process to increase students' vocabularies mastery.

3) The teacher was applied a puzzles games to make students' adaption in writing structure well, and applied writing practices that aim the students was transferring their idea into the written based on students background knowledge.

In the teaching and learning, professional teacher should be a planning before a applied learning program properly and evaluated students achieve learning objectives. Professional teacher should to make teaching quality in learning process to increase student's ability based on the explanation above or others teacher strategies. Likewise, the students are said have minimum achieve in writing, if students have been comprehend all of the aspect in writing ability, and maximum achieve, if they have mastered the material and the components of the lesson well and can actualized it from their knowledge, attitudes, and actions, and their could describing all of the ability of performance in writing.

Therefore, the researcher provided information's that the correlation between English teachers professionalism and students' achievement in this study are as follows:

1. In the classroom the teacher is a manager in the field of study that is who created a plans, implements, and evaluates learning.
2. As a professional teacher created an innovative and creative learning process in order to provided conducive learning conditions.
3. The achievement could students get from "*what the teacher being*" and "*what the teacher think*" in teacher performance in teaching.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on data analysis about the correlation between English teacher professionalism and students' achievement, the researcher concluded that:

1. There is a significant correlation between the English teacher professionalism and students' achievement.
2. Knowing $r_{xy} = 0,756 > r_{table} 0,494$ for alpha 5% dan $r_{xy} = 0,756 > r_{table} 0,296$ for alpha 1%, that contribution variable X (pofesionalism of English teacher) and variable Y (students achievement) by 57%.
3. English teacher professionalism at Muhammadiyah 4 Senior High School, Bengkulu city is High enough categorized. Those 15 samples from 32 respondents are in the high category, and the mean obtained is 63.6. After being consulted with the measurement, the score turned out to be located between 63.6 and above or 47%. So, the English teacher professionalisms has been great applied.
4. Student's writing achievement at Muhammadiyah 4 Senior High School, Bengkulu city is High enough categorized. Those 14 samples from 32 respondents are in the high category, and the mean obtained is 75,6. After being consulted with the measurement, the score turned out to be located between 75,6 and above or 44%. So, student's achievement has been great applied.

B. Suggestion

1. The principal and the education office should be able to provide training or workshops on learning applications.
2. The teacher does not only focus on the delivery of lessons but the teachers must also understand the level of ability of students.
3. Students are expected to encourage interest in reading and writing students to improve their background knowledge skills.

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A P P E N D I X I E S



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SURAT PENUNJUKAN

Nomor : ~~6683~~ / In. 11/F.II/PP.00.9/11/2019

Dalam rangka penyelesaian akhir studi mahasiswa Fakultas Tarbiyah dan Tadris maka Dekan Fakultas Tarbiyah & Tadris Institut Agama Islam Negeri (IAIN) Bengkulu menunjuk dosen:

1. Nama : Dr. H. Ali Akbarjono, M.Pd.
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untuk membimbing, menuntun, mengarahkan dan mempersiapkan hal-hal yang berkaitan dengan penyusunan skripsi, kegiatan penelitian sampai pada persiapan ujian munaqasyah bagi mahasiswa:

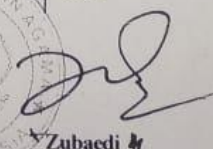
- Nama : Yoga Prianto
 NIM : 1611230001
 Judul Skripsi : Correlation Analysis Between Teacher Professionalism and Students Learning (Character, Type of Learning, and Intelligent)

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di: Bengkulu

Pada Tanggal : 29 November 2019

Dekan,


 Zubaedi

Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip

2021-3-1 14:47



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September 2020

Lampiran : 1 (satu) Exp Proposal

Perihal : **Mohon izin penelitian**

Kepada Yth,
Kepala SMA Muhammadiyah 4 Kota Bengkulu
Di –
Bengkulu

Assalamu 'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul *"The Correlation Between Professionalism of English Teacher and Student's Writing Achievement"*

Nama : Yoga Prianto
NIM : 1611230001
Prodi : Tadris Bahasa Inggris
Tempat Penelitian : SMA Muhammadiyah 4 Kota Bengkulu
Waktu Penelitian : 7 September s/d 19 Oktober 2020

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu 'alaikum Warahmatullah Wabarakatuh.

Dekan,

Zubaedi

2021-3-1 13:36



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH
SEKOLAH MENENGAH ATAS (SMA) MUHAMMADIYAH 4 BENGKULU
TERAKREDITASI A**

Jalan Bali Telp. (0736) 22362 Fax. (0736) 22362 Bengkulu 38119
Email : sma.mu4.bkl@gmail.com
Website : bit.ly/sma-muh4bengkulu

NSS : 301266001004

SURAT KETERANGAN

Nomor : 082/III.4 SMAM 4/F/2020

Kepala Sekolah Menengah Atas (SMA) Muhammadiyah 4 Bengkulu dengan ini menerangkan :

Nama : Yoga Priyanto
NPM : 1611230001
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiah dan Tadris

Mahasiswa tersebut diatas telah melaksanakan Penelitian dengan judul **"The Correlation Between English Teacher Professionalism and Student's Writing Achievemen"** (A Correlation study at XI Grade Students of SMA Muhammadiyah 4 Kota Bengkuluin Academic Years 2020/2021 Bengkulu) yang dilaksanakan dalam waktu satu bulan mulai tanggal 7 September s/d 19 Oktober 2020.

Demikianlah Surat Keterangan ini dibuat dengan sesungguhnya untuk dapat digunakan sebagai mana mestinya.



2021-3-1 13:37



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Website: www.iainbengkulu.ac.id

Bengkulu, 11 Februari 2021

Nomor: 0099/In.11/F.II/PP.0.09/02/2021

Lamp. :-

Perihal: Ujian Skripsi

Kepada Yth.

1. Dr.Irwan Satria, M.Pd. (Ketua)
2. Andri Saputra, M.Sc. (Sekretaris)
3. Risnawati, M.Pd. (Penguji Utama)
4. Fera Zasrianita, M.Pd. (Penguji II)

di -

Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Rabu, 17 Februari 2021

Waktu : 08.00 sampai selesai

Tempat : C.4.1 (Ruang Munaqosyah)

No.	Nama/Nim	Judul
1.	Melan Tri Rahayu 1611230089	An Analysis of Code Switching and Code Mixing Used by English Teacher in Learning Speaking Skill at SMA Pesantren Pancasila
2.	Yoga Prianto 1611230001	The Correlation between English Teacher Professionalism and Student's Writing Achievement (A Correlational Study at XI Grade Students of SMA Muhammadiyah 4 Kota Bengkulu in Academic Year 2020/2021)
3.	Halimah Rosyana 1611230080	An Analysis on Teacher and Learner Talk in the English Classroom Interaction (A Descriptive Study for Tenth Grade at SMAN 4 Kota Bengkulu)
4.	Boby Ferza Ramadhan 1611230153	Improving Students' Listening Ability by Using Podcasts Approach at SMP N 2 South Bengkulu Eight Grade in the Academic Year of 2019/2020)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Wassalamu'alaikum Wr. Wb.

Zubaedi

2021-3-1 14:52



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Nama Mahasiswa

Foga Prianto

Pembimbing I/II: Dr. H. Ali Akbarjono, M.F.

NIM

.1611230001

Judul Skripsi : The Correlation between
English Teacher Professionalism and
Student's Writing Achievement

Jurusan

Tadris

Program Studi

Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
		Chapter I - I	check again the error of writing typing Complete all the document & data next Acc to process for summer	 ✓ ✓ ✓

2021-3-1 13:47

Mengetahui,
Dekan

Dr. Zubedi, Mag. M Pd

NIP. 196903081996031005

Bengkulu, 4 Januari 2021

Pembimbing I/II

Dr. H. Ali Akbarpuro. M.Pc

NIP. 197509252001121004



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Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Yoga Prianto Pembimbing I/II : Zelvia Litka Afriani
NIM : 1611230001 Judul Skripsi : The Correlation betw
Jurusan : Tadris English Teacher Professionalism a
Program Studi : Tadris Bahasa Inggris Student's Writing Achievement

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
	11-11-2020	Correct grammar and structural	BAB III - V	<i>[Signature]</i>
	18-11-2020	correct structural and Data description	BAB IV	<i>[Signature]</i>
	25-11-2020	Add Discursion	BAB IV (clearly)	<i>[Signature]</i>
	02-12-2020	BAB III - IV	Revise as suggested: Questionnaire, past tense, title, and discussion	<i>[Signature]</i>
	16-12-2020	BAB III - V	past tense, discussion text and conclusion	<i>[Signature]</i>
	23-12-2020	BAB I - V	ACC to munqasyah (comprehension and mastery of thesis).	<i>[Signature]</i>

2021-3-1 13:47

Mengetahui,
Dekan
[Signature]
Dr. Zubairi, M. Ag., M. Pd
NIP. 196903081996031005

Bengkulu, 6 Januari 2021

Pembimbing I/II
[Signature]
Zelvia Litka Afriani,
NIP. 199404202018012003



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Nama Mahasiswa : Toga Prianto
NIM : 161230001
Jurusan : Tadris
Program Studi : Tadris Bahasa Inggris

Pembimbing I/II : Dr. H. Ali Akbarono
Judul Skripsi : The Correlation Between English Teacher Professionalism and Student's Writing Achievement

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
		Proposed	check a reduce the types of writing	t
			check some errors of grammar	h
			complete whole document	h
			Acc to supervisor	B

Bengkulu, 25-05-2020

Pembimbing I/II

Mengetahui,

Dekan

Dr. Zubaidi, M. Ag., M. Pd
NIP. 196903081996031085

Dr. H. Ali Akbarono Sag. S. Hum., M.
NIP. 197509252001121004

2021-3-1 13:47



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Nama Mahasiswa : Yoga Prianto
NIM : 1611230001
Jurusan : Tadris
Program Studi : Tadris Bahasa Inggris

Pembimbing I/II : Dr. Ali Akbarjono
Judul Skripsi : The Correlation between English Teacher Professionalism and Students Writing Achievement

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
	30/4/2020	purpose	1. Background has empirical dan no theories 2. each ideas of Ideation of problem and it supported by the empirical dan. 3. write the use of Ideation & problem	

14/ro effective & complete case
Bengkulu, 30 April 2020

Mengetahui,

Dekan

Dr. Zubedi, M.Ag., M.Pd

Pembimbing I/II

2021-3-1 13:47



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Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Toga Prianto Pembimbing I/II : Zalva Liska Ariani, M.Pd
NIM : 164230001 Judul Skripsi : The correlation betu
Jurusan : Tadris English Teacher Professionalism &
Program Studi : Tadris Bahasa Inggris student's writing achievement

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
		chapter I	Revise your background	<i>[Signature]</i>
		chapter I	revise your specific of background	<i>[Signature]</i>
		chapter II	revise your variables	<i>[Signature]</i>
		chapter II	revise your specific variable Y	<i>[Signature]</i>
		chapter III	revise your research design, instrumen & analysis of data.	<i>[Signature]</i>
		chapter III	revise your specific in your data synchronization	<i>[Signature]</i>
		Acc to proposal		<i>[Signature]</i>

2021-3-1 13:47

Mengetahui,
Dekan

[Signature]
Dr. Zuhroedi, M. Ag., M. Pd
NIP. 196303081996031005

Bengkulu, 25-06-2020

Pembimbing I/II

[Signature]
ZALVA LISKA ARIANI, M.Pd
NIP.

Scoring Rubric in Writing

Aspect/Component	Criteria	Scores
Content: Topic development	Through development of topic	20
	Relevant to topic but lacks detail	15
	Inadequate development of topic	10
	Does not show knowledge of topic	5
Organization: Unity, coherence, logical order	Organize paragraph well and show good coherence and chronological order	30
	Loosely organized but ideas stand out	25
	Incoherent ideas and lacks logical sequencing	20
	Does not organize paragraph well and does not show good coherence and chronological order	15
Vocabulary: Word choice/diction	Employ accurate and effective choice of words/diction	20
	Employ accurate diction, but not effective	15
	Employ lacks accuracy of diction, but meaning not obscured	10
	Errors in applying diction or word form, and meaning obscured	5
Grammar: Sentence structure/construction	Use correct grammar (tenses used, pronouns, subject-verb agreement, etc)	20
	Several error of tense, pronouns, subject-verb agreement, etc, but meaning not obscured	15
	Major error of tense, pronouns, subject-verb agreement, etc, and meaning obscured	10
	No mastery of sentence construction and dominated by errors	5
Mechanics: Spelling, punctuation, and capitalization	Very little error of mechanics	10
	Few errors od mechanics, but meaning not obscured	9
	Many errors of mechanics, and meaning obscured	7
	Dominated by errors of mechanics	5

(Source: Adapted from Abbas, 2018 : 107)

The Final Scores Categories

Range of Final Scores	Categories
86-100	Very Good
71-85	Good
56-70	Fair
10-55	Poor

By Formula :

Maximum score : 100

$$\frac{\text{Students score}}{\text{Score}} = \frac{\text{Obtained score}}{\text{Maximum score}} \times 100 = \text{Final}$$

Score of Writing Test
Students of XI grade IPA Unggul SMA Muhammadiyah 4 Kota Bengkulu

No	Name	Person	Place
1	X1	80	80
2	X2	78	75
3	X3	80	78
4	X4	68	65
5	X5	85	82
6	X6	90	85
7	X7	68	65
8	X8	85	80
9	X9	70	70
10	X10	75	73
11	X11	80	77
12	X12	83	83
13	X13	70	69
14	X14	70	65
15	X15	75	70
16	X16	69	70
17	X17	78	75
18	X18	80	80
19	X19	80	82
20	X20	75	73
21	X21	90	90
22	X22	80	77
23	X23	80	80
24	X24	75	78
25	X25	70	70
26	X26	83	80
27	X27	70	72
28	X28	90	90
29	X29	72	75
30	X30	65	67
31	X31	75	80
32	X32	60	65

INSTRUMENT QUESTIONNAIRE FOR STUDENTS ENGLISH TEACHER PROFESIONALISM

Petunjuk Pengisian :

1. Jawaban yang paling sesuai dari pernyataan-pernyataan dibawah ini diberi tanda checklist (√) pada kolom jawaban yang sesuai.
2. Keterangan kolom jawaban :

SL = Selalu

KD= Kadang-kadang

TP = Tidak Pernah

No	Pernyataan	Alternatif Jawaban		
		SL	KD	TP
		3	2	1
PEDAGOGY				
1	Guru bahasa inggris menggunakan RPP/Silabus setiap pertemuan/semester/tahun yang sesuai dengan materi dalam proses pembelajaran			
2	Sebelum mengajar, guru menyapa (menanyakan kabar siswa) dan membahas ulang pembelajaran yang lalu			
3	Guru memberikan arahan dan motivasi kepada siswa dalam pembelajaran			
4	Guru bahasa inggris menggunakan metode yang bervariasi (ceramah, kelompok, games, dll) setiap proses belajar mengajar			
5	Guru bahasa inggris tidak memberikan perlakuan yang berbeda antara yang memiliki kemampuan normal dengan siswa yang memiliki kemampuan tinggi dalam pembelajaran			
6	Guru bahasa inggris menggunakan media dengan kreatif dan inovatif sebagai alat peraga dalam menyampaikan materi pembelajaran			
7	Guru bahasa inggris mengalokasikan waktu pembelajaran secara tepat dalam kelas yang kondusif			
8	Guru bahasa inggris memberikan teguran/punishment kepada siswa yang membuat masalah/keributan dan memberikan reward kepada siswa yang aktif dalam proses belajar mengajar			
9	Guru bahasa inggris memberikan penyuluhan dan bimbingan evaluasi setiap proses pembelajaran			

	kepasa peserta didik yang kurang memahami materi			
PERSONAL				
10	Guru berpakaian rapi dan menggunakan wangi-wangian di lingkungan sekolah			
11	Guru bahasa inggris tegas dan jelas dalam memberikan arahan/penjelasan di sekolah atau ke dalam kelas			
PROFESSIONAL				
12	Guru memberikan sikap yang ramah dan disiplin yang baik sebagai teladan bagi siswa			
13	Guru bersifat terbuka dalam kegiatan proses belajar mengajar di dalam kelas			
14	Sebelum menjelaskan materi pembelajaran di awal periode atau pertemuan, guru memberi tahu Terlebih dahulu mengenai tujuan pembelajaran			
15	Guru benar-benar menguasai materi pelajaran saat menjelaskan di depan kelas			
16	Dalam proses belajar mengajar, guru bahasa inggris tidak menciptakan pembelajatan yang monoton/membosankan			
17	Guru menggunakan buku lain selain buku cetak sebagai sumber belajar di dalam kelas			
18	Guru bahasa inggris menyampaikan materi dengan jelas sehingga mudah dipahami dan dimengerti oleh siswa			
19	Guru bahasa inggris memanfaatkan dan mengoperasikan TIK dalam pembelajaran			
20	Guru menyimpulkan materi pelajaran kepada siswa ketika akhir waktu pelajaran			
21	Guru memberikan tugas tambahan kepada siswa selesai menjelaskan materi pelajaran			
22	Guru bahasa inggris memberikan contoh tentang kehidupan sehari-hari atau lain-nya dalam menyampaikan materi yang diajarkan			
SOCIAL				
23	Guru melakukan interaksi yang baik antara guru/staf, siswa, dan masyarakat			
24	Guru dapat bergaul dengan baik dan memberikan dedikasi yang membangun kepada peserta didik			
25	Guru selalu memonitor perkembangan potensi dan kemampuan peserta didik-nya			

(Source: Adapted from Aminatul : 2015 and Kunandar : 2013)

Table 3.4
The Result of Instrument Questionnaire English Teacher Professionalism

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
1	2	3	3	2	3	3	2	2	3	2	3	3	3	2	3	2	3	3	2	2	3	3	3	3	3	66
2	1	3	3	2	2	3	3	3	3	3	2	3	2	3	2	2	2	2	3	2	3	2	3	2	3	62
3	2	3	3	2	3	3	3	2	3	3	3	3	3	2	3	3	3	3	3	3	3	3	2	3	3	70
4	3	3	3	3	2	2	3	2	3	3	2	3	3	3	3	2	3	3	3	3	3	2	3	3	3	69
5	3	3	3	3	3	3	3	3	2	3	3	2	3	2	1	2	3	2	3	2	3	2	2	3	3	65
6	3	3	2	3	2	3	2	1	3	3	3	3	2	2	3	3	3	2	3	3	3	2	3	2	3	65
7	3	3	3	3	3	3	3	3	3	3	3	3	2	1	3	3	3	3	3	2	3	3	2	3	3	70
8	3	3	3	3	3	3	2	1	3	3	3	3	3	3	3	3	3	2	3	3	3	2	3	3	3	70
9	3	3	2	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	2	3	3	3	3	3	72
10	3	2	2	3	3	3	2	2	3	2	2	3	3	2	3	3	3	2	3	2	1	2	3	3	1	61
11	1	2	2	1	2	1	2	2	2	3	2	2	2	2	2	2	2	2	2	1	2	2	2	2	2	47
12	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	3	3	73
13	3	3	1	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	2	2	2	3	2	3	2	67
14	3	3	3	3	3	3	2	1	3	3	2	3	2	2	3	3	2	2	3	3	2	2	2	3	2	63
15	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	3	2	3	3	3	71
16	3	2	2	3	2	3	2	2	3	2	2	3	1	2	3	3	2	2	2	2	2	2	3	3	2	58
17	2	3	2	2	2	2	2	2	2	2	2	3	2	2	2	2	2	2	2	3	2	2	2	2	2	53
18	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	1	2	2	49
19	1	3	3	1	3	1	3	2	3	3	3	3	3	3	3	3	3	2	3	3	3	2	3	3	3	66
20	3	3	3	3	3	3	3	2	3	3	2	3	3	2	3	3	2	3	3	3	2	3	3	2	3	69
21	3	3	3	3	3	3	1	3	3	3	3	3	3	1	3	3	3	3	3	2	3	3	3	3	3	70
22	3	3	1	3	1	3	3	3	3	3	3	3	3	2	2	3	3	3	3	3	2	3	3	3	3	68
23	3	3	3	3	2	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	3	2	2	3	3	69
24	1	2	3	1	2	1	3	2	3	3	2	3	2	2	3	3	3	3	3	2	3	3	3	3	3	62
25	3	3	3	3	2	3	2	2	2	3	3	2	2	2	2	2	2	2	3	2	3	2	2	3	3	61
26	2	3	3	2	3	2	3	3	3	3	3	3	3	2	3	3	3	3	3	1	2	3	3	2	2	66
27	2	3	2	2	2	2	3	2	3	3	3	3	2	1	3	2	3	2	3	2	3	2	2	2	3	60
28	2	3	3	2	3	2	3	2	1	3	2	3	3	3	3	2	3	2	2	2	3	2	2	2	3	61
29	3	3	3	3	3	3	2	1	3	2	3	2	3	2	2	2	2	2	3	1	3	2	2	3	3	61
30	1	2	2	1	2	2	3	3	2	3	3	2	3	3	2	3	2	3	3	3	2	3	3	3	2	61
31	2	1	2	2	3	2	3	2	1	3	3	2	2	2	3	3	3	2	1	2	3	2	3	3	2	57
32	1	2	2	2	1	2	2	2	3	3	2	2	3	2	2	2	2	1	3	3	2	3	2	3	3	55



Instrument

Questionnaire

