

**THE CORRELATION BETWEEN TEACHERS' PREPARATION
AND TEACHERS' PERFORMANCE IN TEACHING ENGLISH
AT SMAN I RETEH**



By

**DEZA OCTAMI
NIM. 10614003452**

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1431 H/2010 M**

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Thesis

Submitted to Fulfill One of Requirements
for Bachelor Degree in English Education



By

DEZA OCTAMI

NIM. 10614003452

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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ABSTRAK

Deza Octami (2010): Hubungan antara Persiapan Guru dengan Pelaksanaan

Guru dalam Mengajar Bahasa Inggris di SMAN I Reteh.

Judul dari skripsi ini adalah “hubungan antara persiapan guru dengan pelaksanaan guru dalam mengajar bahasa inggris di SMAN I Reteh”. Ada dua variable yang digunakan dalam penelitian ini. Pertama adalah variable X (persiapan guru) dan kedua adalah variable Y (pelaksanaan guru). Subjek penelitian adalah guru bahasa inggris di SMAN I Reteh, dan objek penelitian adalah hubungan anatara persiapan guru dengan pelaksanaan guru dalam mengajar bahasa inggris. Total jumlah populasi adalah tiga orang guru bahasa inggris, dan penulis mengambil dua guru bahasa inggris untuk dijadikan sample penelitian. Dalam pengumpulan data, penulis menggunakan angket dan observasi. Angket digunakan untuk mengukur persiapan guru dan observasi digunakan untuk mengukur pelaksanaan guru dalam mengajar bahasa inggris. Rumus yang digunakan untuk menganalisa data yang diperoleh dari responden adalah korelasi product moment, rumusnya adalah sebagai berikut:

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

Berdasarkan penemuan penulis, persiapan guru dalam mengajar dikategorikan cukup. Hal ini berdasarkan dari hasil angket. Dan untuk pelaksanaan guru dalam mengajar bahasa inggris dikategorikan cukup pula. Pengkategorian ini berdasarkan dari hasil observasi yang dilakukan oleh penulis. Dari analisis data dapat disimpulkan bahwa r_{xy} (1), nilai ini berada pada 0.900 – 1.000. dapat disimpulkan bahwa hipotesis (H_a) diterima dengan adanya korelasi yang signifikan antara persiapan guru dengan pelaksanaan guru dalam mengajar bahasa inggris di SMAN I Reteh.

ملخص

ديزا اوجتامي (٢٠١٠): استعداد المدرس في تعلقها بتنفيذ تدريس اللغة الإنجليزية بالمدرسة المتوسطة العليا الحكومية 1 رتيه.

موضوع هذه الدراسة "استعداد المدرس في تعلقها بتنفيذ تدريس اللغة الإنجليزية بالمدرسة المتوسطة العليا الحكومية 1 رتيه". استخدم المتغيران في تدريس اللغة الإنجليزية. المتغير الأول X (استعداد المدرس) و الثاني متغير Y (تنفيذ المدرس). كان الموضوع من هذا البحث مدرس اللغة الإنجليزية بالمدرسة المتوسطة العليا الحكومية 1 رتيه، والهدف هو استعداد المدرس في تعلقها بتنفيذ تدريس اللغة الإنجليزية. كانت مجموع الأفراد تتكون من ثلاثة معلي اللغة الإنجليزية، و أخذت الباحثة معلمين ليكونا عينة لهذا البحث. استخدمت الباحثة الاستبيان و الملاحظة لجمع بيانات هذا البحث. استخدم الاستبيان لقياس استعداد المدرس و استخدمت الملاحظة لقياس تنفيذ الدرس في تعليم اللغة الإنجليزية. لتحليل البيانات المكتسبة من خلال المجيبين استخدم الرمز المسلل فرودوك مومين، الرمز كما

$$R_{xy} = \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \cdot \sum X^2 - (\sum X)^2][N \cdot \sum Y^2 - (\sum Y)^2]}}$$
 الآتي:

استناد إلى ما وجدت الباحثة، أن استعداد المدرس في التعليم يصنف كفاية. هذا مستند إلى حصول الاستبيان. ثم تنفيذ المدرس في تعليم اللغة الإنجليزية يصنف كذلك بالكفاية. يستند هذا التصنيف إلى حصول الملاحظة التي فعلتها الباحثة. استنتب من تحليل البيانات، $r_{xy}(1)$ هذه النتيجة وقع بين 0.900-10.000. ثم يكون الاستنباط أن الفرضية (Ha) مقبول بوجود الارتباط الدال بين استعداد المدرس و تنفيذه بتعليم اللغة الإنجليزية بالمدرسة المتوسطة العليا الحكومية 1 رتيه.

ABSTRACT

Deza Octami (2010): The Correlation between Teachers' Preparation and Teachers' Performance in Teaching English at SMAN I Reteh.

The title of this thesis is "The Correlation between Teachers' Preparation and Teacher Performance in Teaching English at Senior High School I Reteh". There are two variables which are used in this research. The first is variable X (teachers' Preparation) and the second is variable Y (teachers' performance). The subject of the research was English teachers of Senior High School I Reteh, and the object of this research was the correlation between teachers' preparation and teachers' performance in teaching English. The total number of the population was three English teachers, and the writer took two English teachers to be a sample of the research. In collecting the data, the writer used questionnaire and observation. Questionnaire was used to measure teachers' preparation and observation was used to measure teachers' performance in teaching English. The formula used to analyze the data from respondents was product moment correlation, the formula is as follow:

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

Based on the writer's findings, teachers' preparation in teaching was enough level. It based on the result of the questionnaire. And teachers' performance in teaching English is enough level. It based on the result of the observation given. The data analysis is concluded that r_{xy} (1), the score obtained at 0.900 – 1.000. It can be concluded that the hypothesis (H_a) is accepted by the conclusion that there is a significant correlation between teachers' preparation and teachers' performance in teaching English at SMAN I Reteh.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

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

According to Setiyadi (2006: 21), English is learned in Indonesia by talking grammatical rules of English and errors are always corrected. For language learners in Indonesia where English is not spoken in the society, accuracy is really the focus in learning English. In Indonesia, English is learned only at schools and people do not speak the language in the society. English is really a foreign language for language learners in Indonesia. They do not speak English out the class such as at home, in the canteen, in the market, etc.

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

As the key person, he or she should understand the obligations and the duties of this profession. The main duty of teacher is teaching. Usman Moh User (in Irma Surya, 2006:1) states that the duties of the teacher as profession are to teach, to educate, and to train. Teaching means to continue and develop knowledge, while educating means to continue and develop moral values, and train means to develop the skills of the students in order to achieve the objectives of teaching. The objectives of teaching will be achieved, if the teacher has good activities in teaching in the classroom. In any institution, teacher may be different from others such as language proficiency, the experience of teaching, the skill and expertise, teaching activities, motivation, beliefs and principle. In other words, the teacher must select the appropriate activities and authentic materials, as well as relevant approach properly.

A teacher who is successful in teaching is not only determined by the application of teaching and learning such as choosing appropriate material, mastering teaching material, choosing appropriate method, but the important one is how can manage the teaching process well. It means that the teacher understand the teacher's role; what are teacher activities during the teaching and learning process, starting from the activities from the activities before teaching, the activities in teaching process in the classroom and the activities after teaching. There are many activities should be done by the teacher in during the teaching process. In this case the teacher should be able to manage his activities well. So, to make the teacher simply in managing the activities during the teaching and learning process can through by good preparation. The teacher that has good

preparation before teaching in the classroom will success in performing all of activities that will be done in the classroom, on the contrary without good preparation teacher will loss the compass to perform his or her activities in teaching process, because preparation represents all of coordination in teaching process.

Based on the explanation above, we can conclude that teachers' preparation in teaching English is very important. Preparation stage is very crucial to help the teacher in performing his or her activities in the process of teaching easily and structurally. So the teacher should pay attention on the preparation stage teaching above. If the teachers do not pay attention about it, automatically the performance in teaching process cannot run well.

Actually, not all of teachers can do the stages above well because every teacher has different characteristics, habit and capabilities to teach. It can be caused by the teachers' different educational background. English teachers at SMAN I Reteh graduated from higher education, their educational background is English education, automatically they have studied about; TEFL, Course Design, and also they have accomplished Teaching Practice. So, we consider that they have good capabilities in teaching. In other words, they have understood how to prepare themselves before teaching and how to perform their activities based on their preparation. But in fact, some of English teachers at SMAN I Reteh still cannot do that. Based on the writer preliminary observation at SMAN I Reteh, the writer has found some symptoms as follows:

1. The English teachers often look at the textbook in teaching.

2. The English teachers have difficulties in determining the topic of English course.
3. The English teachers experience difficulties in developing materials.
4. The English teachers does not use lesson plan in every meeting as guidance.
5. The English teachers still make evaluation do not based on indicators.
6. In opening the lesson, the teacher begins the lesson directly without considering students' readiness before learning.
7. The English teachers sometimes do not use appropriate teaching method.
8. The English teachers seldom use media in teaching.
9. The English teachers seldom conclude all of materials after teaching.

Looking at the symptoms above, the teachers have some problems in preparing and performing themselves to teach English subject. If there is no study about this problem, it will influence teaching and learning process of English. It is very important to do the research. Therefore, the writer is interested in carrying out a research entitled:

“THE CORRELATION BETWEEN TEACHERS’ PREPARATION AND TEACHERS’ PERFORMANCE IN TEACHING ENGLISH AT SMAN I RETEH.”

B. The Definition of the Term

The terms involved in this study need some explanations to avoid misunderstanding and misinterpretation of the terms used in this writing. The writer will explain the terms, namely:

1. Correlation

Correlation is a measure of the strength of the relationship between two sets of the data (Longman dictionary, 1999:89). In this research correlation is determine the relationship between teachers' preparation and teachers' performance in teaching English.

2. Teacher

According to oxford Learner's Pocket Dictionary (1996: 425), teacher is formed from teach as a verb. Teach is giving instruction to somebody such as knowledge, skill, etc. Teacher is a person who teaches, especially in school. The writer means that teachers here are the teachers of English at SMAN I Reteh.

3. Preparation

According to Zuhairini (1983:114), preparation is all of activity that the teachers do in preparing themselves before teaching.

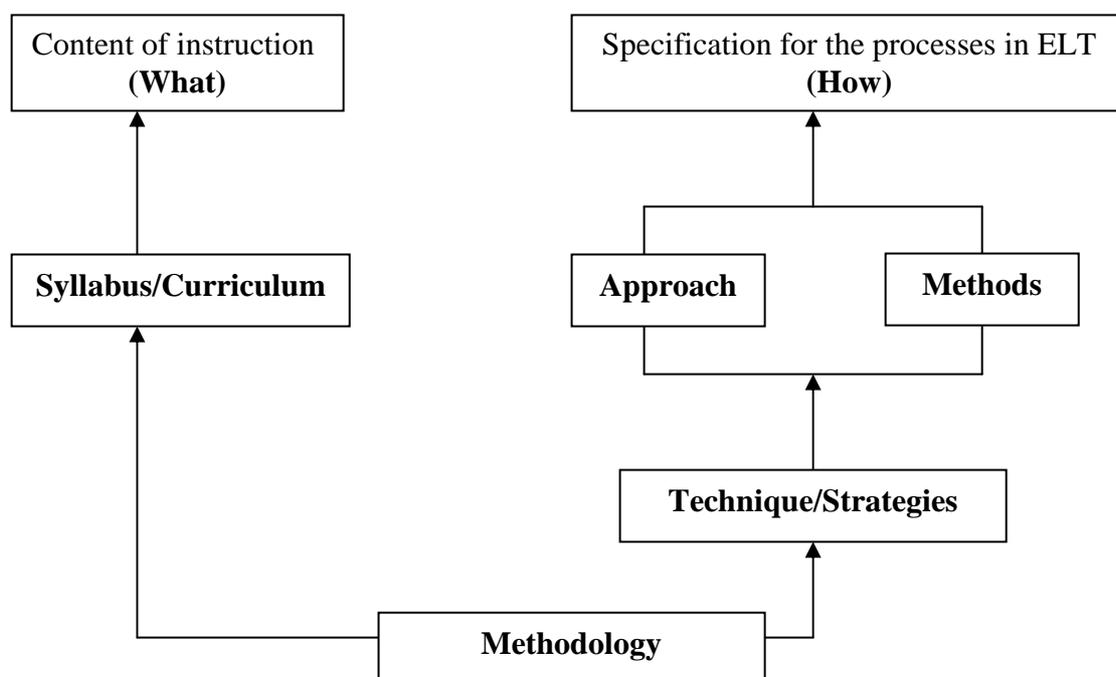
4. Performance

According to Hasibuan Malayu (2001:34), Performance is a result of activity that is gotten by someone in doing their duties based on their skills, experience, seriousness, and time.

5. Teaching

Teaching activities is defined as the whole complex of activities performed in service teacher to recognize or arrange the best environmental and connect with the child so that learning occurs. Thus, the teaching process and success are determined by the share of students who formed the role of teacher for teaching and learning instructions take place (Nasution, 1982: 8).

TEACHING



Note:

Approach : Different theories about the nature of language and how language is learned.

Method : An overall plan for the orderly presentation of language material-procedural based on a selected approach.

Technique : Kinds of classroom activities based on certain methods such as drills, dialogues, role plays, sentence completion, etc.

Curriculum : An educational program which states the educational purpose of the program (the ends): the content, teaching procedures and learning experiences which will be necessary to achieve this purpose (the means): and some for assessing whether or not the educational ends have been achieved.

Syllabus : A description of the contents of a course of instruction and the order in which they are to be taught. Language teaching syllabuses are based on the approach and method (Kalayo: 2006).

C. The Problem

1. Identification of the Problems

Based on the background and the symptoms on the difficulties encountered by teacher, thus the problems of the research are identified in following identification:

- a. Why do the English teachers often look at the textbook in teaching?
- b. Why are the English teachers difficult in determining the topic of English course?
- c. Why do the English teachers experience difficulties in developing materials?
- d. Why do the English teachers do not use lesson plan in every meeting as guidance?

- e. Why do the English teachers still make evaluation do not based on indicators?
- f. Why do the English teachers do not use appropriate teaching method?
- g. Why do the English teachers rarely use certain media in teaching and learning process?
- h. Why do the English teachers seldom conclude all of materials after teaching?

2. The Limitation of the Problems

In avoiding misunderstanding in this research, the writer limits the problems as follow: “Teachers’ Preparation and Teachers’ performance in Teaching English at SMAN I Reteh.”

3. The Formulation of the Problems

From the limitation above, the writer specifies the problems discussed in the following formulated question:

- a. How is teachers’ preparation in teaching English at SMAN I Reteh?
- b. How is teachers’ Performance in teaching English at SMAN I Reteh?
- c. Is there any significance correlation between teachers’ preparation and teachers’ performance in teaching English at SMAN I Reteh?

D. Reason of Choosing the Title

The reason why the writer is interested in carrying out a research on the topic above is based on several considerations:

- 1. The research problem is interesting and challenging to be investigated he students of English by the writer.

2. The topic is relevant to the researcher as one of the students of English Education Department.
3. It can give point of view for the teachers, in order to change negative perception in learning English.
4. As far as the researcher is concerned, this subject has never been investigated.

E. Objective and Significance of the Research

1. Objectives of the Research

- a. To find out teachers' preparation in teaching English at SMAN I Reteh.
- b. To know teachers' performance in teaching English at SMAN I Reteh.
- c. To find out whether or not there is significant correlation between teachers' preparation and teachers' performance in teaching English.

2. The Significance of the Research

- a. To give more information to teachers about their preparation and their performance in teaching English.
- b. The writer hopes the findings of this study will give a bit contribution to the English teacher, especially for those who teach English at SMAN I Reteh or in other areas.
- c. To increase the writer's knowledge in preparing and performing her in teaching learning process.

- d. To complete undergraduate of S1 program at English Education Department of Tarbiyah and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The nature of teachers' preparation and teachers' performance

Teaching and learning process is an important role in developing the quality of educations, especially at school. Teachers, students, and teaching materials are the dominant elements in the learning process in class. All three of these elements are interlinked, influencing each other and supporting each other with each other. If one of elements is missing, the other two elements which cannot reasonably related to the learning process and will not be going well. If the teaching-learning process in terms of teachers' activities, it will be seen that the teacher plays a strategic role. According to Majid (2005:91), in this context the teacher functioning as a decision-making related to preparation, performance, and evaluation.

To be a successful and professional teacher is not easy. There are many duties that he or she should do in this profession. The main duty of teacher is teaching, because the kind of this profession is to give or transfer knowledge to his students. In relation to this, Roestiyah, (1982; in Syafruddin Nurdin: 2003:7) states that teacher is person who causes a person to know or capable to do something or give a person knowledge or skill. The teachers must have the science or knowledge of teaching and learning theory as a guide in practice. From the

description above, it is obvious that the teacher is very important figure in bringing and transferring knowledge to the students.

According to Richard (in Hasibuan, Kalayo: 2007:31) the core components of teacher's knowledge include the following:

1. Practical knowledge: the teacher's repertoire of classroom techniques and strategies.
2. Content knowledge: the teacher understands of the subject of TESOL, such as: pedagogical grammar, phonology, teaching theories etc, as well as the specialized discourse and terminology of language teaching.
3. Contextual knowledge: teacher's familiarity with the school or institution context, school norm, and knowledge of the learners, including cultural and other relevant information.
4. Pedagogical knowledge: teacher's ability to restructure content knowledge for teaching purposes to plan, adapt and improvise.
5. Personal knowledge: the teacher's personal beliefs and principles and his or her individual approach to teaching.
6. Reflective knowledge: the teacher's capacity to reflection and assess his or her own practice.

The core component knowledge above have influences toward the success of teaching. Furthermore, the success in teaching and learning process particularly a foreign language, it depends on the quality of teacher who delivers a subject. The

more teachers' teachers' teaching quality is, the better the students learning ability will be.

Teaching and learning process should systematically or have procedures and needs to be prepared so that learning in practice is going well and can achieve the desired results. Each design is always related to thoughts about what will be done. Preparing teaching and learning program estimates about what action will be performed at the time of learning implementation. To create a good learning preparation and can hold an ideal learning process, every teacher must know the elements of a good learning preparation. According to Hunt (1999:24) in Majid (2005:94), the elements of the learning preparation is to identify students' needs, goals to be achieved, the various strategies and scenarios that are relevant are used to achieve objectives, and evaluation criteria. Mulyasa (2004:80) suggested the development of teaching and preparation should consider students' interest and attention to the materials used as study materials. In this case, the teacher's role is not only as a transformer, but it should serve as a motivator that can evoke passion to learn, and to encourage students to learn using a variety of media and appropriate learning resources and to support the establishment of competence. In this respects it, Mulyasa (2004:80) puts forward several principles that must be considered in developing the teaching preparation, namely:

- a. The formulation of competence in the preparation of teaching must be clear. The more concrete competencies, the more easily observed and the more precisely the activities that must be conducted to establish competency.

- b. Preparing to teach must be simple and flexible and can be implemented in the activities of learning and the formation of learner competence.
- c. These activities are organized and developed in preparation for teaching should support and comply with the established competencies.
- d. Preparation of teaching developed must complete and thorough, and clear achievement.
- e. There should be coordination between the components of the school program, especially if implemented in a team learning (team teaching) or moving class.

Majid (2005:95) argues, so that teachers can make effective preparation and successful teaching order is required to understand the various aspects related to the development of teaching preparation, both related to the nature, functions, principles and procedures for the development of teaching preparation, and measuring the effectiveness of teaching. A good lesson plan by Gagne and Briggs (1974) in Majid (2005:96) should contain three components, called anchor points, namely:

- b. The purpose of teaching,
- c. Subject matter, teaching materials, approaches and teaching methods, media teaching and learning experience, and
- d. Evaluation of success.

This is in accordance with the opinion of Moore (2001: 126) that the composition lesson plan format includes components of the discussion topics, learning objectives (competencies and indicators of competency), course materials,

learning activities, equipment or media required, and evaluation of learning outcomes. According Suryadi and Mulyana (1993:21), "learning preparation" is nothing but a projection of teachers regarding student activities that must be done during the learning progress. In the activity described in detail where the student will be taken (purpose), what should be learned (the content of teaching materials), how students learn (methods and techniques), and how do we know that students have already achieved (assessment).

Furthermore, Suryadi and Mulyana argued, the main elements that must exist in the preparation of teaching, namely:

- a. Goals to be achieved, such as forms of what the desired behavior to have students after the teaching-learning process,
- b. Teaching materials, or the content of the lessons that can lead students to reach goals,
- c. Methods and techniques used, namely how the learning process will be created by teachers to enable students to achieve goals, and
- d. Assessment, namely how to create and use a tool to know the objectives were achieved or no.

Based on description above, it can be understood that the elements are very important entry in the preparation. They are:

- a. What will be taught, this question involves a variety of competencies to be achieved, the indicators, as well as content of teaching materials that will be delivered to achieve competency it;

- b. How to teach it, this question regarding the various strategies that will be developed in the learning process, including development of a variety of optional activities for students in completing their tasks;
- c. How to evaluate the results of their study, this question must be answered by designing a type of evaluation to measure the absorption of the students on material they learned in that session. Thus, the performance of teachers in preparing learning used in this research study include the indicator; formulate the objectives of teaching, selecting and developing teaching materials, plan learning activities, including planning approaches and teaching methods, measures of teaching and learning activities, tools and learning resources and planning the assessment.

According to Zuhairini (1983:114), preparation is all of activity that teacher do in preparing himself before teaching. In other addition, Mukhrin (1998: 87) states his opinion as follows:

There are two part of preparation that is written and oral preparation. Written preparation is preparation form that is made by the teacher in a preparation of teaching. Beside that oral preparation comprises:

1. Preparing instruments of teaching.
2. Preparing material in the whiteboard.
3. Study and mastery material of teaching.

Accordance with statement above, Burhan Nurgianto (1988: 24) said there are six stages of preparation needed to do by the teacher, they are:

- a. Formulate the objective of study
- b. Arrange teaching material

- c. Use teaching methods
- d. Use instrument and source of study
- e. Do teaching and learning activity
- f. Organize evaluation and assessment

In doing his professional authority, a teacher is demanded to have some variation component of competence. According to Nana Sudjana, there are some competences that must be had by the teacher such as:

- a. Prepare teaching and learning program
- b. Do and organize teaching and learning process
- c. Evaluate teaching and learning process
- d. Mastery of teaching material. It is mean that mastery of specific subject.

2. The important of teachers' preparation and teachers' performance

The effectiveness of teacher in the classroom can be decisively influenced by the preparation which has gene into a lesson. Beyond the collection or production of appropriate materials and aids, planning can involve anything from a series of mental notes to detailed written procedures for lesson.

According to Posner (1980:4), there are some following products if we complete each course planning step:

- a. A rationale for the course, including the overall educational goals
- b. A curriculum plan describing intended learning outcomes for the course, prioritized according to importance, to be expressed in formats that may include the following things:

- 1) List of statements and paragraphs
 - 2) Map of major ideas
 - 3) Flowcharts of skills
- c. An instructional plan describing what each unit about, it fits into the overall organization of units, what learning outcomes each unit is intended to accomplish, what general teaching strategies could be used in each unit to accomplish, and what general teaching strategies could be used in each unit to accomplish the intended learning outcomes.
- d. An evaluation plan describing behavioral indicators for each high priority intended learning outcome (main effect), together with a list of some unintended, undesirable learning outcomes (side effects) to be on the lookout for.

Farrell (1996) also states that preparation is especially important for preserve teachers because they may feel more of a need to be control before the lesson begins. Preparation can benefit English teachers namely:

- a. A preparation can help the teachers think about content, materials, sequencing, timing, and activities.
- b. A preparation provides security in the sometimes unpredictable events in the classroom.
- c. A preparation is a log of what has been taught.
- d. A preparation can help a substitute to smoothly take over a class when the teacher cannot teach.

Based on Scrivener (2005: 109), there are a number of general areas to be taught by teacher:

- a. The learners: how will the lesson engage the learners? Will they enjoy doing the lesson? Will they benefit from it?
- b. The aims: what will the learners achieve? What are you hoping to achieve yourself?
- c. The teaching point: what is the subject matter of the lesson—the skills or language areas that will be studied and the topics you will deal with?
- d. The task and teaching procedures: what are things that the learners will do? What activities will you see? What sequence will they come in?
- e. Materials: what text, recording, pictures, exercises, role cards, etc. will you use?
- f. Classroom management: what will you say? How will the seating be arranged? How much time will each stage take? Etc. Can you picture the working groups or the movement or the changing pace of the class?
- g. The challenge: what in the lesson will challenge the learners?
- h. Atmosphere: can you visualize the characteristic atmosphere and look of the lesson? Can you imagine what the experience of lesson will feel like for any one specific student?

3. The Role of Teacher in Teaching and Learning Process

a. Teacher role

- a) Assist students' aim and learning styles, their likes and dislikes, their strengths and weaknesses.
- b) Decide what methods and materials are most appropriate, given the aim of the syllabus.
- c) Decide whether to use, adapt, replace, omit or supplement the methods. Adopt none exclusively and reject none absolutely about the methods and materials used in the textbook.
- d) Flexibly follow the teaching cyclic stages:

Presentation → Practice → Production

Based on the teacher activities above, according to Kalayo (2006:10) about the performance of students, a student's performance depends on such factors as the:

- a) Age of the learner,
- b) Scheduling pattern of the language program,
- c) Methodology employed,
- d) Abilities and interests of the instructor,
- e) Scope and sequence of the language program,
- f) Abilities and interests of the learner,
- g) Availability and use of technology,
- h) Physical location and setup of the facilities provided for learning,

- i) Authenticity of the cultural environment and materials, and
- j) Exposure to native speakers and foreign travel (Articulation and achievement 1996).

b. Language Teaching Skills (Hasibuan: 2006:20)

- a) Before the lesson (preparation-planning a lesson)
- b) During the lesson (language and skills development-methodology), mainly presenting, practicing, producing and organizing activities for the four languages skills and other sub skills such grammar, vocabulary, pronunciation, etc., the use of aids and materials (whiteboards, visual aids, text produced materials and other home-made materials), and types of interaction between teacher and students and between students themselves.
- c) After the lesson (evaluation/assessment skills).

4. Teaching-learning activity in classroom

Before implementing teaching-learning activity in class, a teacher should make lesson plan about what she/he is going to teach such as preparing basic competition, formulating the learning result, and applying the lesson and even being followed by media or help the students about lesson.

Kalayo (2006:28) says, there are guidelines for communicative classroom interaction:

- a) Activities must be purposeful and meaningful. Students should be given convincing reasons for doing any activities, and they should know what they will have achieved upon the completion of any activities.

- b) The activities must be authentic. The items taught in the activity must suit student ages, habits, learning style and environment. The students must be able to use the items for academic and non-academic purposes.
- c) Teacher should feel free to adapt textbook activities.
- d) Mechanical drills should not be the only activity in pair or group work.
- e) A diversity of activities (controlled, guided, and controlled-guided, less controlled-guided and free activities) characterizes good language teaching.

Mulyasa (2004: 186) says, “there is some teachers’ activity in teaching learning process:

1. Decreasing speech method
2. Giving different task to every student
3. Grouping the students based on their competency and suitable with the materials
4. No doubt to consult with the specialist, if any problem with the students
5. Using variation procedure in scoring an reporting
6. Trying to develop teaching situation in order to student competence in doing something, and
7. Trying to involve the students in any activity.

B. Relevant Research

The research is relevant to the research that was conducted by Irma S (2006). In her research, she emphasized on the correlation between English teachers' teaching activities and the achievement of English teaching objectives. She found out that the activities are very important done by the teachers in teaching process, if the teachers have enough activity in teaching, automatically the achievement of teaching objective will be enough too. And if the teachers have less activity in teaching, the achievement of teaching objective will be less.

The other relevant research is conducted by Halimah (2006). Her research design is descriptive design. The title of her research is "teachers' ability in designing Syllabus in MTs Hidayatul Ma'arifiyah Pangkalan Kerinci Kabupaten Pelalawan, in the formulation of this research problem is how teachers' ability in design syllabus is. In the conclusion, she states that teachers' ability in designing syllabus in MTs Hidayatul Ma'arifiyah Pangkalan Kerinci Kabupaten Pelalawan is categorized is Less.

Based on the research finding above, showing peculiarly research to the correlation between teachers' preparation and teachers' performance in teaching English has never been researched by people, hence the writer wants to investigate about the correlation between teachers' preparation and teachers' performance in teaching English at SMAN I Reteh.

C. Operational Concept

Operational concept is the concept used to clarify the theories use in this research. In carrying out this research, it is necessary to clarify briefly the variable used in analyzing the data.

There are two variable in this research, they are teachers' preparation in teaching English as variable X and teacher performance in teaching English as variable Y.

Teachers' preparation in teaching English can be seen in the following indicators:

1. Teacher prepared lesson plan in teaching process.
2. Teacher mastered teaching material that will be taught to the students in teaching process.
3. Teacher writes indicators of the lesson based on learning objectives.
4. Teacher prepared techniques of teaching that appropriate with teaching material.
5. Teacher prepared to present an activity in the classroom.
6. Teacher prepared to evaluate students have learned that include evaluation technique, instrument form, and instrument used to collect the data.
7. Teacher prepared to divide time allocation for each activity.
8. Teacher prepared good media in teaching.
9. Teacher made conclusion to the main point of lesson that will be taught.
10. Teacher prepared to do oral, written, or action test to the students.

Teachers' performance in teaching English can be seen in the following indicators:

1. Teacher introduces the lesson to the students.
2. Teacher masters teaching material that is taught to the students in teaching process.
3. Teacher use various method of teaching that appropriate with teaching material.
4. Teacher uses teaching suitable with the lesson provided and teaching goal.
5. Teacher is able to use good media in teaching.
6. Teacher teaches the students based on time allocation.
7. Teacher makes conclusion to the main point of the lesson that has been taught to the students.
8. Teacher does oral, written, or action test.

D. Assumption and Hypothesis

1. Assumption of the study

In this research, the writer assumes the some assumption. They are as follows:

- a. The English teachers at SMAN I Reteh have different preparation in teaching English.
- b. The English teachers at SMAN I Reteh have various performances in teaching English.

2. Hypothesis of the study

- a. Null hypothesis (Ho)

There is no significant correlation between teachers' preparation and teacher performance in teaching English at SMAN I Reteh.

b. Alternative Hypothesis (H_a)

There is a significant correlation between teachers' preparation and teachers' performance in teaching English at SMAN I Reteh.

CHAPTER III

RESEARCH METHODOLOGY

A. The Design of Research

The title of this research is “the correlation between teachers’ preparation and teachers’ performance in teaching English at SMAN I Reteh”. So that, design of this research is correlation research that consists of two variables, variable X and variable Y. Variable X is teachers’ preparation in teaching English and variable Y is teachers’ performance in teaching English. Arikunto (2006: 270) states that the research aim is to determine how one thing affects another. It is correlation.

B. Time and Location of the Research

This research was conducted on May to June 2010, and then this research was conducted at SMAN I Reteh in 2009/2010 of academic year. The location of the research is in Pulau Kijang District Reteh, Indragiri Hilir Regency.

C. Subject and Object of the Research

Subject of the research was the English teacher at SMAN I Reteh, and the object was the correlation between teachers’ preparation and teachers’ performance in teaching English at SMAN I Reteh.

D. The Population and Sample of the Research

The population of the research consisted of the English teachers of SMAN I Reteh.

Table I
Population of the Study

No	Names of the Teachers	Class	Sex
1.	Nurrahmawati, S.Pd	I	Female
2.	Mursidah, S.Pd	II	Female
3.	Drs.Sumardi	III	Male

From the table above, the writer took 2 English teachers from the population to be the sample. The teacher who the writer took are teaches the first and the second level of Senior High School at SMAN I Reteh. The data can be seen in the table below:

Table II
Sample of the Study

No	Names of the Teachers	Class	Sex
1.	Nurrahmawati, S.Pd	I	Female
2.	Mursidah, S.Pd	II	Female

E. The Data Collection Techniques

To get the data about the correlation between teachers' preparation and teachers' performance in teaching English at SMAN I Reteh, the writer uses questioner and observation techniques.

a. Questioner

The technique was carried out to know about how is teachers' preparation before teaching English in the classroom. This was conducted by providing a set of questions be answered by the respondents. The questions were intended to elicit

the information, dealing with the activity that teachers do before coming to the class. The questions or statement consisted of 10 items with 5 choices. The choice consisted of Always, Often, Sometimes, Seldom and Never.

b. Observation

The writer conducts observation to know how teachers' performance in teaching English is. In this way, the writer directly showing the teacher's activities during teaching and learning process in the classroom and watching how do the teachers teach their students correctly as the theories. For every item observed, the writer uses two alternative answers "Yes" and "No", for "Yes" answer shows, and "No" answer which are not implemented activity in teaching and learning process.

F. Technique of Data Analysis

Moreover, to interpret teachers' preparation and teachers' performance in teaching English at SMAN I Reteh was determined based on the scale below:

a. 76%-100% = Very good

b. 56%-75% = Enough

c. 40%-55% = Less

d. Less than 40% = Bad

Arikunto (1998:246)

The technique of the data analysis of the research was analyzed by product moment correlation. It is used because the variable containing both interval scales.

$$r_{xy} = \frac{N \cdot \sum xy - \sum x \cdot \sum y}{\sqrt{[N \cdot \sum x^2 - (\sum x)^2] [N \cdot \sum y^2 - (\sum y)^2]}}$$

- r_{xy} = The correlation coefficient
- N = Number of sample
- $\sum xy$ = Quality of product result between x and y score
- $\sum x$ = All of quantity x score
- $\sum y$ = All of quantity y score

G. Organization of Writing

Based on rector's regulation of systematical thesis number 268/R/2003 and academic guidance book (Amir Lutfi, 2004:202), the organization of the writing is as follows:

CHAPTER I INTRODUCTION

- A. The Definition of the Problem
- B. The Problem
 - 1. The Identification of the Problem
 - 2. The Limitation of the Problem
 - 3. The Formulation of the Problem
- C. Reason for choosing the title
- D. Objectives and significances of the study
 - 1. The Objectives of the Research
 - 2. The Significances of the Research

CHAPTER II REVIEWS OF RELATED LITERATURES

- A. Theoretical Framework
- B. Relevant Research
- C. Operational Concept
- D. Assumption and Hypothesis

CHAPTER III RESEARCH METHODOLOGY

- A. The Design of the Research The Location and the Time of the Research

B. The Subject and the object of the Research

C. The Technique of Data Collection

D. The Technique of Data Analysis

E. Systematization

CHAPTER IV DATA PRESENTATION AND ANALYSIS

A. The Data Presentation

B. The Data Analysis

CHAPTER V CONCLUSION AND SUGGESTION

A. The Conclusion

B. The Suggestion

CHAPTER IV
DATA PRESENTATION AND DATA ANALYSIS

A. Data Presentation

1. Data Presentation of Questionnaires

In this data presentation, the writer uses two instruments to gain the data. The instruments used are questioner and observation. Previously, it has been stated that the objective of this research is to find out the correlation between teachers' preparation and teacher performance in teaching English at SMAN I Reteh.

The questionnaire was to present all the data needed about teachers' preparation in teaching English. The score of each item was determined based on scale as follows:

- a. Always is scored 5 for positive statements and 1 for negative statements
- b. Often is scored 4 for positive statements and 2 for negative statements
- c. Sometimes is scored 3 for positive and negative statements
- d. Seldom is scored 2 for positive statements and 4 for negative statements
- e. Never is scored 1 for positive statements and 5 for negative statements

In order to get the data of teachers' preparation, the questionnaire given to the teachers' consisted of 10 items and the indicators of operational concept was dealt with teachers' preparation in teaching English.

The data below is the finding of teachers' preparation in teaching English, they are as follows:

Table III
Teacher prepare lesson plan as a guidance before teaching

No	Alternatives answer	F	P
1	Always	-	-
2	Often	-	-
3	Sometimes	2	100%
4	Seldom	-	-
5	Never	-	-
Total		2	100%

Based on the table above, all of teachers choose option (c). It indicates that the teachers make lesson plan only for specials time.

Table IV
Teacher read the guidance book before teaching

No	Alternatives answer	F	P
1	Always	2	100%
2	Often	-	-
3	Sometimes	-	-
4	Seldom	-	-
5	Never	-	-
Total		2	100%

Based on the table above, all of teacher choose option (a). It indicates that the teacher read the guidance book before teaching.

Table V
Teacher finds some resources related to the learning material

No	Alternatives answer	F	P
1	Always	-	-
2	Often	-	-
3	Sometimes	-	-
4	Seldom	1	50%
5	Never	1	50%
Total		2	100%

Based on the table above, 50% of the teachers choose option (d) and 50% choose option (e). It indicates that the teacher did not find some resources related to the learning material.

Table VI
Teacher prepared suitable media to teach English at the classroom

No	Alternatives answer	F	P
1	Always	-	-
2	Often	-	-
3	Sometimes	2	100%
4	Seldom	-	-
5	Never	-	-
	Total	2	100%

Based on the table above, 100% teachers choose option (c). It indicates that all of teachers prepare suitable media to teach English.

Table VII
Teacher writes the indicators of learning

No	Alternatives answer	F	P
1	Always	-	-
2	Often	-	-
3	Sometimes	2	100%
4	Seldom	-	-
5	Never	-	-
	Total	2	100%

Based on the table above, 100% teachers choose option (c). It indicates that all of teachers write the indicators of learning.

Table VIII
Teacher prepare to present some activity before coming to the classroom

No	Alternatives answer	F	P
1	Always	-	-
2	Often	-	-
3	Sometimes	2	100%
4	Seldom	-	-
5	Never	-	-
Total		2	100%

Based on the table above, 100% teachers choose option (c). It indicates that all of teachers prepare to present some activity before coming to the classroom.

Table IX
Teacher prepare time allocation in teaching English

No	Alternatives answer	F	P
1	Always	1	50%
2	Often	1	50%
3	Sometimes	-	-
4	Seldom	-	-
5	Never	-	-
Total		2	100%

Based on the table above, 50% of the teachers choose option (a) and 50% choose option (b). It indicates that all of teachers prepare time allocation in teaching English.

Table X
Teacher makes the conclusion to objective of the study before teaching

No	Alternatives answer	F	P
1	Always	-	-
2	Often	1	50%
3	Sometimes	1	50%
4	Seldom	-	-
5	Never	-	-
Total		2	100%

Based on the table above, 50% of the teachers choose option (b) and 50% choose option (c). It indicates that all of teachers make the conclusion to objective of the study before teaching.

Table XI
Teacher prepare some activity that will be done by the students

No	Alternatives answer	F	P
1	Always	-	-
2	Often	2	100%
3	Sometimes	-	-
4	Seldom	-	-
5	Never	-	-
Total		2	100%

Based on the table above, 100% of the teachers choose option (b). It indicates that all of teachers prepare some activity that will be done by the students.

Table XII
Teacher prepare to do action, oral, or written test to the students

No	Alternatives answer	F	P
1	Always	-	-
2	Often	2	100%
3	Sometimes	-	-
4	Seldom	-	-
5	Never	-	-
Total		2	100%

Based on the table above, 100% of the teachers choose option (b). It indicates that all of teachers prepare to do action, oral, or written test to the students.

Table XIII
Teachers' Preparation in Teaching English

No	Items	N	A	O	SS	SD	NV
1	Teacher prepare lesson plan as a guidance before teaching	2	-	-	2	-	-
2	Teacher read the guidance book before teaching	2	2	-	-	-	-
3	Teacher finds some resources related to the learning material	2	-	-	-	1	1
4	Teacher prepare suitable media to teach English at the classroom	2	-	-	2	-	-
5	Teacher write the indicators of learning	2	-	-	2	-	-
6	Teacher prepare to present some activity before coming to the classroom	2	-	-	2	-	-
7	Teacher prepare time allocation in teaching English	2	1	1	-	-	-
8	Teacher make the conclusion to objective of the study before teaching	2	-	1	1	-	-
9	Teacher prepare some activity that will be done by the students	2	-	2	-	-	-
10.	Teacher prepare to action, oral, or written test to the students	2	-	2	-	-	-
Total		20	3	6	9	1	1
Percentage		100	15%	30%	45%	5%	5%

The table indicates that teachers' tend to prepare themselves in teaching English, because some of their choices are on the level of 5 (A) 15%, 4 (O) 10%, 3 (SS) 65%, 2 (SD) 5%, 1 (NV) 5%.

Table XIV
The Summary of Teachers' Preparation in Teaching English

No	Positive (always+Often)	Undecided	Negative (Seldom+Never)
Percentage	45%	45%	10%

From the table above, the writer divides the score of questionnaires into three categories; they are positive, undecided, and negative. It can be noticed that 45% of the respondents recognize that they have indeed "less preparation in teaching English".

2. Data Presentation of Observation

The data presentation of observation is presented as the result of observation toward two English teachers in four meetings. The writer followed the teacher to the class to observe teaching and learning proces directly. In the process, the writer used table with some observations list related to the teacher's performance in teaching English. The result of the observation can be seen in the following explanation:

Table XV
The Item Observation of Teachers' Performance in
Teaching English at SMAN I Reteh
The Observation of Teacher "A"

Teacher : "A"

Day/Date : Wednesday, 19 May 2010

Observation : I

Class : X.I

NO	SUBJECT INDICATORS	YES	NO
1	Teacher introduces the lesson to the students.		√
2	Teacher presents the lesson.	√	
3	Teacher masters teaching material that is taught to the students in teaching process.		√
4	Teacher uses various method of teaching that appropriate with teaching material.		√
5	Teacher opens the lesson by using statement or activity as a warm up.	√	
6	Teacher uses suitable media with the lesson provided and teaching goal.	√	
7	Teacher teaches the students based on time allocation.	√	
8	Teacher makes conclusion to the main point of the lesson that has been taught to the students.	√	
9	Teacher do oral test	√	
10	Teacher do written test	√	
11	Teacher do action test.		√
	Total	7	4

The table above shows that the result of the first observation toward teacher "A". It indicates that the number of the answer "Yes" is 7 and for the answer "No" is 4.

Table XVI
The Observation of Teacher “A”

Teacher : “A”

Day/Date : Friday, 21 May 2010

Observation : II

Class : X.I

NO	SUBJECT INDICATORS	YES	NO
1	Teacher introduces the lesson to the students.	√	
2	Teacher presents the lesson.	√	
3	Teacher masters teaching material that is taught to the students in teaching process.		√
4	Teacher uses various method of teaching that appropriate with teaching material.	√	
5	Teacher opens the lesson by using statement or activity as a warm up.		√
6	Teacher uses suitable media with the lesson provided and teaching goal.	√	
7	Teacher teaches the students based on time allocation.	√	
8	Teacher makes conclusion to the main point of the lesson that has been taught to the students.	√	
9	Teacher do oral test		√
10	Teacher do written test		√
11	Teacher do action test.		√
	Total	6	5

The table above shows that the result of second observation toward teacher “A”. It indicates that the number of the answer “Yes” is 6 and for the answer “No” is 5.

Table XVII
The Observation of Teacher “A”

Teacher : “A”

Day/Date : Wednesday, 26 May 2010

Observation : III

Class : X.I

NO	SUBJECT INDICATORS	YES	NO
1	Teacher introduces the lesson to the students.	√	
2	Teacher presents the lesson.	√	
3	Teacher masters teaching material that is taught to the students in teaching process.	√	
4	Teacher uses various method of teaching that appropriate with teaching material.	√	
5	Teacher opens the lesson by using statement or activity as a warm up.		√
6	Teacher uses suitable media with the lesson provided and teaching goal.	√	
7	Teacher teaches the students based on time allocation.	√	
8	Teacher makes conclusion to the main point of the lesson that has been taught to the students.	√	
9	Teacher do oral test		√
10	Teacher do written test		√
11	Teacher do action test.		√
	Total	7	5

The table above shows that the result of third observation toward teacher “A”. It indicates that the number of the answer “Yes” is 7 and for the answer “No” is 5.

Table XVIII
The Observation of Teacher “A”

Teacher : “A”

Day/Date : Wednesday, 2 June 2010

Observation : IV

Class : X.I

NO	SUBJECT INDICATORS	YES	NO
1	Teacher introduces the lesson to the students.		√
2	Teacher presents the lesson.	√	
3	Teacher masters teaching material that is taught to the students in teaching process.	√	
4	Teacher uses various method of teaching that appropriate with teaching material.	√	
5	Teacher opens the lesson by using statement or activity as a warm up.		√
6	Teacher uses suitable media with the lesson provided and teaching goal.	√	
7	Teacher teaches the students based on time allocation.	√	
8	Teacher makes conclusion to the main point of the lesson that has been taught to the students.	√	
9	Teacher do oral test		√
10	Teacher do written test		√
11	Teacher do action test.	√	
	Total	7	4

The table above shows that the result of fourth observation or the last observation toward teacher “A”. It indicates that the number of the answer “Yes” is 7 and for the answer “No” is 4.

Table XIX
The Observation Recapitulation Teacher “A”

NO	SUBJECT INDICATORS	YES	NO
1	Teacher introduces the lesson to the students.	2	2
2	Teacher presents the lesson.	4	-
3	Teacher masters teaching material that is taught to the students in teaching process.	2	2
4	Teacher uses various method of teaching that appropriate with teaching material.	3	1
5	Teacher opens the lesson by using statement or activity as a warm up.	1	3
6	Teacher uses suitable media with the lesson provided and teaching goal.	4	-
7	Teacher teaches the students based on time allocation.	4	-
8	Teacher makes conclusion to the main point of the lesson that has been taught to the students.	4	-
9	Teacher do oral test	1	3
10	Teacher do written test	1	3
11	Teacher do action test.	1	3
	Total	27	17

The table above shows that the result of observation toward teacher “A”. It indicates that the number of the answer “Yes” is 27 and for the answer “No” is 17. The following of percentage of the result of observation “Yes”= $27:44 \times 100\% = 61.365\%$ “No” = $17:44 \times 100\% = 38.64\%$.

Table XX
The Item Observation of Teachers' Performance in
Teaching English at SMAN I Reteh
The Observation of Teacher "B"

Teacher : "B"

Day/Date : Wednesday, 19 May 2010

Observation : I

Class : XI IPA I

NO	SUBJECT INDICATORS	YES	NO
1	Teacher introduces the lesson to the students.		√
2	Teacher presents the lesson.	√	
3	Teacher masters teaching material that is taught to the students in teaching process.		√
4	Teacher uses various method of teaching that appropriate with teaching material.	√	
5	Teacher opens the lesson by using statement or activity as a warm up.		√
6	Teacher uses suitable media with the lesson provided and teaching goal.	√	
7	Teacher teaches the students based on time allocation.	√	
8	Teacher makes conclusion to the main point of the lesson that has been taught to the students.	√	
9	Teacher do oral test		√
10	Teacher do written test		√
11	Teacher do action test.	√	
	Total	6	5

The table above shows that the result of the first observation toward teacher "B" that the writer does directly at XI IPA I. It indicates that the number of the answer "Yes" is 6 and for the answer "No" is 5.

Table XXI
The Observation of Teacher “B”

Teacher : “B”
 Day/Date : Saturday, 22 May 2010
 Observation : II
 Class : XI IPA I

NO	SUBJECT INDICATORS	YES	NO
1	Teacher introduces the lesson to the students.		√
2	Teacher presents the lesson.	√	
3	Teacher masters teaching material that is taught to the students in teaching process.	√	
4	Teacher uses various method of teaching that appropriate with teaching material.		√
5	Teacher opens the lesson by using statement or activity as a warm up.		√
6	Teacher uses suitable media with the lesson provided and teaching goal.	√	
7	Teacher teaches the students based on time allocation.	√	
8	Teacher makes conclusion to the main point of the lesson that has been taught to the students.	√	
9	Teacher do oral test	√	
10	Teacher do written test		√
11	Teacher do action test.	√	
	Total	7	4

The table above shows that the result of second observation toward teacher “B” that writer does directly at XI IPA I. It indicates that the number of the answer “Yes” is 7 and for the answer “No” is 4.

TABLE XXII
The Observation of Teacher “B”

Teacher : “B”

Day/Date : Wednesday, 26 May 2010

Observation : III

Class : XI IPA I

NO	SUBJECT INDICATORS	YES	NO
1	Teacher introduces the lesson to the students.		√
2	Teacher presents the lesson.	√	
3	Teacher masters teaching material that is taught to the students in teaching process.	√	
4	Teacher uses various method of teaching that appropriate with teaching material.		√
5	Teacher opens the lesson by using statement or activity as a warm up.		√
6	Teacher uses suitable media with the lesson provided and teaching goal.	√	
7	Teacher teaches the students based on time allocation.	√	
8	Teacher makes conclusion to the main point of the lesson that has been taught to the students.	√	
9	Teacher do oral test		√
10	Teacher do written test		√
11	Teacher do action test.	√	
	Total	6	5

The table above shows that the result of third observation toward teacher “B”. It indicates that the number of the answer “Yes” is 6 and for the answer “No” is 5.

Table XXIII
The Observation of Teacher “B”

Teacher : “B”

Day/Date : Wednesday, 2 May 2010

Observation : IV

Class : XI IPA I

NO	SUBJECT INDICATORS	YES	NO
1	Teacher introduces the lesson to the students.		√
2	Teacher presents the lesson.	√	
3	Teacher masters teaching material that is taught to the students in teaching process.	√	
4	Teacher uses various method of teaching that appropriate with teaching material.		√
5	Teacher opens the lesson by using statement or activity as a warm up.		√
6	Teacher uses suitable media with the lesson provided and teaching goal.	√	
7	Teacher teaches the students based on time allocation.	√	
8	Teacher makes conclusion to the main point of the lesson that has been taught to the students.	√	
9	Teacher do oral test		√
10	Teacher do written test	√	
11	Teacher do action test.	√	
	Total	7	4

The table above shows that the result of fourth observation toward teacher “B”. It indicates that the number of the answer “Yes” is 7 and for the answer “No” is 4.

Table XXIV
The Observation Recapitulation Teacher “B”

NO	SUBJECT INDICATORS	YES	NO
1	Teacher introduces the lesson to the students.	-	4
2	Teacher presents the lesson.	4	-
3	Teacher masters teaching material that is taught to the students in teaching process.	3	1
4	Teacher uses various method of teaching that appropriate with teaching material.	1	3
5	Teacher opens the lesson by using statement or activity as a warm up.	-	4
6	Teacher uses suitable media with the lesson provided and teaching goal.	4	-
7	Teacher teaches the students based on time allocation.	4	-
8	Teacher makes conclusion to the main point of the lesson that has been taught to the students.	1	3
9	Teacher do oral test	1	3
10	Teacher do written test	4	-
11	Teacher do action test.	4	-
	Total	26	18

The table shows that the result of observation toward teacher “B” indicates the number of the answer “Yes” is 26, and for the answer “No” is 18. The following are percentage of the result of observation “Yes”= $26:44 \times 100\% = 59.09\%$ “No” = $18:44 \times 100\% = 40.91\%$.

Table XXV
Observation Percentage Recapitulation for “A”

No	Result of Observation	F	P
1.	Yes	27	61.36%
2.	No	17	38.64%
	Total	44	100%

Based on the table above, the answer “Yes” is twenty seven times and the answer “No” is seventeen. So, the total is forty four times, the highest is “Yes” is (61.36%) and the answer “No” is (38.64%).

Table XXVI
Observation Percentage Recapitulation for “B”

No	Result of Observation	F	P
1.	Yes	26	59.09%
2.	No	18	40.91%
Total		44	100%

Based on the table above, the answer “Yes” is twenty six times and the answer “No” is eighteen. So, the total is forty four times, the highest is “Yes” (59.09%) and the answer “No” is (40.91%).

Table XXVII
Observation Percentage Recapitulation for Teachers’ Performance in Teaching English

No	Teacher	Yes	P	No	P
1.	Teacher A	27	61.36%	17	38.64%
2.	Teacher B	26	59.09%	18	40.91%
Total		53	120.45:2	35	79.55:2
			60.22%		39.77%

Based on the table above, the answer “Yes” is twenty six times or 60.22% and the answer “No” is eighteen or 39.77%. It means, in this percentage obviously indicated that the teachers’ performance in teaching English is “Enough”. So, teachers’ performance in teaching English is not applied yet. This can be proven from the aspects that are not performed well by the English teachers at SMAN I Reteh.

B. The Data Analysis of the Research

To analyze the data, the writer used the statistical technique and the formula taken from Arikunto (2006:276).

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

1. The Analysis of Variables

- a. Finding out how is teachers' preparation in teaching English

Based on the calculation of the questionnaire result above, the average percentage of each questionnaire item can be presented as follows:

1. Always = 3 × 5

$$\frac{A}{N} \times 100\%$$

$$\frac{15}{20} \times 100\%$$

$$= 75\%$$

2. Often = 6 × 4

$$\frac{B}{N} \times 100\%$$

$$\frac{24}{20} \times 100\%$$

$$= 120\%$$

$$3. \text{ Sometimes} = 9 \times 3$$

$$\frac{C \times 100\%}{N}$$

$$\frac{27 \times 100\%}{20}$$

$$= 135\%$$

$$4. \text{ Seldom} = 1 \times 2$$

$$\frac{D \times 100\%}{N}$$

$$\frac{2 \times 100\%}{20}$$

$$= 10\%$$

$$5. \text{ Never} = 1 \times 1$$

$$\frac{E \times 100\%}{N}$$

$$\frac{1 \times 100\%}{20}$$

$$= 5\%$$

The total of the score of the five categories above is:

$$A + B + C + D + E$$

$$(3 \times 5) + (6 \times 4) + (9 \times 3) + (1 \times 2) + (1 \times 1)$$

Where in:

$$N = 20$$

$$F = 69$$

As a result, the average percentage of the category calculated above is:

$$P = \frac{F \times 100}{N} : 5$$

$$\frac{69 \times 100}{20} : 5$$

$$= 69\%$$

Note:

P = Percentage

F = Frequency

N = Total Number derived from Sudijono (2006:43)

The average percentage of the overall score is 69%. As mentioned before, the data collected to measure teachers' preparation were classified into four categories. The percentage obtained for teachers' preparation in teaching English is 69%. It means that their preparation were "enough".

b. Finding out how is teachers' performance in teaching English

As stated before, teachers' performance in teaching English was marked by the score of observation. The writer presented the score of each teacher's performance categorized into very good, enough, less, and bad as follows:

Table XXVIII
The Percentage of teachers' performance in teaching English

No	Teacher	Yes	P	No	P
1.	Teacher A	27	61.36%	17	38.64%
2.	Teacher B	26	59.09%	18	40.91%
Total		53	120.45:2	35	79.55:2
			60.22%		39.77%

Based on the table above, the answer “Yes” is twenty six times or 60.22% and the answer “No” is eighteen or 39.77%. It means, in this percentage obviously indicated that the teachers' performance in teaching English is “Enough”.

- c. Finding out the correlation between teachers' preparation and teachers' performance in teaching English

Table XXIX
The correlation between teachers' preparation and teachers' performance in teaching English

N	X	Y	X ²	Y ²	XY
1	36	27	1296	729	972
2	34	26	1156	676	884
	70=∑X	53=∑Y	2452=∑X ²	1405=∑Y ²	1856=∑XY

$$\begin{aligned}
 r_{xy} &= \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \cdot \sum X^2 - (\sum X)^2] [N \cdot \sum Y^2 - (\sum Y)^2]}} \\
 &= \frac{2 \cdot 1856 - (70)(53)}{\sqrt{[2 \times 2452 - (70)^2] [2 \times 1405 - (53)^2]}}
 \end{aligned}$$

$$\begin{aligned}
 &= \frac{3712 - 3710}{\sqrt{[4904 - 4900] [2810 - 2809]}} \\
 &= \frac{2}{\sqrt{4 \times 1}} \\
 &= 1
 \end{aligned}$$

If the score obtained (1) is compared to the r table of product moment, look at the table below:

Table XXX
Interpretation Table of Coefficient Correlation of Product Moment

“r” Product Moment	Interpretation
0.0 - 0.200	The correlation between X and y is very low, it means that there is no correlation
0.200 - 0.400	The correlation is low
0.400 - 0.700	The correlation is enough
0.700 - 0.900	The correlation is high
0.900 - 1.000	The correlation is very high

Hartono (2004:78)

Based on the table above the score obtained at 0.900 – 1.000. It means that the correlation between teachers’ preparation and teachers’ performance in teaching English is categorized into very high. Based on the interpretation above we conclude that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Accordingly, there is significant correlation between teachers’ preparation and teachers’ performance in teaching English. For that reason, better teachers’ preparation is better their performance in teaching English. On the contrary, when the students have less preparation, their performance will also be less.

CHAPTER V

CONCLUSION AND SUGGESTION

The purpose of doing this research is to know whether there is a significant correlation between teachers' preparation and teachers' performance in teaching English this research is correlation study. It has two variables that determine the process of doing the research. They are "X" as independent variable, it refers teachers' preparation. "Y" as dependent variable, it refers to teachers' performance in teaching English.

A. Conclusion

The general conclusion of this research is that preparation is the important part in teaching English as a foreign language. Preparation is guidance for teachers in teaching a lesson including English language lesson that has many aspects such as goal, objectives, materials and equipment, procedures, evaluation and extra class work.

Teachers' preparation is needed because preparation before teaching influences the performance of the teachers in teaching and learning process. The preparation can help teachers think about material, procedures, time, and what kinds of activity that will do as long as teaching the students and to control the class when there is unpredictable event.

Based on the finding of this research, teachers' preparation in teaching English is categorized enough. It based on the percentage of teachers' preparation is 69%. While, teachers' performance in teaching English is

categorized enough. It based on the result of the observation given. The result of the data analysis as that, $r_{xy} (1)$ is accepted, the score obtained at 0.900 – 1.000. It means that the hypothesis (H_a) is accepted and the hypothesis (H_o) is rejected. It concludes that there is a significant correlation between teachers' preparation and teachers' performance in teaching English.

B. Suggestion

Based on the research that had be been conducted, it is recommended some suggestion related to the teachers' preparation in teaching English.

1. For each of English teacher especially at SMAN I Reteh, he or she should increase more their ability in preparing his or her self before teaching English and be able to implement what is prepared in order to get the good result of teaching and learning process.
2. For readers of this writing that want to do a research, they should develop this topic because there are many detail topics that should be developed to increase educational quality.
3. Teacher must be creative in creating learning strategy that is listed in their preparation.
4. For headmaster, he or she must ask his or her teachers to join some training programs such program of developing curriculum, syllabus and lesson plan.

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