CHAPTER I
INTRODUCTION

Chapter one of this thesis presents such topics as: background of study, statements of problem, significance of study, scope and limitation, and definition of key terms. Each section is presented as follows.

1.1 Background of Study

Teacher as an educator is a profession possessed by someone based on his/her skill of knowledge. Accordingly, all of his/her attitudes may be exposed by society and students which will be a role model in life for them later.

“Teacher is a professional educator who has main duty for educating, teaching, guiding, aiming, drilling, grading, and evaluating their students in young learners education, primary education, and secondary education” (Hasbullah 2009).

From that explanation, it can be said that teacher has a big role in educating and teaching the students. The term of educating here means an effort that is done by teacher to transfer and develop knowledge to the students, so that students can understand what they did not know before.

As a teacher who has main duty to educate the students, a teacher must have special skill and ability in a field of teachership. He/ she should come from people who are educated and trained well as a professional teacher in a field of teachership. So, they will be teachers who are capable in doing their jobs maximally.

In addition, nowadays, many people take their full attention in education. They feel a need for taking their children to a school that has educated teachers and
trained teachers so that it will influence the result of learning process and finally will also help the increase of their children’s achievement in school.

According to Slameto (2003) there are two factors that influence the students' achievement, they are: 1) Internal factors: biological factors (health, nutrient, etc), psychological factors (intelligence, interest, and motivation), tiredness factors (spiritual and physical's tiredness). 2) External factors: family factors, school factors (teacher, teaching method, curriculum, etc), society factors. In brief, based on external factors that influence the students’ achievement, teachers also take a big role in determining the students’ achievement. Teacher with appropriate teaching method in teaching English will bring the students to the great achievement.

Furthermore, in English subject, there is one skill in learning English that still has many controversies in deciding the best method for teaching this skill. That is reading skill, many discussion are exist about how is reading should be taught. Reading is one of four aspects in language learning that really need the effectiveness of teacher in teaching this skill.

According to Omaggio ((1986), in Rossendhy 2012), in teaching reading, we need to design comprehension activities that correspond to all of these purposes and processes in reading. Reading involves more than ability to identify and recognize words. To conclude, reading is a skill that needs all of language learning skills in comprehending reading’s material. In this case, the teacher plays a big role in determining the effectiveness of reading learning so that the teacher should be able to identify the best way in teaching process to make the students comprehend the material well.
On the other hand, every teacher has different way in choosing and applying teaching method. It depends on their learning objectives. Besides, there are some factors influencing their way in choosing the teaching method in a class-room, one of its factors is their educational level. The higher their educational level, the higher the level of knowledge they have. In this case, the educational level will also influence the teachers’ way in applying teaching method in a classroom and influence the teachers’ way in teaching-learning process of reading in a classroom. Therefore, it may cause a difference in students’ achievement in every teacher with different educational level.

In a previous research, Widodo (2009) who discussed about “The Influence of Teacher's Educational Background and Teaching Ability toward Students' Achievement in Learning History Subject at State Junior High School in Temanggung subdistrict, Temanggung in the 2008/2009 academic year (Translated Version)” found that teachers' educational background and ability influenced the students' achievement. If the teachers' educational background and ability is improved, the students' achievement will directly increase. Thus, students’ achievement are influenced by teachers’ educational level and teaching ability.

And now, in this study the researcher would like to analyze deeply about the influence of teacher’s educational level toward students’ achievement in reading skill of learning English at MTs Ma’arif Sukorejo. MTs Ma’arif Sukorejo is a junior high school which has many teachers from various educational levels. Then, English is one of subjects which has some teachers in that various educational level. Based on the
observation that is done before, English subject for grade VIII in the academic year 2014/2015 is taught by two teachers who have different educational level. In the grade VIII, there are five classes which three classes are taught by teacher with S2 educational level and the other two classes are taught by teacher with S1 educational level. In this case, those two different teachers have different way in teaching the students in the same level certainly. Consequently, it may influence the students’ achievement in learning English because of their teachers’ educational level.

1.2 Statement of Problem

Based on the background of study above, the statement of problem to be analyzed as follow: Do teachers’ educational levels influence the increase of students’ achievement in reading skill of learning English?

1.3 Hypothesis

1. \( H_1 \): Teachers’ educational levels influence the increase of students’ achievement in reading skill of learning English.

2. \( H_0 \): Teachers’ educational levels do not influence the increase of students’ achievement in reading skill of learning English.

1.4 Purpose of Study

The purpose of the study should be stated clearly from the beginning as the principle guidance, that is: To examine whether the teachers’ educational levels influence the increase of students’ achievement in reading skill of learning English or not.
1.5 Significances of Study

1. For teacher, this study can be one of monitoring ways of the quality and competence of English teachers in teaching reading.

2. For students, the result of this study is expected to be one of many ways in increasing the students’ achievement in learning English of reading skill.

3. For researcher, the researcher can examine whether or not teachers’ educational levels influence the students’ achievement. Then, this study is expected to give contribution to the next researchers who want to analyze about the influence of teachers’ educational level and students achievement especially in learning English.

1.6 Scope and Limitation

The researcher would like to observe deeply about the influence of teachers’ educational levels toward students’ achievement in reading skill of learning English at MTs Ma’arif Sukorejo because grade VIII of academic year 2014/2015 in that school is taught by two teachers who have different educational level. The scope of this study, however, is focused on students in MTs Ma’arif Sukorejo. Then, the limitation of this study is limited on students in the same grade who are taught by two teachers having different educational level.

1.7 Definition of Key Terms

There are some key terms used in this study that must be clarified in order to avoid misunderstanding. The writer defines the key terms as follows:
1. Education

   Education is a conscious effort in preparing students through a guidance activity, educating, and training for their role in the future of life (Hasbullah 2009). So, education is like a process with a certain method so that the students will get knowledge and comprehension in a thing that they learn.

2. Educational level

   Educational level is a broad section of the education “ladder”, that is, the progression from very elementary to more complicated learning experience, embracing all fields and program groups that may occur at that particular stage of the progression (ISCED: Education and Training Statistics, 2003).

   Educational level in this study means the educational level that is owned by teachers. As stated on Teachers’ and Lecturers’ Law number 4 in the year 2005, minimum educational level of teacher is a bachelor’s degree “S1” but if it is required, a teacher can take a master program “S2”.

3. Achievement

   Achievement is the result of what students have from some educational experiences (Sudjana 2008). In addition, bloom taxonomy has categorized the students achievement into 3 domains, they are (1) cognitive domain, (2) affective domain, and (3) motor skill domain.

   Achievement in this study represents the final score of students which is gain by them during lectured and tasks in studying reading skill of news item topic.
4. Reading skill

Reading skill in this study means one of four aspects of language learning. The four aspects themselves are reading, listening, writing, and speaking. Reading skill can be explained as an activity that is done by looking at or understanding something written or printed. There are two aspects that usually become the measurement of reading skill. They are pronunciation and articulation.