THE INFLUENCE OF TEACHER’S EDUCATIONAL LEVEL TOWARD STUDENTS’ ACHIEVEMENT IN READING SKILL OF LEARNING ENGLISH AT MTS MA’ARIF SUKOREJO

THESIS

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UNIVERSITY OF MUHAMMADIYAH MALANG
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This thesis is submitted to meet one of the requirements to achieve Sarjana Degree in English Education

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I declare that the work presented in this thesis was carried out by myself and does not incorporate without acknowledgement any material previously submitted for a degree or diploma in any university. To the best of my knowledge this thesis does not contain any materials previously publish or written by another person except where due reference is made in text.

Malang, November 7th 2014

Amalia Agustin
MOTTO AND DEDICATION

Motto

“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya”. (QS. Al-Baqarah: 286)

“Maka sesungguhnya beserta kesulitan itu ada kemudahan. Sesungguhnya beserta kesulitan itu ada kemudahan”.

(QS. Al-Insyiroh: 5-6)

If you wait for perfect condition, you will never get anything done. (anonymous)

Dedication:

I DEDICATE THIS THESIS TO:

My Beloved Father (SANTOSO)

My Beloved Mother (SITI AMINAH)

My Lovely Sister (NANDA AGUSTIN)

and For Me (AMALIA AGUSTIN)
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Amalia Agustin
The Influence of Teachers’ Educational Levels toward Students’ Achievement in Reading Skill at MTs Ma’arif Sukorejo

ABSTRACT

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. The educational level of teacher will influence the teacher’s way in teaching-learning process that may cause a difference in students’ achievement in learning English of reading skill. The research problem of this research is; Do teachers’ educational levels influence the increase of students’ achievement in reading skill of learning English?

This research used an ex-post facto research design to investigate cause and effect, relationship between independent and dependent variables. The independent variable represented the teacher’s educational level which had side-effect to others. Meanwhile, the dependent variable represented the students’ achievement in reading skill of learning English as the variable which determined in what level of the influence. The sample of this research was students in class VIII-A and VIII-D of MTs Ma’arif Sukorejo who were taught by teachers having different educational level. An observation and document were used as the instruments of this research. In addition, this research used quantitative approach in analyzing the data.

Based on the result findings, the mean score of reading test 89.91 got by class VIII-A and 83.65 got by class VIII-D. The result value on t-Test calculation obtained 3.2577172 that was not among the value of t-Table 1.99, the value of t-Test 3.2577172 > the value of t-Table 1.99. The result showed that teachers’ educational level influenced the increase of students’ achievement in reading skill. In another word, the alternative hypothesis (H_1) was accepted, and the null hypothesis (H_0) was rejected.

Key words: teachers’ educational level, students’ achievement, reading

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