

CHAPTER I

INTRODUCTION

1.1 Background of Study

Education plays a crucial role in shaping the future of individuals and society by providing the necessary knowledge, skills, and values required for personal and professional growth. The quality of education is influenced by multiple interrelated factors, including curriculum design, availability of learning resources, student engagement, and institutional policies.[1] A well-structured curriculum ensures that students receive relevant and comprehensive knowledge, while adequate learning resources, such as textbooks, technology, and classroom materials, enhance the teaching and learning experience. Additionally, student engagement, which involves active participation and motivation in the learning process, significantly impacts educational outcomes.[2] However, among these factors, the role of teachers remains fundamental in ensuring effective knowledge transfer and skill development. Teachers serve as facilitators of learning, guiding students to comprehend complex concepts and apply them in real-life situations. Their performance, which includes teaching strategies, classroom management, communication skills, and the ability to adapt to diverse student needs, directly influences students' academic achievement and overall learning experience.[3] High teaching performance is characterized by well-prepared lesson plans, the use of innovative teaching methods, and the ability to foster a supportive learning environment. Conversely, ineffective teaching can lead to disengagement, lack of comprehension, and poor academic outcomes.

Teacher's teaching performance encompasses various essential aspects, including lesson planning, implementation of teaching strategies, classroom management, and assessment of student learning outcomes. Lesson planning serves as the foundation of effective teaching, ensuring that instructional objectives are clearly defined, learning materials are well-structured, and teaching methods align with students' needs. A well-prepared lesson plan allows teachers to maintain instructional coherence, anticipate potential challenges, and create engaging

learning experiences. Without proper planning, lessons may lack structure, leading to confusion and reduced student engagement [4]. The implementation of teaching strategies is equally crucial in fostering student interest and comprehension. High-performing teachers utilize a variety of innovative teaching methods, such as active learning, collaborative projects, and technology integration, to enhance student participation and knowledge retention. Research indicates that diverse instructional approaches cater to different learning styles and abilities, ultimately improving academic outcomes.[5] However, ineffective teaching strategies such as monotonous lectures or lack of interactive elements can result in student disengagement, boredom, and difficulties in grasping key concepts.

In practice, teaching performance is influenced by various factors, such as pedagogical competence, personality, teaching experience, and the use of technology in learning.[6] Teachers who have good teaching performance can improve students' understanding, create a conducive learning atmosphere, and encourage students' active involvement in learning.[7] Can create a conducive, interesting and effective learning environment. Good teaching performance can improve student learning outcomes through the use of appropriate teaching methods, differentiation in learning, and appropriate evaluation strategies.[3] In addition, teachers who have good communication skills and use interactive approaches can increase student motivation and engagement in learning.[8] Positive relationships between teachers and students also play a role in creating an environment that supports students' academic and social development [9]

Conversely, poor teaching performance can have a profound negative impact on the learning process and student development. When teachers lack effective instructional strategies, fail to engage students, or struggle to adapt their teaching methods to diverse learning needs, students often experience difficulties in understanding the material. This can lead to frustration, decreased motivation, and overall disengagement from the learning process. Studies have shown that ineffective teaching contributes to poor academic achievement, as students are unable to grasp key concepts, develop critical thinking skills, or retain information effectively.[10] One major issue related to poor teaching performance is the lack of lesson preparation. Teachers who do not plan their lessons adequately may deliver

disorganized content, fail to connect new knowledge with students' prior understanding, or struggle to maintain a logical flow in their teaching. As a result, students may find the lessons confusing and struggle to follow the learning objectives. Additionally, teachers who fail to anticipate students' learning difficulties may not be able to provide adequate explanations or support, leaving many students behind. Monotonous learning approaches that do not engage students can also reduce their motivation to learn.[6] In addition, poor classroom management can create a non-conducive learning environment, cause disruptions during the learning process, and decrease student discipline.[11] Therefore, improving teachers' teaching performance is one of the factors in achieving optimal learning outcomes and creating a positive learning atmosphere.

The challenges range from inadequate pedagogical skills to limited English language skills themselves. High-performing teachers demonstrate strong lesson planning, implement engaging and innovative teaching strategies, manage the classroom effectively, and provide constructive feedback, leading to increased student understanding and motivation. Additionally, poor teaching performance is characterized by a lack of preparation, ineffective classroom management, and passive teaching methods often resulting in disengaged students, low comprehension, and poor academic outcomes. Meanwhile, moderate-performing teachers may have some effective teaching strategies but still struggle in some areas, such as adapting their teaching to varying student needs or consistently implementing active learning approaches. Research shows that ongoing professional development, peer collaboration, and institutional support are critical in improving teaching performance [3]. Therefore, addressing these challenges is critical to improving the overall quality of English language education in Indonesia and ensuring better learning outcomes for students.

Previous studies have shown a significant relationship between teacher performance and student learning outcomes, especially in the context of English language learning. The results of a study by Helmy revealed that teacher performance in junior high schools has a positive effect on student learning achievement.[12] This study found that teachers who are able to plan, implement and evaluate learning well can significantly improve student learning outcomes. In

addition, research by Mukminin et al. also confirmed that there is a significant influence between teacher performance on student learning outcomes, both partially and simultaneously.[13] This shows that the active role of teachers in the learning process greatly determines the academic success of students.

Another research shows that teacher performance is not only related to teaching methods, but also to other factors such as teacher language proficiency and teaching effectiveness. Research by researcher Ophelia Elisa Novita found a link between teachers' language proficiency and teaching effectiveness, which has an impact on students' understanding of the subject matter.[3] Although research has been conducted regarding teacher performance and its impact on student learning outcomes, there is still a gap in the focus of research that is more specific to English language subjects. Most previous studies discuss teacher performance in general without directly linking it to learning outcomes in the English context. For example, Musfah's research shows that low teacher performance in Indonesia is caused by various factors, such as a lack of understanding of learning strategies and low achievement motivation.[4] However, not many have explored how these factors specifically impact on students' English language acquisition. In addition, previous research has shown that teacher competence in Indonesia is still low, with around 81% of teachers not achieving the minimum score in the competency test. [5] With the increasing demand for quality education, it is important for teachers to continue to develop their teaching performance in order to adapt to the development of the curriculum and the increasingly diverse needs of students. Therefore, the study of teaching performance is relevant in improving the overall quality of education.

The novelty of this research lies in a more specific approach to English teacher performance and student learning outcomes in the Indonesian education context. This study will use indicators to evaluate teacher performance, that include, lesson planning, lesson implementation, and evaluation of learning outcomes relevant to English subjects. Thus, this study aims to provide new insights into the relationship between English teacher performance and student learning outcomes, as well as provide recommendations to improve the quality of English education in Indonesia.

The importance and urgency of the research on “A Correlation Study: English Teacher Performance and Student Learning Outcomes in Senior High School” lies in the important role played by teachers in the educational process, especially in English language teaching. In the context of globalization, mastery of English has become very important for students to be able to compete at the international level. However, many students in Indonesia still face difficulties in learning English, which is often caused by low teacher performance. This study aims to identify and analyze the relationship between English teacher performance and student learning outcomes, so as to provide recommendations for improving teaching quality and learning outcomes.

The selection of this research title is driven by the need to address challenges in English education in Indonesia, particularly at SMAN 1 Kutorejo in Mojokerto. The identification of the research problem stems from the issues observed by the researcher during a pre-observation at SMAN 1 Kutorejo. During this stage, the researcher examined how teachers conducted their lessons and noted variations in their teaching performance, which in turn influenced students’ comprehension of the material. Therefore, this study aims to make a meaningful contribution to improving the quality of education. Furthermore, the chosen title highlights the relevance of the research to current educational issues and aspires to generate findings that can be practically applied by educators and policymakers.

1.2 Formulation of the Problems

1. Is there a correlation between English teacher performance and student learning outcomes?

1.3 The Purposes of the Study

The purpose of this study is to examine the correlation between English teacher performance and student learning outcomes.

1.4 The Significances of the Study

This study holds significance for several stakeholders in education:

1.4.1 For Teachers

The findings will help English teachers reflect on their teaching practices and identify areas for improvement to enhance their effectiveness in facilitating student learning.

1.4.2 For Educational Institutions

Schools can use the results to design professional development programs aimed at improving teacher performance, particularly in English language teaching.

1.4.3 For Policymakers

The study will provide evidence-based insights that can inform policies related to teacher evaluation, training, and support systems to improve educational outcomes.

1.4.4 For Researchers

This research will contribute to the existing body of knowledge on the relationship between teacher performance and student learning outcomes, particularly in the context of English language education.

1.4.5 For Students

This study helps students understand how English teacher performance affects their learning outcomes. By identifying effective teaching strategies, students can experience a better learning process, stay motivated, and improve their academic performance. Additionally, this study raises awareness of external factors influencing learning and encourages students to take a more proactive role in their education. Ultimately, it aims to create a more student-centered learning environment for better academic success.

1.5 Limitation of the study

This research focuses on examining the correlation between English teacher performance and student learning outcomes in a particular educational environment. Coverage is limited to SMAN 1 Kutorejo Mojokerto. This research mainly relies on quantitative data collected through teacher performance assessments and records of student learning outcomes, without exploring qualitative aspects in depth such as student motivation or classroom dynamics.