

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

This study aimed to investigate the correlation between English teacher performance and student learning outcomes among Grade X and XI students at SMA Negeri 1 Kutorejo, using a quantitative approach with a sample of 50 students. Teacher performance was measured through a questionnaire based on the Danielson Framework for Teaching (FFT), covering four key domains: Planning and Preparation (A1), Classroom Environment (A2), Instruction (A3), and Professional Responsibilities (A4). Student learning outcomes were assessed through their English academic scores. Based on the research results and statistical analysis using SPSS version 26, the following conclusions can be drawn:

1. English Teacher Performance:

Students generally perceived their English teachers as highly competent. This was reflected in consistently high scores across all four FFT domains, particularly in A1 (Planning and Preparation) and A2 (Classroom Environment). Teachers demonstrated clear objectives, used engaging media, maintained classroom discipline, and fostered a positive learning atmosphere. Although A4 (Professional Responsibilities) had slightly lower scores, it still remained in the high category, indicating that teachers fulfilled their professional roles responsibly.

2. Student Learning Outcomes:

The academic achievement of students was generally high, with the majority scoring above the Minimum Competency Criteria (KKM). This reflects that students were able to absorb and apply the material taught effectively, suggesting a conducive learning environment and teaching process.

3. Correlation Between Variables:

The Pearson correlation coefficient was 0.308 with a significance value

of 0.030, indicating a low but positive correlation between teacher performance and student learning outcomes. This means that as teacher performance improves, student learning outcomes tend to improve as well. According to the correlation interpretation by Sugiyono (2012), this value falls into the “low” category (0.20–0.399), yet the direction of the relationship is positive and meaningful.

#### 4. Comparison with Previous Studies:

These findings are consistent with prior research conducted by Mukminin (2022), Helmi (2015), and Suwartini et al. (2023), which also showed that teacher performance has a significant influence on students' academic achievement. Although the strength of correlation in this study is categorized as low, the significance indicates the importance of effective teaching in enhancing student outcomes.

Based on the results of research and discussion, it can be concluded that there is a positive and significant relationship between teacher performance and student learning outcomes in English subjects at SMA Negeri 1 Kutorejo. Although the level of correlation is relatively low, this finding confirms that effective teaching practices especially in planning and preparation and classroom environment management provide a real contribution to students' academic achievement.

The use of Danielson Framework for Teaching (FFT) in measuring teacher performance allows specific identification of performance domains that most affect learning outcomes. Meanwhile, the application of Bloom's Taxonomy on the measurement of learning outcomes provides a measurable and targeted assessment standard for students' cognitive achievement. Thus, the combination of these two theoretical frameworks strengthens the validity of the findings and provides different theoretical contributions compared to previous research.

In conclusion, although the correlation is categorized as low, the results affirm that teacher effectiveness particularly in planning, managing the classroom, and instructional delivery plays a critical role in shaping student

achievement in English. A more nuanced understanding of these domains offers practical insights into improving teaching quality and, in turn, student outcomes.

## **5.2 Suggestions**

Based on the results and conclusions of this study, several suggestions are proposed:

1. For English Teachers:

Teachers should strengthen their role in Domain A4 (Professional Responsibilities) by providing more timely, specific, and constructive feedback, and by enhancing collaboration with parents and peers. This could help close the slight performance gap found in this domain and improve student support holistically.

2. For Policy Makers:

School academic leaders should design and facilitate professional development programs that are aligned with the FFT domains, especially focusing on areas such as instructional strategy (A3), classroom environment (A2), and professional collaboration (A4). These programs should be data-driven and respond to specific teacher needs identified in classroom practice.

3. For Future Researchers:

It is recommended that future studies use a mixed-methods approach, incorporating interviews, classroom observations, or lesson recordings to gain deeper insight into teaching effectiveness. Expanding the sample size and geographic coverage would also enhance the generalizability of the findings.

4. For Students:

Students should be encouraged to take an active role in the learning process by developing self-discipline, study habits, and peer collaboration. While teacher performance is an important factor, student motivation, parental support, and learning autonomy also contribute significantly to academic achievement.

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