THE CONTRIBUTION OF TEACHER’S COMPETENCE, TEACHER’S FEEDBACK, AND CLASSROOM MANAGEMENT TOWARD THE STUDENT’S READING ACHIEVEMENT

THESIS

Submitted as a Partial Fulfillment of the Requirements for Getting Master Degree of Education in Graduate Program of Language Study

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Supervisor’s Approval:

I confirm that the thesis written by the above-named student meets the scholarly standards for the degree and is therefore eligible to proceed to an examination by the board of examiners of the Department of Language Studies, the Graduate School of Universitas Muhammadiyah Surakarta.

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Submitted by
MALIHATUN BADROH

Has been examined by the board of examiners on 25th January 2018. All feedback, corrections, and suggestions recommended by the examiners have been considered and revision has been accordingly made by the student.

The boards of examiners certify that the thesis is eligible for submission.

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STATEMENT OF AUTHORSHIP

I hereby confirm that the thesis entitled “The Contribution of Teacher’s Competence, Teacher’s Feedback, and Classroom Management toward the Student’s Reading Achievement” is an original and authentic work written by myself and it has satisfied the rules and regulations of Universitas Muhammadiyah Surakarta with respect to plagiarism. I certify that all quotations and the sources of information have been fully referred and acknowledged accordingly.

I confirm that this thesis has not been submitted for the award of any previous degree in any tertiary institutions in Indonesia or abroad.

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(Malihatun Badroh)
MOTTO

Success is not a destination, it is a process.

(Anonymous)
DEDICATION

This research paper is dedicated to:

Her beloved father, Suyitno,

Her beloved mother, Marfuatun,

Her beloved sisters, Ulil Hidayah and Nurrofi’ah,

Her beloved family,

Her beloved friends,

Her beloved lecturers, and

Her almamater.
ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh dari: (1) kompetensi guru, (2) feedback guru, (3) menejemen kelas terhadap prestasi membaca siswa, dan (4) tiga faktor diatas terhadap prestasi membaca siswa. Penelitian ini adalah penelitian kuantitatif asosiatif. Subyek penelitian adalah siswa kelas XII MIPA 2 yang berjumlah 39 siswa yang dipilih dengan teknik pengambilan lotre. Teknik pengumpulan data dari penelitian ini menggunakan kuesioner dan tes. Instumen kuesioner ini berisi tentang kompetensi guru, feedback guru, dan menejemen kelas. Sementara tes berisi tentang prestasi membaca siswa. Data yang diperoleh dianalisis menggunakan statistic deskriptif, uji asumsi klasik, regresi berganda, dan uji hipotesis termasuk didalamnya uji t, uji f, koefisien determinasi, dan sambangan predictor. Hasil menunjukkan bahwa formula dari regresi berganda adalah Y=(-2,538)+0,225X1 + 0,367X2 + 0,525X3. (1) Variabel kompetensi guru (X1) menunjukkan t-hasil sebesar 2,117 dengan hasil signifikansi sebesar 0,041. (2) Variabel feedback guru menunjukkan t-hasil sebesar 3,683 dengan hasil signifikansi sebesar 0,001. (3) Variabel menejemen kelas menunjukkan t-hasil sebesar 5,153 dengan hasil signifikansi sebesar 0,000. (4) Kemudian F-hasil menunjukkan hasil sebesar 79,380 dengan signifikansi sebesar 0,000. Hasil dari R² adalah 0,872. Ini berarti terdapat pengaruh yang positif dan signifikan antara variabel-variabel terikat terhadap variabel- variabel bebas baik secara terpisah maupun bersamaan.

Kata kunci: Kompetensi Guru, Feedback Guru, Menejemen Kelas, Pencapaian Membaca
ABSTRACT

This study is aimed at knowing the contribution of: (1) teacher’s competence, (2) teacher’s feedback, (3) classroom management towards the student’s reading achievement, and (4) these four factors toward the student’s reading achievement. This study is associative quantitative research. The subjects of this study are 39 students of the twelfth grade of the second science class which are chosen by lottery picking technique. The techniques of data collection in this study are questionnaire and test. The questionnaire sheets are deal with teacher’s competence, teacher’s feedback, and classroom management. While the test is deal with student’s reading achievement. The data analyzed using the descriptive statistic, classic assumption tests, multiple regressions test, and hypothesis testing which includes t-test, f-test, coefficient of determination, and predictor contributions. The result shows that the formulation of multiple regression is $Y= -2.538 + 0.225X_1 + 0.367X_2 + 0.525X_3$.

(1) The Teacher’s Competence ($X_1$) result of t-result is 2,117 with the significance result is 0,041. (2) The Teacher’s Feedback ($X_2$) result of t-result is 3,683 with the significance result is 0,001. (3) The Classroom Management ($X_3$) result of t-result is 5,153 with significance result is 0,000. (4) The result of F-result is 79,380 which the significance is 0,000. The result of $R^2$ is 0.872. It means that there are positive and significant contributions of independent variables toward dependent variable individually and simultaneously.

Keywords: Teacher’s Competence, Teacher’s Feedback, Classroom Management, Reading Achievement
ACKNOWLEDGMENT

Assalamualaikum Wr.Wb.

Alhamdulillahirabbil ‘Alamin, all praises to Alloh S.W.T, the Most Glorious, the Most Merciful, Lord of the Universe, who gives a million blessing, miracle and uncountable gifts to the researcher, so she can accomplish her research paper entitled THE CONTRIBUTION OF TEACHER’S COMPETENCE, TEACHER’S FEEDBACK, AND CLASSROOM MANAGEMENT TOWARD THE STUDENT’S READING ACHIEVEMENT as the requirement for getting master degree of education in Department of English Study Post Graduate of Universitas Muhammadiyah Surakarta.

Peace is upon to Muhammad SAW., the Alloh’s last messenger, who will be the hero for all his followers in the life after. The writer realizes that this research paper would never be possible without other people’s help, so that the writer would like to extend her gratitude and appreciation to:

1. Prof. Dr. Bambang Sumardjoko, M. Pd., the director of Graduate School of Muhammadiyah University of Surakarta.
2. Prof. Dr. Markhamah, M. Hum., the Head of Language Studies of Muhammadiyah University of Surakarta.
3. Dr. Maryadi, M.A., as the primary supervisor, for his suggestions, advice, support and encouragement in completing this thesis.
4. Mauly Halwat Hikmat, Ph. D., as the co-supervisor, for her continuous and valuable guidance, advice, support and encouragement in completing this thesis.
5. Muamaroh, Ph. D., as the external examiner, who has given evaluation in this research paper.
6. All of the lecturers of English Language Study of Post Graduate, for precious knowledge and experience given to her,
7. The researcher’s beloved parents, bapak Suyitno and ibu Marfuatun, for the love, pray, support, learn, advice, hugs, happiness, experiences given to her,

8. The researcher beloved sisters, Ulil Hidayah and Nurrofi’ah, for the support, happiness, love, share, pray and laugh,

9. The researcher’s best friend in Undergraduate Program of English Department of STAIN Salatiga, Layla Nurjannah, for being a sister, helpfulness, laugh, hugs, love, friendship, inspiration, support, and prays,

10. The researcher’s dearest friends in English Language Study of Post Graduate 2016, for being brothers and sisters that I never have, support, pray, laugh, valuable memories, and friendship,

11. The all teachers and principals of MAN Salatiga, for the helpfulness, suggestion, supports, and valuable conversation,

12. The all students of Science program in twelfth grade of MAN Salatiga 2017/2018, for the sharing, laugh, nice conversations,

13. All of the people, who cannot be mentioned one by one, thanks for everything.

The researcher realizes that this research paper is still far from being perfect, so all suggestions and criticisms for improving this research paper are accepted widely and happily. Hopefully, this research paper will be useful for the readers and prospective researchers.

Wassalamualaikum Wr.Wb.

Surakarta, January 22nd 2018

Malihatun Badroh
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