***The Correlation between Teachers' Educational Background and the Primary
School Students' English Achievement in South Sumatera, Indonesia***

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Abstract
This study was to find out whether or not the English teachers' educational
background could influence the students' English achievement at public primary
schools in South Sumatera, Indonesia. There were 5028 primary schools (4235 public
primary schools and 775 private primary schools) registered in South Sumatera.
Purposive sampling technique was applied to this study. Therefore, there were only
two cities and three districts becoming samples. Twenty five schools, twenty five
teachers, and one hundred twenty five students were taken for data collection. To
collect the data, documentation technique was applied. Teachers were asked to submit
their recent certificates and schools were asked to provide their students' scores of
English. Lastly, *Pearson Product Moment* was conducted to find out the correlation
level of the two variables and their significant influence. It was found that the *r-obtained* (0,362) with the significant level of 0,05/two-tailed test. The *r-obtained < r-table,* this showed that there was no significant influence between the English
teachers' educational background and the students' English achievement. It was
categorized as low level of correlation. Further, it was found that there was only
13,10% influence of the dependent variable to the independent variable.

Keywords: Educational Background, Students' Scores, and *Pearson Product Moment*

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Introduction

Human is inherited by the skill of socialization among them. To be well-accepted in social, someone must be able to communicate in appropriate ways. Communication is a dominant key of success in society. Then, language takes the role in this situation. However, in this world there are lot languages. The languages are different from one place to other places. For instance, Indonesia with its *Bahasa Indonesia* (Indonesian), Japan with its Nippon (Japanese language), Korea with its Hangul (Korean Language), China with its Mandarin (Chinese), USA with its English, and so on. As Anderson (2004) stated that there are many languages in this world and even researches cannot mention their numbers.

Main objective of expressing opinions and ideas will be achieved if speakers and listeners have the same linguistic properties. When they have different linguistic properties, the objective of communication is hardly achieved. However, it leads to miscommunication and perhaps it can cause bad effect toward the speaker and listener. For instance, when an American, who can only speak English, meets Indonesian, who can only speak basic English. The American wants to go to post office and he asks for the direction.
American   : "Hello can you show me where the post office is?"
Indonesian   : "Ehmm, it's on the **west**. You can go to the **west** and take this street"
The post office is actually on the south. We can imagine that it would be a trouble for the American due to this misleading information. The American could get lost. This situation can even probably cause bad image of Indonesia. The American might even think that Indonesian does this action purposively.

Therefore, it is obviously important for everyone to be able to use other languages, especially world's lingua franca. English is one of the world's lingua franca. This is worldwide used. Indonesian have started their efforts in learning English such as joining to English courses, setting an English curriculum for primary up to university students, and joining English clubs at schools. Ministry of Education issued the regulation No: 060/U/1993 on 25 February 1993 about local content subject for primary schools students grade 4 – 6. However, some schools even have started earlier from grade 1.

Furthermore, the teachers' educational backgrounds are also one of important aspects to be dealt with. On my brief observation about English teachers at primary schools, I found that there were some teachers who were from non-English education background taught the kids. The schools mostly assigned their class teachers to teach English. This was due to some factors. They are (1) English is not main subject at primary school. It is just a local content subject, (2) the schools did not have enough budgets to hire English teachers, and (3) Ministry of Education did not oblige the schools to hire English teachers.

In contrast, Tirtarahardja & Sula (2000, 41) stated that quality of education process could be caused by two things, they are inner components and its quality controllers. The inner components are students and facilities. Meanwhile, the quality controllers are teachers, headmasters, and administration staffs. These two things should be in

synergy to result best outputs. For example, schools have chosen best students based on their average scores at previous schools and teachers must support the students during their learning process. If this is not done well, it can cause bad output. Teachers must be aware that their learning background can also influence the students.

Based on the explanation above, the writer were really eager to know whether or not teachers' educational background gives significant contribution toward their students' English achievement at primary schools in South Sumatera.

Literature Review

In Indonesia, education is divided into some categories. They are these three:
(a) Formal education
Based on government regulation No: 32 year 2013, formal education is kind of structured and leveled education which is classified into three levels i.e. primary schools, high schools, and universities. Primary schools are the foundation of all education processes later on. There are many forms of it such as *Sekolah Dasar (SD),* and *Madrasah Ibtidaiyah (MI).*In this level, students will spend six years taking their class. Meanwhile, after finishing primary schools, the students will continue their study to high schools. High schools are in two level junior high school and senior high school. Indonesian call this junior high school by *Sekolah Menengah Pertama (SMP),* and senior high school by *Sekolah Menengah Atas (SMA), Madrasah Aliyah (MA), Sekolah Menengah Kejuruan (SMK)* and *Madrasah Aliyah Kejuruan (MAK).* Students are more directed to speciallized knowledge in this level. Students also spend six years in this level, three years in junior high school and three years in senior high school. Lastly, in university level, the students are classified into bachelor degree, master degree, and doctoral degree.
(b) Non-formal education
This type of education is out of formal education context but it is still structured and leveled on its learning process. For example, education for young learners can be in form of kindergarten which is known as *Taman Kanak-Kanak (TK),* and *Raudatul Athfal (RA).*
(c) Informal education
Family and social life environment contribute to this informal eduaction alot. This kind of education is not structured and leveled. Students learn through interaction and experience. Actually, this education type gives more influences to someone's characteristics and knowledge rather than the two other types of education.

In those three levels, English is already introduced. However, English is still claimed as foreign language in Indonesia. Government reinforced English learning for all aspects of education through curriculum. In curriculum 2004, English learning is focused to improve the students' oral communication skills (BNSP cited in Nurhajati, 2012). However, this focus is hardly achieved since English's status is as foreign language. This shapes a situation where people will only use English on certain and limited occasion. Therefore, it influences to the students' English communication skills.

In his article on Kompas Newspaper, Garniwa stated that, generally, English teaching process in Indonesia is not as it is hoped yet due to the students' orientation. The students are still oriented to scores not to skills.

In national curriculum, English is organized to be implemented from primary schools up to universities. For primary schools, English is classified as local content subject. This local content subject is schools' right to choose what subject will be implemented as it is mandated on UU No. 22 year 1999, UU RI No. 20 Year 2003, and PP RI No. 19 Year 2005. Therefore, there will be differences on the English implementation at each school. If the schools assume they need English, then they will implement it. On the other hand, if they do not need it, they will have other subjects such as handcrafting, and cooking.

This study entitled *"The Correlation between Teachers' Educational Background and the Primary School Students' English Achievement in South Sumatera, Indonesia"*. This descriptively explained the influence of English teachers' educational background on the students' English achievement.

Research Method

This study was done in South Sumatera by taking two cities and three districts as its sample. The one city is *Kota Palembang*. Meanwhile, the four districts are *Kabupaten Banyuasin, Kabupaten Ogan Ilir, Kabupaten Musi Banyuasin,* and *Kabupaten Ogan Komering Ilir.* This study has two variables, independent and dependent variables. The independent variable is teachers' educational background and the dependent variable is students' English achievement.

Based on the data, there were 4253 public primary schools in South Sumatera. Detail of schools distribution can be seen on this following table:

Tabel 1. Populasi Penelitian

No	Wilayah	SD/MI		Jumlah
		Negeri	Swasta	
1	Kota Palembang	271	189	460
2	Kota Pagar Alam	75	18	93
3	Kota Ogan Ilir	258	28	286
4	Kota Lubuk Linggau	86	16	102
5	Kota Prabumulih	85	10	95
6	Kabupaten Banyuasin	480	65	545
7	Kabupaten Musi Banyuasin	432	56	488
8	Kabupaten Ogan Komering Ulu	462	72	534
9	Kabupaten Ogan Komering Ulu Timur	418	96	514
10	Kabupaten Ogan Komering Ulu Selatan	247	51	298
11	Kabupaten Ogan Komering Ilir	462	72	534
12	Kabupaten Muara Enim	366	41	407
13	Kabupaten Lahat	311	33	344
14	Kabupaten Musi Rawas	300	28	328
	TOTAL	**4253**	**775**	**5028**

Source: Diknas Pemprov

This study only focused on public primary schools. To pick the samples, purposive sampling technique was used. Sampling was aimed to select (1) districts and cities which are located near Capital city of South Sumatera, (2) districts and cities which most likely have same quality of infrastructures, and facilities, (3) districts and cities which probably implement English as their local content subjects at schools. This sampling technique was aimed to have good data for research. As Freankel & Wallen, suggested that reserachers can use purposive sampling technique to reach certain parameters of samples needed by them.

Documentation is used as data collection. Two data used in this study was English teachers' education background and students' English achievement. To obtain teachers' education background data, teachers were asked to submit their recent certificate. Furthermore, to obtain the students' achievement, the writers collected the data by having copies of the students' scores. Then, data obtained were analyzed into (1) coding the teachers' education background data; 0 for non-English education background and 1 for English education background, (2) classifying students' English achievement data into some classification worst, bad, moderate, good, excellent, (3) analyzing the influence of teachers' education background on the students' English achievement by *Pearson Product Moment* analysis.

Results and Discussions

Data were obtained from *Palembang, Banyuasin, Musi Banyuasin, Ogan Ilir,* and *Ogan Komering Ilir*. Five schools were taken in each area as samples. And, the results there were 19 schools which implemented English and 6 schools which did not implement English. In detail, all primary schools in *Palembang, Banyuasin*, and *Musi Banyuasin* implemented English as their local content subject. Two out of five schools in *Ogan Komering Ilir* did not have English as their local content subject. Furthermore, four out of five schools in *Ogan Ilir* did not implement English as their local content subject. In percentage, it can be concluded that 76% primary schools in South Sumatera implemented English as their local content subject and 24% primary schools did not have English as their local content subject. This condition happened due to the respond of the government regulation about national education system. Where the government mandated all local governments to determine their own local content subjects as their area needed. (see UU No. 20 year 2003, PP No. 19 year 2005, and UU No. 22 year 1999). In South Sumatera, schools which were in eastern part mostly applied cooking class as their local content subject.
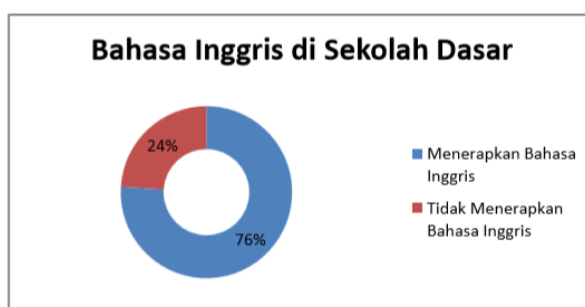

Figure 1: English Implementation at Schools

From the data above, the writer only focused to the 19 schools which contributed the data of teachers and students' scores.

In addition, the writer found that there were thirteen schools whose the English teachers were from English education background. Meanwhile, there were six primary schools whose English teachers were from non-English education background. In percentage, there were 68,42% English teachers whose education background were from English study program, and 31,57% English teachers whose education background were from non-English study program. This case is illustrated clearly on this below figure 2.
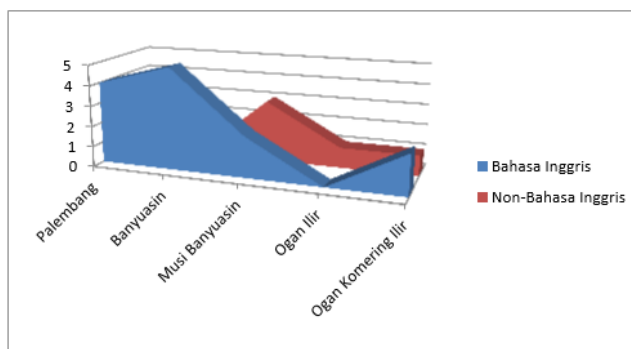

Figure 2. English Teachers' Education Background

To see the students' English achievement, writer took the data from English final scores academic year 2011-2012/2012-2013/and 2013/2014. There were five students taken in each academic year. The highest score was 8,14 (SDN 14 Kayuagung, OKI) and the lowest score was 7,04 (SDN 39 Banyuasin). The scores gotten were classified into five categories; they are worst, bad, moderate, good, and excellent. The table of classification could be seen as follows:

Table 2. Scores Categories

No	Scores	Categories
1	8,1-10	Excellent
2	6,1-8,0	Good
3	4,1-6,0	Moderate
4	2,1-4,0	Bad
5	0-2,0	Worst

In general, the students' scores were mostly classified into good and excellent categories. These schools below are classified into good category, the average score at SDN 128 Palembang (7,23), SDN 43 Palembang (7,81), SDN 96 Palembang (8,06), SDN 95 Palembang (7,78), SDN 78 Palembang (7,4), SDN 28 Banyuasin (7,35), SDN 11 Banyuasin (7,26), SDN 39 Banyuasin (7,04), SDN 14 Talang Kelapa (7,84), SDN 6 Talang Kelapa (7,14), SDN 6 Sekayu (7,33), SDN 7 Sekayu (7,17), SDN 2 Sekayu (7,46), SDN 1 Sekayu (7,35), SDN 11 Sekayu (7,80), SDN 3 Kayuagung (7,48), SDN 22 Kayuagung (7,79), dan SDN 2 Indralaya Utara (7,36). However, SDN 14 Kayuagung (8,14) was classified into excellent. None of the schools were classified into bad or worst categories.

Finally, to see the influence of teachers' education background on the students' English achievement, the statistics analysis was applied through *pearson product moment* analysis. It was found that *r-gotten* +.362. This number could be interpreted

as (1) positive correlation; and, (2) weak correlation or based on Cohen in Pallant (2005), it was medium correlation. Its significant level was 0,362. This meant that variable 'x' did not significantly influence variable 'y'. From the statistics analysis, it could be concluded that teachers' education background only contributes 13,10% to the students' English achievement.

The writer was astonished to knowing that there was very little contribution from education background and the students' English achievement. At first, the writer assumed that there would be strong influence and significant contribution. However, from short observation and interview to the students, the writer was no longer surprised. The students clarified that sometimes the teaching way of non-English education background teachers was engaging them to love English. The students were encouraged to motivate themselves to learn English. The students were not forced to do what the teachers wanted they do. Non-English education background teachers tend to apply their self-learning ways to the students. In contrast, English education background teachers tended to apply all knowledge of teaching techniques which might not properly match to the students.

Conclusion

Having good teachers is a demand of all students. Sometimes, students do not really care of what major their teachers are. Students only know that they enjoy learning with him/her. Therefore, this research was done because the researcher wanted to see whether or not this assumption applied in certain cases. The results showed that the education background gave very little contribution to someone's achievement. And, it was proven that all students' score at final exam were mostly in good categories. Many other factors which might make this happen such as the students took an English course after school or non-English education background teachers were more creative and innovative in teaching than English education background teachers.

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