

The Influence of Teacher's Role, Autonomous Learning Method And Student's Active Towards Learning Outcomes of English Lesson Case Study: Sains XI Grade, SMA PGRI 109 Tangerang

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Abstract. To create quality human resources and achievers, the learner is required to have good learning outcome. Learning outcome is the highest benchmark person achieves after a learning activity during given time. To be able to absorb the knowledge and information are very necessary ability and effort from human resources to speak foreign languages, especially English which is a universal international language in order to establish interaction and communication to exchange experiences with other countries that already have advanced knowledge and technology, specially by reading books and literatures that are the source of knowledge. This research aims to analyse the influence of teacher's role, autonomous learning method and student's active towards learning outcomes of english lesson. This study was conducted with quantitative. Descriptive research design was conducted in Class XI Science SMA PGRI 109 TANGERANG with population as many as 120 people and sample as many as 92 people. Sample randomly selected proportional by formula of Slovin. Collecting data in this research use a questionnaire as the instrument. The result of descriptive analysis is showed that the teacher's role has significant impact on learning outcome of students class XI Science SMA PGRI 109 TANGERANG, the result of overall analysis showed that together three independent variables, namely teacher's role, autonomous learning method and student's active on learning outcome.

Keywords: Teacher's Role, Autonomous Learning Method, Student's Active, Learning Outcome.

1 Introduction

Education is one of the efforts to deliver students to the process of maturity in various aspects of life. Education is a process of teaching that aims thoroughly, either in the form of knowledge transformation, appreciation and the formation of attitudes or behavior. In line with the national education objectives contained in Law no. 20 Year 2003 on SISDIKNAS (National Education System), that education aims to develop the potential of learners to become human beings who believe and piety to God Almighty, have a noble, healthy, knowledgeable, capable creative, independent and become citizens of a democratic and to be responsible.

Education is basically an effort to provide certain knowledge, insight, skill, and expertise to individuals to develop themselves so as to be able to face any changes that occur. Many factors cause the emergence of learning problems. These factors include internal factors and

external factors. Internal factors are factors that arise from within students, such as the level of intelligence and personality. While external factors are factors that arise from outside the student self, such as teacher role factors, teaching methods and student activeness.

Education within the scope of the family is the first and main educational institution. The core family members, the elderly and other members of the family who first teach the child the knowledge of God as the one God, the experience of human interaction, and the obligation to develop responsibility, responsibility for oneself as a religious being, responsible As a student, is responsible as a social creature that lives in a society and is responsible as a citizen, and is responsible as a child against parents and others.

1.1 Formulation of the problem

Based on the background and limitations of problems that have been identified then the authors formulate related to the research or thesis that will be prepared by the author as follows:

1. Is there any influence from teacher role to learning result of student of class XI IPA SMA PGRI 109 Tangerang?
2. Is there any influence of the independent learning method to the students' learning outcomes of grade XI IPA SMA PGRI 109 Tangerang?
3. Is there any influence of students' activeness toward learning outcomes of English grade students XI IPA SMA PGRI 109 Tangerang
4. What is the factor of teacher's role, independent learning method, and student activeness simultaneously toward English student learning result of grade XI IPA SMA PGRI 109 Tangerang?

1.2 Learning outcomes

Learning process culminates in student learning outcomes or student performance. As a result then with the performance, the learning process stopped temporarily. And there was an assessment. With the assessment in question is the determination until something is considered valuable, qualified, or valuable. The size of something of value, worth, or quality comes from others. Teachers are key learners. Teachers design learning, implement learning and assess learning outcomes.

To be called learning, then the change must be relatively steady, must be the end of a long period of time. How long that time period lasts is difficult to determine with certainty, but that change should be the end of a month or years. This means that we must exclude behavioral changes caused by motivation, fatigue, adaptation, sharpness of attention or sensitivity, usually only temporarily. Behavior that changes due to learning concerning various aspects of personality, both physical and psychological, such as changes in understanding, solving a problem / thinking, skills, skills, habits, or attitudes.

1.3 Independent Learning Method

The paradigm shift in the learning process that was centered on the teacher becomes student-centered learning (Student Centered Learning) is expected to encourage students to be actively involved in the learning process. In the SCL process, students have the opportunity and facilities to learn independently, and ultimately can improve the quality of students. Innovative learning with the method of Student Centered Learning has a diversity of learning models that require the active participation of students.

1.4 Student activity

Active students are students who are intellectually and emotionally involved in learning activities. According to Amir (2009), active students are students who are involved continuously both physically and mentally in learning [1]. According to Balcikanli (2010), Active students are students who are physically, psychologically, intellectually and emotionally involved continuously in the learning process [2]. According to Benson (2001), the four conclusions can be concluded that the active students are the students who are involved continuously both physically, psychologically, intellectually and emotionally that form the process of compiling the subject matter received [3].

The activity of the students in the learning process is not only the involvement in physical form such as sitting around, doing things, but also in the form of process of analysis, analogy, comparing, appreciation, all of which are students' involvement in psychic and emotion [4].

1.5 Research Hypothesis

1. Allegedly there is influence of teacher role to learning result of student of class XI IPA SMA PGRI 109 Tangerang.
2. Allegedly there is influence of independent learning method to English student learning outcomes class XI IPA SMA PGRI 109 Tangerang.
3. Allegedly there is influence of student activeness to learning result of student of class XI IPA SMA PGRI 109 Tangerang.
4. Allegedly there is influence of teacher role, independent learning method and student activeness simultaneously to result of learning English student of class XI IPA SMA PGRI 109 Tangerang.

2 Methodology

The population in this study includes class XI in SMA PGRI 109 Tangerang. Based on the existing population then determined a number of research samples. Determination of the number of samples is calculated by the Slovin formula [7].

3 Result And Discussion

Validity Test Results Criteria used in this study is to compare the value of r arithmetic and r table. If r arithmetic $>$ r table then an item can be considered valid. R value table can be obtained by df (degree of freedom) = $n - k$, where n is the number of samples, and k is the number of grains statement. The level of significance or Alpha (α) used is 0.05. All the variables in this study have passed the validity test.

Reliability Test Results

In each study, there are often considerable measurement errors. One method of calculating reliability is the method developed by Cronbach, the Alpha Cronbach coefficient (α). In this study the coefficient is obtained from data processing using SPSS version 21.0. According to

Kaplan and Saccuzzo (2008) reliability coefficients of > 0.7 . An instrument is said to be reliable if the respondent's answer to the research instrument is consistent or stable.

Normality test

Inferential statistical analysis (good regression/correlation model) must meet several requirements, in addition to data must be interval scale, also requires data to be normally distributed [5],[6]. For that the data need to be tested normality.

Multicollinearity Test and Heteroscedasticity Test aims to test in the regression model there is a residual variance inequality from one observation to another. The result of all test as below:

Table 1. Result test.

Variabel	Hipotesa	Koefisien	T hitung (Parsial)	T hitung (simultan)	F hitung	R ²	Adjusted R Square	Conclusion
Teacher's role (X1)	Ho : $\beta_1 = 0$ H1 : $\beta_1 \neq 0$	0,326	15,522	3,071	118,715	0,732	0,729	Ho : refused H1 : accepted
Autonomous Learning Method (X2)	Ho : $\beta_1 = 0$ H1 : $\beta_1 \neq 0$	0,276	14,807	2,855		0,714	0,710	Ho : refused H1 : accepted
Student's Active (X3)	Ho : $\beta_1 = 0$ H1 : $\beta_1 \neq 0$	0,328	14,674	3,665		0,710	0,707	Ho : refused H1 : accepted
Teacher's role (X1), Autonomous learning method (X2), Student's Active (X3)	Ho : $\beta_{1,2,3} = 0$ H1 : $\beta_{1,2,3} \neq 0$					0,805	0,799	Ho : refused H1 : accepted

3.1 Discussion The first hypothesis

To test the first hypothesis stating that there is influence of teacher role to learning result of student of class XI IPA SMA PGRI 109 Tangerang is done partial regression test between technological variables with learning result variable which produce calculation where coefficient determination 0,732 and value t count equal to 15,522 at significant level 1% greater than ttable value so Ho is rejected and H1 accepted.

From the analysis of aggression, it was found that teacher role variables have positive and significant influence on the learning result of the students grade XI IPA SMA PGRI 109 Tangerang. This can be shown from the magnitude of regression coefficient marked positive is 0.326. This means that if the role of teachers improved, it will result in increased student learning English results with the assumption of other factors are constant.

3.2 Discussion The second hypothesis

To test the second hypothesis stating that there is a positive influence of independent learning methods on the results of students' learning grade XI IPA SMA PGRI 109 Tangerang conducted partial regression test between independent learning method variables with learning result variable that produces calculations where the coefficient of determination 0.714 and the t count

of 14,807 At a significant level of 1% greater than the t table value thus H_0 rejected and H_1 accepted.

From the analysis of aggression, it was found that the variable of independent self-learning method had positive and significant influence on the learning result of the students' grade XI IPA SMA PGRI 109 Tangerang. This can be shown from the magnitude of regression coefficient marked positive is 0.276. This means that if the positive self-learning method is improved, it will result in increased student learning English results with the assumption of other factors are constant.

3.3 Discussion The third hypothesis

To test the third hypothesis stating that there is a positive student activity influence on the result of learning English class XI IPA SMA PGRI 109 Tangerang done partial regression test between environmental variables with learning result variable that produces calculation where the coefficient of determination 0, 710 and the value of t count 14.674 at a significant level of 1% greater than the t table value thus H_0 rejected and H_1 accepted.

From the analysis of aggression, it was found that the positive student activeness variable had a positive and significant influence on the students' learning outcomes of grade XI IPA SMA PGRI 109 Tangerang. This can be shown from the magnitude of regression coefficient marked positive is 0.328. This means that if the activity of positive students is improved, it will result in increased student learning outcomes with the assumption of other factors are constant.

3.4 Discussion Fourth hypothesis

From F test known that simultaneously teacher role variable, independent learning method and student activeness influence student english learning result. This means that if the role of teachers, independent learning methods and student activeness is improved simultaneously then significantly will be able to improve students' learning outcomes grade XI IPA SMA PGRI 109 Tangerang.

Furthermore, the extent to which the influence of the role of teachers, independent learning methods and student activeness affect student learning English results can be known from the adjusted R square (R^2) of 0.799. This figure shows approximately that 79.90% students learning English grade XI IPA SMA PGRI 109 Tangerang can be explained by teacher role variables, independent learning methods and student activeness. While 20.1% is influenced by other factors.

Thus the final discussion of the results of this study where the first hypothesis to the fourth that states that there is influence of the role of teachers, independent learning methods and student activeness of English students learning outcomes class XI IPA SMA PGRI 109 Tangerang, both partially and simultaneously been tested.

4 Conclusions

Based on the results of analysis and research and hypothesis testing can be taken as follows:

- Descriptive analysis results show that the role of teachers give a significant effect on the results of learning English grade students XI IPA SMA PGRI 109 Tangerang of 73.2%.

- Descriptive analysis results show that the independent learning method gives a significant effect on the learning outcomes of students in grade XI IPA SMA PGRI 109 Tangerang of 71.4%.
- Descriptive analysis results show that students' activity influences the students' learning outcomes of grade XI IPA SMA PGRI 109 Tangerang of 71.0%.
- The results of the whole analysis show that simultaneously the three independent variables are the role of teachers, independent learning methods and student activeness to give effect to the learning outcomes of students in grade XI IPA SMA PGRI 109 Tangerang for 79.9%. The remaining 20.1% is caused by other variables not involved in this research.

4.1 Suggestion

With the influence of the role of teachers, independent learning methods and student activeness of Learning Outcomes in English language, then some suggestions that can be given include:

- For students need improvement and positive use for the role of teachers because appropriate teacher role can improve learning outcomes. Students should strive to adjust and know the appropriate role of teachers in the classroom while learning takes place.
- The importance of self-learning methods for the implementation of teaching and learning process in this case is of course on the supervision of teachers, because we know that science is not only obtained from books alone, but through the role of teachers and independent learning methods are interesting, children will be more enthusiasm to learn.
- The importance of providing a child's direction to do the best, always giving more support and attention to the child. And provide opportunities / involving students activeness in determining the learning that will take place in the class. Because this can stimulate and stimulate children always think clearly and positively.
- Need for cooperation between teachers, parents and community, in order to create a comfortable atmosphere for learning children. Because the learning process does not only happen at school, but in the environment where the child is located. Therefore we must work together to create a conducive, positive atmosphere.

4.2 Recommendation

Based on the results of the above research then some related recommendations that can the authors convey in this study are:

- Given the role of teachers influence the students' English learning outcomes, then the role of teachers in the field of education is maintained and applied as a source to increase knowledge.
- Given the independent learning method influences the student's learning outcomes, let us as a member of education direct the children and guide them so that the child always has a positive thinking, perspective on something and we direct and give examples in the application. So automatically the child will behave well in the act and bertuturkata.
- Given the activity of students influence the student learning outcomes, it is necessary cooperation between parents, teachers and the community to always involve students in determining decisions in the learning process so that students will feel themselves needed and important, stimulate them to be interested in learning.

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