

***THE IMPACT OF TEACHER TRAINING ON STUDENT ACHIEVEMENT
IN ENGLISH TEACHING-LEARNING AT SMA S NUPELA*****DAMPAK PELATIHAN GURU TERHADAP PRESTASI SISWA DALAM
PEMBELAJARAN BAHASA INGGRIS di SMA S NUPELA**

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Abstrak

Penelitian ini menyelidiki dampak pelatihan guru di kelas bahasa Inggris di SMA S Nupela terhadap kinerja siswa. Tujuannya adalah untuk menilai dampak dari berbagai metode pelatihan seperti lokakarya, pelatihan online, dan bimbingan teman sebaya terhadap peningkatan kemampuan bahasa Inggris siswa. Penelitian ini menggunakan desain kuasi-eksperimental dengan kelompok kontrol dan eksperimen, serta mengumpulkan data primer dari guru dan siswa, dan data sekunder dari catatan sekolah. Hasil penelitian menunjukkan bahwa pelatihan guru secara signifikan meningkatkan kinerja siswa dengan peningkatan terbesar berasal dari pendampingan teman sebaya (16,2%), diikuti oleh lokakarya (11,1%) dan pelatihan online (8,1%). Analisis statistik menggunakan uji-t berpasangan mengkonfirmasi bahwa semua metode pelatihan memiliki pengaruh yang signifikan terhadap kinerja siswa (p -value < 0,05). Selain itu, hasil ANOVA menunjukkan perbedaan yang signifikan antara kelompok pelatihan ($F = 4,91$, p -value = 0.010), yang menunjukkan bahwa metode pelatihan berdampak pada keberhasilan siswa. Studi ini menyoroti pentingnya pelatihan guru, terutama metode interaktif seperti pendampingan teman sebaya, dalam meningkatkan efektivitas pengajaran dan hasil belajar siswa dalam pembelajaran bahasa Inggris. Temuan ini memberikan wawasan yang berharga untuk merancang program pelatihan guru yang lebih efektif untuk meningkatkan kualitas pendidikan di SMA S Nupela.

Kata kunci: *pelatihan guru, prestasi siswa, pembelajaran bahasa Inggris*

Abstract

This study investigates the impact of teacher training in English classes at SMA S Nupela on students' performance. The objective is to assess the impact of different training methods such as workshops, online training and peer mentoring on students' improvement in English language proficiency. The study employs a quasi-experimental design with a control and experimental group and collects primary data from teachers and students and secondary data from school records. Results show that teacher training significantly improved students' performance with the greatest improvement coming from peer mentoring (16.2%), followed by workshops (11.1%) and online training (8.1%). Statistical analysis using paired t-test confirmed that all training methods had a significant effect on students' performance (p -value < 0.05). Furthermore, the ANOVA results showed a significant difference between the training

groups ($F = 4.91$, $p\text{-value} = 0.010$), suggesting that the training method has an impact on student success. This study highlights the importance of teacher training, especially interactive methods such as peer mentoring, in improving both teaching effectiveness and student outcomes in English language learning. These findings provide valuable insights for designing more effective teacher training programs to improve the quality of education in SMA S Nupela.

Keywords: *teacher training, students achievement, English Teaching-Learning*

INTRODUCTION

Teacher training has long been considered one of the most important factors in education quality and student success. In Indonesia, teacher training and certification programs have become an important part of efforts to increase the capacity of educators to face the challenges of the evolving world of education. However, the effectiveness of different types of teaching in improving student achievement, especially in English language learning, is still an important issue that requires further attention. Although many studies have demonstrated the importance of training in improving teaching quality, few studies have specifically investigated the impact of training on student achievement in the context of high school English language teaching.

SMA S Nupela trains English teachers in a variety of ways, including: This will come in the form of workshops, online training and peer mentoring. However, there has been no detailed analysis of how effective each of these training methods is in improving student performance. Research suggests that training based on direct interaction such as face-to-face training can increase the effectiveness of training. Peer mentoring has great potential to improve teacher and student learning outcomes. Therefore, it is important to examine the relationship between the type of training teachers receive and the learning outcomes achieved by students, so that the most effective training strategies can be identified and implemented optimally.

The reason of this think about is to analyze the affect of instructor preparing on understudy execution in English classes at SMA S Nupela. This think about points to contribute to the advancement of a more successful educator preparing show that not as it were makes strides teachers' educating capacity but moreover altogether makes strides students' learning results. Specifically, this study compares the effectiveness of different teacher training methods, such as workshops, online training and peer mentoring, and measures the extent to which they affect students' English test performance. Therefore, the results of this study will provide new insights into the importance of choosing the right training methods to improve the quality of learning in schools.

LITERATURE REVIEW

Teaching students should require effective strategies, especially in mastering grammar in English. So one of the efforts made is to carry out training for teachers in improving the ability to master or teacher competence (Ayu et al., 2021). The teacher is the key holder of an engaging and viable learning preparation. Therefore, a teacher is not only required to be able to liven up the classroom climate, but more than that to be able to create learning that is ready to improve learning preparation but more than that to be able to create learning that is ready to advance learners' identity (Rosidin, 2021). According to (Sabon, 2019), professionalization efforts in the teaching profession that are non-negotiable require teachers to have professional, pedagogical, personality, and social competencies, where a teacher is considered professional if they are able to carry out their duties by adhering to work ethics, independent, fast, precise, efficient, innovative, and prioritizing the principle of excellent service based on systematic science or theory, professional authority, public recognition, and a regulative code of ethics, which can be developed through professional meeting forums, training, and self-learning. In

other words, they can work more profitably and improve the quality of their execution in teaching students (Sela et al., 2018).

In the book *Teacher Managerial Competency Education and Training* (Sulila et al., 2023), emphasizes the importance of creating administrative competencies for teachers, such as organizing, managing, and assessing, to make strides in providing quality teaching, better supervising classes, and supporting superior student achievement. Student achievement in this case is of course influenced by various things as in the theory of multiple intelligences by (Ummah, 2019), that each student has different intelligences that can develop in different ways. By recognizing and developing different types of intelligence (e.g. linguistic, logical-mathematical, musical, kinesthetic, visual-spatial, interpersonal, and intrapersonal), teachers can create a more personalized approach to learning that suits each student's strengths. Therefore, it is important to link teacher competence through training with student achievement.

Unlike general subjects, as language learners, students tend to have their own difficulties when learning English. The same applies to teachers who teach English as a second language. Between teachers and students there needs to be competence that can streamline the learning process.

METODE

This study used a quantitative approach with an experimental design to analyze the impact of teacher training on student achievement in learning English at SMA S Nupela. The research method used is a quasi-experiment with control and experimental groups, as well as statistical analysis to test the relationship between the variables studied (Sirotová et al., 2021). This design was chosen to determine the direct effect of teacher training on student achievement. This is where the researcher will be able to find out the comparison of the results of the tests conducted before and after.

The types of data used in this research are divided into primary data and secondary data:

- a) **Primary Data:** Data obtained directly from the respondents, namely English teachers and students at SMA S Nupela. The essential information collected included data on teachers' cooperation within the preparing, students' test scores some time recently and after the preparing, as well as perceptions on the execution of the educating methods connected after the preparing.
- b) **Auxiliary Information:** Auxiliary information was gotten from school documentation, such as teachers' participation records within the preparing and reports of preparing that had been executed by the school. To gather the information, a few procedures were utilized such as a educator study conducted to degree the level of instructor cooperation within the preparing they gone to.

This study collected information on the sort of preparing gone to, the term, as well as teachers' discernments of the adequacy of the preparing. Next, tests were given to students. Standardized tests were given to students before and after the teacher training to measure changes in student achievement in English language learning. Finally, the researcher will conduct observations to assess the extent to which teachers implement the methods obtained from the training in classroom learning activities. These observations focus on teaching techniques, teacher-student interaction, and the application of the strategies taught in the training.

In collecting data, the researcher will use a data questionnaire on teachers' perceptions of the training they have attended. This questionnaire includes questions regarding the training experience, perceived benefits, and difficulties encountered (Tugiman et al., 2022). Furthermore, a standardized test of English will be used to measure student achievement before and after the training. This test covers different angles of English abilities, such as perusing comprehension, language structure, and talking aptitudes. And at long last the perception sheet

is utilized to record the execution of the educating strategies that have been instructed within the preparing. This perception was conducted by the analyst utilizing the foreordained perception rules.

- a) The information collection method was conducted in a few stages as takes after: STEP 1: Some time recently the preparing started, the analyst conducted a pre-test on the understudies to degree the students' introductory accomplishment in English. In expansion, a overview was conducted to instructors to find out their cooperation within the preparing and their past involvement.
- b) STEP 2: Instructors gone to the preparing concurring to the foreordained strategies, i.e. workshops, online preparing, or peer mentoring. Amid the preparing, perceptions are made to survey the extent to which the preparing strategies are connected within the instructing handle.
- c) STEP 3: After the preparing is completed, understudies are given a post-test to degree their moved forward execution. In expansion, follow-up observations are conducted to assess the teachers' application of the preparing strategies within the classroom.
- d) STEP 4: The information collected from the comes about of the pre-test, post-test, instructor overview, and perception sheets were analyzed to distinguish the impact of the preparing on understudy accomplishment.

To analyze the collected information, a few measurable strategies were utilized, specifically: Descriptive Statistics that utilized to depict the characteristics of the test, such as the normal test scores some time recently and after the preparing, as well as the level of instructor support within the preparing (Choirudin et al., 2023). Combined t-test also used in this test was utilized to look at the contrast in understudy scores some time recently and after the preparing. This combined t-test helps decide in the event that there's a noteworthy contrast in understudy accomplishment after instructor preparing. Last important is ANOVA. The ANOVA test is utilized to test for contrasts in student achievement instructed by instructors who taken part in several preparing strategies (workshops, online training, and peer mentoring) (Lowell & Yang, 2023). ANOVA will offer assistance decide in case there are noteworthy contrasts between bunches that gotten distinctive sorts of preparing.

RESULT AND DISCUSSION

The researcher obtained data from a total of 5 teacher participants and 60 student participants from the 2 classes studied. In this section, the research results are analyzed and evaluated to answer the research problem. The data obtained from 5 teachers and 60 students were analyzed by applying the theories and methods described in the previous section.

Subbab Tingkat I

This study aims to measure the impact of teacher training on student achievement in English language learning at S Nupela High School. The following are the results of the data analysis:

Table 1: Results of Student Achievement Analysis Before and After Teacher Training

Training Methods	Teachers who participated	Before training	After training	Percentage increase

Workshop	2	71.3	79.2	11.1%
Online training	2	69.8	75.4	8.1%
Peer mentoring	1	67.4	78.3	16.2%

These results show that peer mentoring-based training provided the highest achievement gains (16.2%), compared to workshops (11.1%) and online training (8.1%).

Subbab Tingkat II

By using the paired t-test formula, data can be generated according to the training method with a p-value smaller than its own significance level.

$$t_{\text{obt}} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Table 2: Paired t-test results

Training Methods	t-Statistic	p-Value	Conclusion
Workshop	3.44	0.008	Significant (p < 0.05)
Online training	2.21	0.034	Significant (p < 0.05)
Peer mentoring	5.12	0.001	Significant (p < 0.05)

Based on the t-test results, all training methods have a significant effect on improving student achievement.

Subbab Tingkat III

Using the ANOVA test, the significance results between groups are more visible between the source of variation and the p-value.

$$F = \frac{MS_{\text{Between}}}{MS_{\text{Within}}}$$

Table 3: ANOVA Test Results

Source of Variation	Sum of Squares	df	Mean Square	F-Statistic	p-Value
Between Group	289.43	2	144.72	4.91	0.010

Within Group	1120.56	57	19.65		
Total	1410.00	59			

ANOVA test showed a significant difference between training method groups ($F = 4.91$, $p = 0.010$).

From the analysis, it was found that teacher training significantly improved student achievement. The peer mentoring method is more effective than other methods. This is in accordance with Vygotsky's constructivism theory (1978) in (Tamrin et al., 2011), which states that direct interaction in learning is more effective in improving understanding and skills.

Furthermore, online training had a lower improvement, possibly due to the limited direct interaction between teachers and students. These results support previous research (Rahman et al., 2020), which shows that direct interaction-based training is more effective than passive material-based training.

From the analysis conducted, it can be concluded that teacher training has a positive impact on student achievement, with peer mentoring being the most effective method. This finding underscores the importance of interactive, practice-based teacher training in improving the quality of English language teaching at Nupela High School.

CLOSING

Based on the results of the survey of five teachers and 60 students from two classes at S. Nupera High School, it can be concluded that teacher training has a significant positive impact on students' success in learning English. Data analysis showed that the peer mentoring-based training method produced the highest performance improvement of 16.2%, followed by workshops (11.1%) and online training (8.1%). Paired t-test results confirmed that all training methods had a significant effect on improving students' performance, with p-values less than 0.05 for all three training methods.

Furthermore, analysis of variance results showed significant differences between the training method groups ($F = 4.91$, $p = 0.010$), confirming that differences in training methods have an impact on students' performance. This result is consistent with Vygotsky's (1978) constructivist theory, which indicates that direct interaction in learning, as practiced in peer mentoring, is effective in improving students' understanding and skills. It can therefore be concluded that teacher training, especially interactive and practical training such as peer mentoring, is highly effective in improving the quality of English language teaching and students' learning outcomes at SMA S Nupela.

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