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School Accreditation, Teachers' Competence, and Students' English Performance in South Sumatra

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Abstract: This study examined school accreditation, English teachers' competence, and students' English performance and the correlations among them. The samples of this study were 101 junior high schools and 280 English teachers in 16 regencies and cities in South Sumatra Province. This study analyzed the school accreditation as measured by 8 National Education Standards, English teachers' competence by UKG (Teacher Competence Test), and students' English performance by English National Examination results. The findings revealed that the schools accredited B dominated the results of accreditation (84.55) in which the standard of teachers and educational personnel had the lowest score, English teachers' competence was barely average (51.96), and the students' English performance (ENE results) was in the poor level (43.57). In general, there was no significant correlation between students' English performance and the school accreditation as well as between students' English performance and teachers' competence in South Sumatra Province. However, a positive significant correlation was found between students' English performance and school accreditation in Empat Lawang Regency and Palembang City. A positive significant correlation also existed between students' English performance and teachers' pedagogical competence in Banyuasin, Musi Banyuasin, and OKU Regencies.

Keywords: students' *English performance, school accreditation, teachers' competence*

Abstrak: Studi ini meneliti akreditasi sekolah, kompetensi guru Bahasa Inggris, dan prestasi bahasa Inggris siswa dan korelasi di antara mereka. Sampel penelitian ini adalah 101 sekolah menengah pertama dan 280 guru bahasa Inggris di 16 kabupaten dan kota di Provinsi Sumatera Selatan. Studi ini menganalisis akreditasi sekolah yang diukur dengan 8 Standar Pendidikan Nasional, kompetensi guru bahasa Inggris dengan UKG, dan prestasi bahasa Inggris siswa melalui hasil Ujian Nasional Bahasa Inggris. Hasil studi ini mengungkapkan bahwa sekolah yang terakreditasi B mendominasi hasil akreditasi (84,55) dengan skor terendah untuk standar guru dan tenaga kependidikan, kompetensi guru bahasa Inggris hampir rata-rata (51,96), dan prestasi Bahasa Inggris siswa (UN) di tingkat rendah (43,57). Secara umum, tidak ada korelasi signifikan antara prestasi Bahasa Inggris siswa dan akreditasi sekolah serta antara prestasi Bahasa Inggris siswa dan kompetensi guru di Provinsi Sumatera Selatan. Namun, korelasi positif signifikan ditemukan antara prestasi Bahasa Inggris dan akreditasi sekolah di Kabupaten Empat Lawang dan Kota Palembang. Korelasi positif signifikan juga ditemukan antara prestasi Bahasa Inggris siswa dan kompetensi pedagogik guru di Kabupaten Banyuasin, Musi Banyuasin, dan OKU.

Kata-kata Kunci: *prestasi Bahasa Inggris siswa, akreditasi sekolah, kompetensi guru*

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Education is a part of human life. Since education plays a vital role in a circulation of existence in terms of an individual, an institution and even a country thus the embodiment of education is an absolute priority. Education has a major impact on the life system for unlimited scope to reach some improvements, characters, intellect, and appearance (Dewey, 2012).

In Indonesia, education that is precisely considered as the key to the success of the nation is clearly regulated by Law No.20 Year 2003 on the National Education System. In line with that, the curricula (School-Based Curriculum 2006, Curriculum of 2013) encompass subjects taught in educational institutions at various levels, and one of them is English. Even though English is a foreign language in Indonesia, but it is one of compulsory subjects in the school started from Junior High School.

Without prejudice to other subjects, English has its own distinct and essential shift. Not only has English contributed to formal and informal educational institutions, but also it is very potential to upgrade individuals to either national or international level. Although it is a foreign language in Indonesia, learning English can help people develop their proficiency since this global era demands the generation to access information, science, technology, and knowledge faster and mostly English glues to those things (Tsui & Tollefson, 2007). According to Agleo (2010), English is the global language of the contemporary world. A special focus has been put towards English performance in preparing the learners for challenges and opening up their possibilities in the future as it is an important factor for them to further their study and for employment purposes (Hamzah & Abdullah, 2013; Mirabella & Ariana, 2013).

In many ways, the success of students in acquiring English as a foreign language is measured through various tests such as English language examination performance held by the teacher as local measurement and by government as national measurement which students must pass. Moreover, Sulisty (2009) states that English national examination in Indonesia plays an initial key that can be used as a springboard to improve the quality of national education practices in terms of English subject.

However, in contrast to the importance of English education itself, some facts confirm the weakness of education achievement in Indonesia especially for English performance.

In general, the education achievement based on UNDP (2016) showed that Indonesia was ranked 113 out of 188 countries, which is still far from high quality education performance of a country. Based on the English First EPI (2016), Indonesia experienced a downward rank of 28th (EF EPI, 2014) falling to 32nd (2016) out of 72 countries with a fairly low grade (52.94). Based on *Kemendikbud* (2016) data, English performance of Junior High School was still below the standard (60.01), specifically in South Sumatra Province with 64.14. The achievement of English is still not encouraging especially in South Sumatra Province as the main concern of this study.

With respect to unsatisfactory English performance, there must be some factors behind it. The achievement must be closely related to how the process and structure of the achievement is built, referring to the role of a school and its equipment as means and input which the students purchase English education in official institutions (Brookover, Beady, Flood, Schweiter, & Wisenbaker, 1979; Brookover & Lezotte, 1979; Mosha, 2014). Moreover, according to Diem (2017), the students' performance in many levels of school was contributed by some factors related to the school and its equipment, such as teachers, process, and facilities packaged into certain standards required by a school. Thus, there are 2 important things closely related to the success of student achievement: the quality of school called accreditation and the competence of teachers as facilitators (Brookover, 1978; Brookover et al., 1979; Mortimore, Sammons, Stoll, Lewis, & Ecob, 1998; Wood & Mayer, 2011).

According to Slameto (2003), the learning performance of student is affected by two crucial factors (internal and external). One of the external factors affecting achievement is school (Brookover et al., 1979; Jones, 1996; Tschinkel, 1998; Mortimore et al, 1998; Kunje, Selemani-Meke, & Ogawa, 2009). This is in line with Rahmi and Diem (2014) who revealed that the classroom environment in school has a role in the success rate of students' learning performance. Moreover, Wood and Mayer (2011) claim that the quality of the school (accreditation) could positively help support the student's learning performance (Raharjo, 2014). School accreditation in Indonesian context is reflected by 8 national education standards; 1) contents, 2) process, 3) graduates' competence, 4) teachers and educational administrators, 5) infrastructure and facilities, 6) management,

7) finance, and 8) assessment, based on Law No. 14 of 2005, which guides the school to perform as required and the government has ruled to improve students' performance (Raharjo, 2012; Raharjo, 2014; Hanun, 2015).

School quality can be seen through the accreditation results, and there is still a high disparity of school quality in Indonesia, especially between schools located in Java and outside Java. Suryawati (2010) found that up to 2007, in provinces outside Java, the number of the schools accredited C was greater than that of those accredited B. In contrast, the number of schools accredited A and B in Java was greater than that of those accredited C. Based on the data from *LPMP* (2016), the junior-high-schools accreditation results in South Sumatra Province showed that the schools accredited A were 15%, 39% for B, 20% for C, 26% unaccredited. Moreover in South Sumatra (Diem, 2017), the schools accredited B (46%) and C (31.89%) in 2017 still dominated rather than those accredited A (21.47%), meaning that school quality is still a concern to be addressed.

There are many factors contributing to student's academic performance, but research suggests that, among school-related factors, teachers matter be the most (Kellough & Kellough, 1999; Wood & Mayer, 2011; Olfos, Goldfrine, & Estrella, 2014; Sywelem, 2014). When it comes to student performance of English, a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership. Since to teach is to communicate, English teacher must have maximum communicative competence in class to build the students' comprehension (Yulia, 2014; Mosha, 2014). Pedagogically and professionally, English teachers have been recognized to play an important role as a learning conductor, facilitator, motivator, and more recently as a reflective decision maker (Kellough & Kellough, 1999; Sirait, 2016). Law No. 14/2005 emphasizes that teachers must master four competences and two of them are pedagogical and professional competences which reflect what the teachers should bring to the students in teaching and learning a lesson. Pedagogical and professional competences of English teachers could affect student performance (Hakim, 2015). Thus, the English teacher's competence might determine the students' performance of English.

However, as reported by World Bank (2015), one of the challenges in Indonesia is the low qualification of educators. Based on

the 2015 UKG data (LPMP 2016), the pedagogical and professional competences of teachers were considered low; the results were lower than 60.00. South Sumatera Province had 52.05, which was on 22nd rank out of 34 provinces in Indonesia. The minimum standard by *Kemendikbud* 2015 was 55. Moreover, Sirait (2016) found that the UKG result of English teachers at junior high schools across Indonesia was only 47.60. Thus, it makes sense to conclude that low-student performance could be affected by low competence of teachers.

Assuming school accreditation and teachers' competence may affect students' English performance, this study was conducted. It focused on junior high schools since English is formally ruled and started on this level (2006 School-Based Curriculum and 2013 Curriculum). South Sumatra Province was selected since the province was categorized as having low level of English performance (Rahmi & Diem, 2014; *Kemendikbud*, 2015; *Kemendikbud*, 2016). This study also highlighted whether or not there was a significant correlation between school accreditation and students' English performance, and between teachers' competence and students' English performance.

METHODOLOGY

The predictor variables of the study were school accreditation and teachers' competence, and the criterion variable was English performance of students at schools. Basically, the samples were all the junior high schools accredited by BAP-S/M in 2017. There were 116 junior high schools in South Sumatera Province which had been accredited in 2017 by BAP-S/M. However, 15 schools were eliminated because the data of English teachers' competence by *UKG* from the schools were not available. Thus, the sample of this study consisted of 101 junior high schools and 280 English teachers taking *UKG*.

There were 3 kinds of secondary data collected in this study: (1) the results of 2017 English National Examination to measure students' English performance, (2) the results of school accreditation based on 8 National Education Standards, and (3) the results of teachers' competence by *UKG* showing English teachers' pedagogical and professional competence scores. The 8 National Educational Standards consist of 124 items and every item is a statement related to the standard described and has 5 options to be chosen (A, B, C, D, E) and the integrity of each option

Table 1. Sample of the Study

	Regencies										Cities						
	Banyuasin	EmpatLawang	Lahat	MuaraEnim	MusiBanyuasin	MusiRawas Utara	OganIlir	OganKomerlinglir	OganKomerling Ulu	OKU Selatan	OKU Timur	PALI	LubukLinggau	PagarAlam	Palembang	Prabumulih	Total
State Schools	5	5	5	2	3	3	5	9	18	4	18	2	1	3	2	1	86
Private Schools	2	0	0	1	1	0	1	0	1	0	4	0	0	0	5	0	15
Total schools	7	5	5	3	4	3	6	9	19	4	22	2	1	3	7	1	101
English teachers	14	11	10	5	5	12	16	24	52	13	67	6	3	15	22	5	280

Source: BAP SM 2017 and LPMP-South Sumatra

is different (A=4, B=3, C=2, D=1, E=0). The items include 1) standard of content (items 1-9), 2) process (items 10-30), 3) graduates' competence (items 31-37), 4) educators and education personel (items 38-56), 5) facilities and infrastructure (items 57-80), 6) management (items 81-95), 7) funding (items 96-111), and 8) assessment (items 112-124). The English performance results were classified into 4 categories; excellent (81-100), good (66-80), average (51-65), poor (0-50). The school accreditation results were classified into 2: accredited A, B, C, and unaccredited (D & E); A (91-100), B (81-90), C (71-80), D (61-70), and E (0-60). Then, teachers' competence was categorized into 5: excellent (91-100), good (76-90), enough (61-75), average (51-60), poor (≤ 50). Pearson Product Moment Correlation Coefficient (PPMCC) was used to examine the correlations among variables.

RESULTS AND DISCUSSION

Results

Students' English Performance

Table 2 shows the mean scores of English national examination of each school (N=101) in terms of four categories (excellent, good, average, and poor). The total mean score was in poor category (43.57). There was only one school in each excellent and good category. The average category was 17.82% and the poor category (80.20%) dominated the results.

Table 2. The Score Distribution of Students' English Performance (English Final Examination Results) at Junior High Schools (N=101)

Categories	Interval	Mean	Fre-quency	%	Std. Devia-tion
Excellent (A)	81-100	83.54	1	0.99%	.
Good (B)	66-80	68.25	1	0.99%	.
Average (C)	51-65	56.26	18	17.82%	4.80
Poor (D)	0-50	39.96	81	80.20%	4.39
Total		43.57	101	100%	9.19

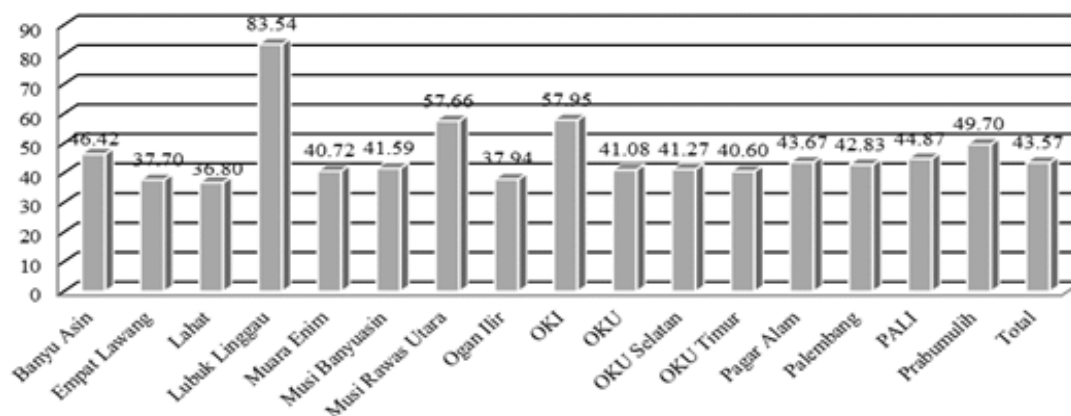


Figure 1. The Score Distribution of English Final Examination Result

Regarding the English performance in the regencies and cities in South Sumatra, Figure 1 presents the results of 17 regencies and cities in South Sumatra. Lubuk Linggau achieved the highest score of English national examination (83.54) followed by OKI (57.96) and Musi Rawas Utara (57.66), and Lahat had the lowest score (36.80), followed by Ogan Ilir (37.04), and Empat Lawang (37.70).

School Accreditation

Table 3 presents the results of school accreditation. There were 33 A-accredited schools (32.67%), 45 B-accredited schools (44.55%), 22 C-accredited schools (21.78%), and 1 school got D (0.99%). Most schools

(44.55%) accredited B.

Table 3 also gives the results in terms of the 8 National Education Standards including: content, process, graduates' competence, educators and staff, facilities and infrastructure, management, funding, and assessment. The mean score of the 8 standards was 84.55. The standard of funding achieved the highest score (90.82), followed by assessment (87.75), content (87.50), management (84.53), process (84.07), facilities & infrastructures (82.75), graduates' competence (82.39), educators and staffs (79.33).

Table 4 shows the student performance in terms of the school accreditation. The mean score of student performance in A-accredited

Table 3. Distribution of Schools' Accreditation Based on 8 National Education Standards (N=101)

Accreditations Status	8 National Education Standards										Final Score of Accreditation
	Frequency	%	1. Content	2. Process	3. Graduates' Competence	4. Educators & Staff	5. Facilities & Infrastructures	6. Management	7. Funding	8. Assessment	
A	33	32.67%	94.61	91.88	90.64	87.15	92.15	93.09	95.64	94.64	92.36
B	45	44.55%	87.69	84.24	82.42	78.96	83.91	84.27	90.98	88.04	84.67
C	22	21.78%	77.36	73.14	70.82	69.14	67.68	73.32	83.68	77.82	73.55
D	1	0.99%	68.00	59.00	63.00	62.00	52.00	61.00	82.00	66.00	64.00
Tot	101	100%	87.50	84.07	82.39	79.33	82.75	84.53	90.82	87.75	84.55

schools was 43.34, in B-accredited schools 44.76 as the highest score, C-unaccredited schools 41.76, and D-unaccredited schools 37.82 as the lowest one.

Table 4. Distribution of Students' English Performance Based on School Accreditation Status (N=101)

Schools' Accreditation Status	N	Mean of English Performance	Standard Deviation
A	33	43.34	6.54
B	45	44.76	10.96
C	22	41.76	7.78
D	1	37.82	.
Total	101	43.57	9.00

Teachers' Competences

Table 5 presents the results of teachers' pedagogical and professional competences. The mean score of English teachers' competence was 52.54, which could be categorized into average category. There were 1.98% in good category, 14.85% in enough category, 37.62% in average category, and 45.54% in poor category.

In terms of pedagogical competence, the mean score is 61.20. Thirteen teachers (4.9%) were in excellent category (mean 94.69), 13.9% in good category (82.59), 26.1% in enough category (69.49), 31.4% in average category (40.28), and 23.9% in poor category (40.18). In terms of professional competence, the mean score was 48 in poor category. There were only 2 teachers (0.7%) in excellent category, 2.5% in good category, 16.8% in enough category, 22.5% in average, and 57.5% in poor category.

Table 6 presents the results of English teachers' competence in 12 regencies and 4 cities. In terms of pedagogical competence, Prabumulih had the highest score of teachers' *UKG* (78.04), followed by Muara Enim (66.14), Pagar Alam (66.14), PALI (52.91), and Lubuk Linggau (52.91). Musi Rawas Utara achieved the lowest score (46.84). In terms of professional competence, Prabumulih achieved the highest score of *UKG* (61.22), the second place was Empat Lawang (54.37), and the third was Banyuasin (53.45).

Musi Rawas Utara had 39.45, Lubuk Linggau 41.53, and OKU Selatan 42.52. In terms of the total mean score of teachers' competence, Prabumulih had achieved the highest score of

UKG (66.27), followed by Lahat (55.11), Empat Lawang (54.73), Banyuasin (53.99), Musi Rawas Utara (41.67), Lubuk Linggau (44.97), and OKU Selatan (47.61).

Table 5. The Distribution of English Teachers' Competence (Pedagogical and Professional Competences)

Categories	Interval	Teachers' Competence:			Pedagogical Competence			Professional Competence		
		N	%	Mean	N	%	Mean	N	%	Mean
Excellent	91-100	1	0.40%	95.79	13	4.90%	94.69	2	0.7%	95.35
Good	76-90	10	3.60%	79.59	39	13.90%	82.59	7	2.50%	78.56
Enough	61-75	59	14.85%	66.35	73	26.10%	69.49	47	16.80%	66.34
Average	51-60	75	37.62%	55.87	88	31.40%	55.92	63	22.50%	54.93
Poor	≤ 50	135	45.54%	41.12	67	23.90%	40.18	161	57.50%	38.01
Total		280	100%	51.96	280	100%	61.20	280	100%	48

Results of Correlation Analyses

The correlation coefficient between English performance and school accreditation was .026 with the significance value .800

which was higher than .05. It means that there was no significant correlation between English performance and school accreditation (See Table 7).

Table 6. Distribution of English Teachers' Competence (UKG Result) at Schools Based on Regencies and Cities in South Sumatra Province

		Pedagogical Competence	Professional Competence	Mean:	N	Std. Dev
				Teachers' Competence		
Regencies	Banyuasin	55.27	53.45	53.99	14	10.84
	EmpatLawang	54.71	54.37	54.73	11	11.95
	Lahat	60.99	52.59	55.11	9	7.07
	MuaraEnim	66.14	44.22	50.79	5	17.22
	MusiBanyuasin	58.42	51.49	53.57	6	12.98
	MusiRawas	46.84	39.45	41.67	12	14.75
	Utara			51.83		
	OganIlir	64.72	48.19	53.15	14	14.29
	OKI	63.66	46.45	51.61	24	14.26
	OKU	61.21	48.29	52.16	55	12.56
	OKU Selatan	59.52	42.52	47.61	10	12.82
Cities	OKU Timur	62.70	47.69	52.19	69	12.41
	PALI	52.91	51.49	51.92	6	15.74
	LubukLinggau	52.91	41.57	44.97	3	6.06
	PagarAlam	66.14	47.05	52.78	15	12.11
	Palembang	63.13	45.87	51.05	22	15.21
	Prabumulih	78.04	61.22	66.27	5	9.98
	Total	61.20	48	51.96	280	12.92

Table 7. Correlation between English Performance (English Final Examination) and School Accreditation, and each of 8 National Education Standards (N=101)

		School accreditation (final score)	1. Content	2. Process	3. Graduates' Competence	4. Educators & Staff	5. Facilities & Infra-structures	6. Management	7. Funding	8. Assessment
English	R	.026	-.004	-.006	.126	-.005	.013	.005	.007	.040
National Exam	Sig. (2-t)	.800	.969	.953	.209	.957	.896	.962	.944	.692

Table 8 presents the correlation between student performance and school accreditation. There were no significant correlations among 8 National Education Standards (standards of content, process, graduates' competence, educators and staffs, facilities and infrastructure, management finding, assessment) and students' English performance since each of the significance value was higher than significance level (.05).

However, in terms of regencies and cities in South Sumatra, some significant correlations were found. Empat Lawang Regency and Palembang City had a significant positive correlation between English performance and school accreditation. The correlation coefficient between English performance and school accreditation in Empat Lawang Regency was .931 with the significance value .029. The correlation coefficient between English performance and school accreditation in Palembang City was .891 with the significance value .007. Furthermore, correlation analyses were also done to find out

the significant correlation between students' English performance and each of 8 National Education Standards at 16 Regencies and Cities in South Sumatra Province. Significant positive correlation existed between English performance and standard of content in Pagar Alam ($r = .590$) and Palembang ($r = .832$). There were also significant correlations between English performance and standard of process ($r = .791$); and standard of graduates' competence ($r = .972$); and standard of facilities and infrastructures ($r = .882$); and standard of funding ($r = .790$) only in Palembang city. Next, there was a significant correlation between English performance and standard of educators and education personnel in Empat Lawang and Musi Rawas Utara Regencies; the correlation coefficients are $r = .931$ and $r = .998$ with significance values of .021 and .037 respectively. There were also significant positive correlations between English performance and standard of management in Empat Lawang ($r = .975$), Lahat ($r = .899$), OKU Timur ($r = .532$), and Palembang ($r = .892$).

Table 8. Correlations between Students' English Performance and School Accreditation and each of 8 National Education Standards in Regencies and Cities of South Sumatra

English Performance and :	Schools' Accreditation		Standard of Content		Standard of Process		Standard of Graduates' Competence		Standard of Educators and Staffs		Standard of Facilities and Infrastructures		Standard of Management		Standard of Funding	
	R	Sig.	R	Sig.	R	Sig.	R	Sig.	R	Sig.	R	Sig.	R	Sig.	R	Sig.
		2-t		2-t		2-t		2-t		2-t		2-t		2-t		2-t
<i>Empat Lawang</i>	.917**	.029	.644	.241	.668	.217	.746	.148	.931*	.021	.589	.296	.975**	.005	-.081	.897
<i>Lahat</i>	.522	3.66	-.392	.514	-.219	.723	.421	.480	.650	.235	.531	.357	.899*	.038	-.251	.683
<i>Musi Rawas Utara</i>	-.528	.646	-.875	.322	.157	.899	-.861	.339	.998*	.037	.111	.929	.137	.912	-.139	.911
<i>OKU Timur</i>	.254	.253	.292	.187	.236	.291	.375	.085	-.106	.639	-.002	.994	.532*	.011	-.034	.088
<i>Pagar Alam</i>	.872	.326	.590**	.008	.933	.234	.821	.387	.430	.717	.522*	.022	.974	.147	.076	.951
<i>Palembang</i>	.891**	.007	.832**	.020	.791*	.034	.972*	.000	.742	.056	.882**	.009	.896**	.006	.790*	.034

Table 9. Correlation between English Performance and Teachers' Competence, Teachers' Pedagogical and Professional Competences in General Based on Regencies and Cities

Correlation between:	English performance & Teachers' Competence		English performance & Teachers' Pedagogical Competence		English performance & Teachers' Professional Competence	
	R	Sig. 2-t	R	Sig. 2-t	R	Sig. 2-t
South Sumatra (in general)	.093	.837	-.087	.386	-.004	.969
<i>Banyuasin</i>	.097	.837	.906**	.005	.441	.322
<i>Musi Banyuasin</i>	.818	.182	.999*	.001	.564	.436
<i>OKU</i>	.111	.651	.583**	.009	.104	.672

**Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).

Table 9 presents the correlation between English performance and teachers' competence. There was no significant correlation between English performance and teachers' competence because the significance value (.837) was higher than significance level (.05) with the correlation coefficient .093. Besides, there was no significant correlation between students' English performance and teachers' pedagogical competence ($r = -.087$), and between students' English performance and teachers' professional competence ($r = -.004$) with the significance values .386 and .969 respectively.

In terms of regencies and cities, there was a significant correlation between English performance and teachers' pedagogical competence in Banyuasin ($r = .906$), Musi Banyuasin ($r = .999$), OKU ($r = .533$) with the significance values lower than the significance level (.05).

DISCUSSION

Based on the results of the study, most of the students in the sample schools were categorized into poor level of English performance and only one school was in excellent level. It indicated that students' English performance in South Sumatra was still very weak. It happened because learning a foreign language (English) may be more complicated than the first language (Indonesian) or mother tongue (local language). English as a foreign language in Indonesia have not been accustomed to being learned seriously by students. English is not prioritized, especially in rural area because they only learn English as a school subject (Masduqi, 2014; Mappiasse & Sihes, 2014). Although, English is a compulsory subject starting from grade 7 to tertiary level, the time allocation for English is not enough to develop basic comprehension. Marcellino (2008) and Yulia (2013) reported that learning English in Indonesia was not simple; teaching English in Indonesia cannot be separated from the students' values, customs, school system and beliefs, the political standpoint of the government regarding this foreign language and curriculum changes since the same instrument of English national examination is applied to all schools in cities and rural area in Indonesia.

Based on the findings, B-accreditation was dominant for junior high schools in South Sumatra Province. This indicated that the school quality was considered as good even though there were still many schools below the target A-accreditation. This finding was in line with what Raharjo (2012), Haryati

(2014), and Diem (2017) found in their studies that B-accredited schools were still dominant. This indicates that junior high schools in South Sumatra see the need to have good accreditation. Furuzan (2012) states that the schools see this recognition as both a necessity and an advantage to their school because being accredited for a school effectively motivates students, teachers and staffs, and operates a high quality educational program (Rowley, Lujan, & Dolence, 1997). Since the goal of accreditation in secondary schools is to provide acceptable levels of quality, accreditation will accelerate the development of activities in national education system. Thus, it could bring the contribution to making the approach of quality widespread among schools (Wood & Meyer, 2011; Furuzan, 2012, Raharjo 2012; Hanun, 2015) and A-accreditation status must be achieved to realize the school quality.

In terms of the 8 National Education Standards, standard of funding obtained the highest score, meaning that the schools have optimized the funding in which the income and available resources are used to formulate and operationalize schools' needs (Law No. 20/ 2003). However, the standard of teachers and educational personnel achieved the lowest score, meaning that the schools need to improve teachers' quality. In addition, C and D-accredited schools performed worse for the standard of facilities and infrastructures. They need to improve this standard because educational process and content and others could not run well if there are no good facilities and infrastructure to support the school system.

In general, English teachers' competence was almost in poor category. The poor competence was certainly affected by several factors. According to Kusumawati (2015), the low competence could be influenced by 2 important factors, namely internal and external factors. Internal factors include incompetence and inconsistency of teachers in mastering the English competence, teacher literacy ability due to the lack of attitude and interest of teachers to read well either it is reading interest in developing professionalism or reading to prepare the test materials, teacher professionalism due to the fact that teachers have inadequate educational backgrounds and qualifications. Suyidno and Yamin (2013) reported that majority of teachers did not have competence theoretically and practically. Moreover, one external factor is the composition of the test items. Some test

items did not measure the basis of English teachers' competence (Kusumawati, 2015). Suyidno and Yamin (2013) mentioned technical problems where majority of the teachers had online problems, unclear question format, minimum socialization/preparation. However, Hanushek (2003) argues that government policies targeting school resources, including raising qualifications of teachers do not effectively improve quality. Additional requirements for teacher certification by raising the minimum standard of teachers' competence test score in UKG, for example, show no strong correlation between teacher quality and student performance.

Besides, teacher pedagogical competence was still below the average. This lack of pedagogical competence cannot be neglected and needs improving as pedagogical competence defines as specific competence that distinguishes English teachers from teachers of other subjects. According to Ada and Azisah (2016), the effectiveness of learning process depends on how the pedagogical competence of teacher can be implemented, so the learning process can run structured and effective as a process of transformation. Other similar studies also show that pedagogical and professional competences of teachers are still below the average and need to be concerned (Syahrudin, Ernawati, & Ede, 2013; Syamsinar & Jabu, 2015). Moreover, English teachers' professional competence was very poor, lower than the pedagogical competence. Schools accredited A, B, C performed as poorly as those accredited D. It might be said that English professional competence was in the crisis. It is assumed that school accreditation doesn't affect teachers' competence as the standard of teachers and educational personnel got the lowest score among the other standards. Even, the D-accredited school could achieve the highest score of English pedagogical performance, but at the same time having the lowest score of professional competence. It is assumed that the school as the new school has a fresh graduate of English teacher having a new theory of English learning, but the teacher has poor professional competence since he/she has a limited management, practice, and experience in teaching English.

Based on correlation analyses, there was no significant correlation between students' English performance and school accreditation in South Sumatra Province. It means that the school accreditation didn't influence the English performance of the students. A

higher accreditation status of school couldn't improve the performance of students. This finding was in contrast with Lemessa's study (2015) which found that school quality or accreditation had a significant correlation and contribution to students' English achievement. A study by Jones (1996) reveals that the student attributes are more important in influencing the student learning outcomes than school attributes. El-Omari (2016) adds that family background and stability of a community, attitudinal, social, socioeconomic, and extracurricular aspects were the main factors affecting student performance. Other studies also found that student poverty and family background were overwhelmingly stronger predictors of school performance than were any school factors (Tschinkel, 1998; Kunje, et al., 2009). Tschinkel (1998) shows that most of the differences in school performance are associated with characteristics of their student bodies and not with characteristics of schools, especially in rural area. In line with that, according to Edmundson (1999), the student bodies are related to the students' characteristics in learning and acquiring English as foreign language such as motivation, attitude, age, aptitude, learning style, status (Krashen, 1982; Brown, 2000; Ellis, 1985; Cook, 1996). It means that the success of students in learning English is more influenced by the attributes of the students themselves.

In terms of the 8 National Education Standards, none of the standards had a significant correlation with students' English performance. Jones (1996) states that it is difficult to identify specific school characteristics that influence achievement of students. However, in terms of the regencies and cities in South Sumatra Province, Empat Lawang Regency and Palembang City had a significant correlation between English performance and school accreditation. It can be concluded for these two areas the role of the school and its attributes had a positive impact on the success of student learning. The environment and system created by the schools supported the positive condition of learning. School is the important setting after home in all psychological, educational and physical respects. It is the main place where English is taught to students in accordance with the curriculum set by the government to meet the needs of English language learning nationally. Mortimore et al. (1998) find that the right circumstances, teachers and schools can become more effective in making children become more intelligent in terms of subject in school.

According to Goddard, Hoy, and Hoy (2000), schools that hold high expectations for their students and maintain an orderly environment and see higher student achievement scores on standardized tests found a strong correlation exists between academic emphasis in the schools and student achievement. Moreover, Lamb (2000) states that high quality in school as day care is described as the practices directly or indirectly affecting the social, emotional, physical and cognitive development of the children and their ability to learn efficiently

The other correlation analysis showed there was no significant correlation between students' English performance and teachers' competence. This finding was in contrast with what Quist (2000) states that successful teaching and quality of students learning are closely related to the teacher's knowledge and understanding of the subject. This suggests that the teachers must have their competence because teacher professionalism is positively correlated with student achievement (Kellough & Kellough, 1999; Crum & Sherman, 2008; Tschannen-Moran, Parish, & DiPaola, 2006). A study by Ochwo (2013) reveals that teacher professional development is a predictor of student academic performance, especially in critical subjects (i.e., English and mathematics). There were also no significant correlations between students' English performance and teachers' pedagogical competence, and between students' English performance and teachers' professional competence. A study by Wenglinsky (2001) argues that much of the quantitative research finds little relationship between teacher inputs and student achievement, and more recent research on teaching has confirmed the lack of a clear relationship between student outcomes and teacher inputs. Bonney, Amoah, Micah, Ahiameny, and Lemaire (2015) reported that even though the quality of teachers was high in terms of their academic and professional qualifications, it did not reflect much in the performance of the students. Buddin and Zamarro (2008, 2009) find that teacher characteristics such as teacher licensure testing are uncorrelated to student success in the classroom. A similar study also claims that teacher's characteristics in term of teacher's evaluation score and certified teacher prove unrelated to student scores (Huang & Moon, 2009). Moreover, a study by Sirait (2016) found that the teacher evaluation score measured through UKG had a significant correlation with the students' English performance

in senior high school level, but there was no significant correlation found in junior high school level.

However, there was a significant correlation between English performance of students and pedagogical competence of English teacher in 3 regencies (Banyuasin, Musi Banyuasin, OKU). The 3 regencies proved that pedagogical competence of English teacher had a role in the success of the English performance of the students and it is in line with Hakim (2015) who finds that pedagogical competence of teachers has a role in determine the students' performance in learning. According to Ryegård, Apelgren, and Olsson (2010), pedagogical competence covers 3 important points: teaching skills, theoretical knowledge, and attitude characterized by willingness and the ability to develop. What the students learn and produce English as a foreign language is mostly based on what the teacher has taught in the class in terms of materials and the understanding towards it. Ada and Azisah (2016) add that the effectiveness of learning process depends on how the pedagogical competence of teacher is able to be implemented.

Next, there was no significant correlation between predictor variables and criterion variable. It indicates that the school accreditation and the teachers' competence had no influence on students' English performance at junior high schools in South Sumatra Province. It is believed that there are some other factors that can influence the success of English performance of the students, besides the school accreditation and teachers' competence.

This study had its primary basis in the theoretical framework of Brookover et al. (1979) and Mortimore et al. (1998) in which the academic achievement of students is primarily a function of the school effectiveness, climate, attributes and structures of a school which are defined as the school accreditation and teachers' competence in this study. However, Coleman et al. (1996), Madaus, Airasian and Kellaghan (1980) point out schools are not essential since they contribute little or nothing to scholastic performance or achievement because the student background characteristics are far more powerful in determining student achievement than any school-level factors. They added that some former researchers believed that 80% of intelligence was due to genetically determined factors for the students' outcomes for any subjects in school. The researchers concluded that schools were

not important contributors to scholastic development. Jencks et al. (1972) also supported the notion that schools were not contributors to student achievement. They believed that most student achievement differences were due to factors that schools did not control like race, gender, and socioeconomic status, and more specifically students' characteristics in acquiring English as a foreign language. In addition, Coleman et al. (1966) and Madaus et al. (1980) support the notion that schools and attributes contribute little or nothing to scholastic achievement because it is difficult to identify specific school characteristics that influence achievement of students. Moreover, Anderson (1982) states that the findings in investigating school and teacher as the factor for the success of students academically are conflicting, and it is difficult to make comparisons because of the diversity of constructs measured and the difference in how they are implemented.

There was a significant correlation between the school accreditation and the students' English performance in Empat Lawang and it is due to several reasons, among others, there was stability in the values obtained for each of the 8 standards where the achievement of each standard was above the standard minimum score (73); all the 8 standards had the scores above 80. Besides, there was a significant correlation between English teachers' pedagogical competence and students' English performance in Musi Banyuasin Regency. Margrit (2017) states that *Putera Sampoerna Foundation* has collaborated with Musi Banyuasin Government to develop a world-class digital education system as an effort to build a comprehensive system through School Development Outreach (SDO). It is aimed at encouraging intensive school quality improvement through a comprehensive and collaborative approach to create an accountable management system. The program includes teacher professional development activities, school management quality, student capacity, and community empowerment, and introduces science-based education; technology, engineering, math, and English to the education system at Musi Banyuasin for elementary and junior high school levels. It is assumed that the teachers' role is monitored and controlled professionally by the government in collaboration with another professional party, thus it could influence the students' performance.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the discussion, some conclusions are drawn. The students' English performance at junior high schools in South Sumatra Province in 2017 was poor (43.57), the B-accredited schools were dominant with the lowest score for the standard of educators and education personnel, and English teachers' competence was barely average (61.20).

In general, school accreditation and teachers' competence were not the factors influencing students' English performance at junior high schools in South Sumatra Province. However, there was a significant positive significant correlation between students' English performance and school accreditation in Empat Lawang and Palembang. A significant positive correlation existed between English performance and standard of content in Pagar Alam and Palembang. There were also significant correlations between English performance and some standards (process, graduates' competence, facilities and infrastructure, and funding) in Palembang. There was also a significant correlation between English performance and standard of educators and education personnel in Empat Lawang and Musi Rawas Utara Regencies. Moreover, there was a significant positive correlation in Empat Lawang, Lahat, OKU Timur, and Palembang between English performance and standard of management. A significant correlation also existed between English performance of students and teachers' pedagogical competence in Banyuasin, Musi Banyuasin, and OKU.

Suggestions

The schools need to evaluate and improve the students' English performance and the competence of English teachers. The students need to study hard, teachers and schools should provide the good methods and strategies in the teaching and learning process. The government needs to evaluate and monitor the process and the results in order to significantly improve students' performance of English.

It is very important for the teachers to improve their competence and professionalism. The government should evaluate this unsatisfactory competence of English teachers. Besides raising the UKG standard score to improve the teacher quality, the government should provide or facilitate seminars, work-

shops, or trainings for the teachers especially for those in rural areas.

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