THE CORRELATION BETWEEN TEACHERS' WORKING PERIOD AND WORKLOAD AND STUDENTS' ENGLISH ACHIEVEMENT OF SOME JUNIOR HIGH SCHOOLS IN PALEMBANG CITY

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Abstrak

The Objective of this study is to find out whether or not there is a significant relationship between teachers' working period and workload and students' English achievement of some Junior High Schools in Palembang city. The populations of this study were all English teachers and the students of ten Junior High Schools in Palembang. 945 students were taken as the sample by using purposive sampling and for the teachers was also purposive technique sampling. The instrument used in collecting the data were questionnaire for teachers that was used to know the ideal condition of teachers' working period and workload and documentation of students' English achievement. The data obtained from the questionaire and students' grade was analyzed by using Coefficient Contingency on the help of SPSS Package for Windows to assess the contribution of teachers' working period and workload and students' English achievement. The obtained chi-square is 14.594, the probability under 0.05 and degree of freedom 4. The chi-square obtained > the value of chi-square table and coefficient contingency value is 0.542. It means that there was a correlation between teachers' working period and workload and students' English achievement.

Keywords: Teachers' working period and workload, students' English achievement

Introduction

The teaching learning process is basically an interaction among humans. This interaction is carried within a social context. The student tends to expect that the teacher will influence the learning process or learning achievement. In other words, the teacher is the important person for students since he or she is able to influence students' learning. Being conscious or not students change all the time through the process of learning in which they are taught by the teacher. Because learning is a change in behaviour (Brown, 1980, p.7), the results of learning must always be interpreted into observable behaviour. In that process, the teacher has a role in guiding the behaviour of students. The teacher is regulated to set boundaries as to where students may be at particular time, they may talk or just to be quiet and what activities they should be performing. It is because after learning, students are capable to do something that they cannot before learning take place, (Hengerhahn, 1993, p.6). For example, after learning a language for a period time, the students will get some knowledge of the language and skills to use for communication.

However, the teacher should be able to control and manage students and classroom activity. In this role, teachers together with students arrange learning environment. All decisions and actions required to maintain order in the classroom, such as laying down rules and procedures for learning activities. The teacher shall use best professional practices and materials and the teacher is knowledgeable in delivering the standards based curriculum in order teacher can lead students to high standards of achievement. To reach the goals the teacher must have the required academic qualification of S1 (undergraduate degree) or D4 (4 year diploma).

As cited in *Kompas*, April 11, 2009, according to Directorate General for the Improvement of Teacher Quality (*Direktorat Jenderal Peningkatan Mutu Pendidik dan Tenaga Kependidikan*) of the Department of National Education, up until 2007 only 16.57 percent of elementary school teachers

have the S1 qualification. At the Junior, Senior and Vocational high schools the percentages of teachers with S1 qualification are 61.31 percent, 83.34 percent and 77.53 percent respectively. Nevertheless, if teachers do not have the academic qualification, they must participate in the National Teacher Certfication Program based on the issuance of the Government Regulation No. 74 of 2008. In this program, junior and senior teachers should have taken part in teacher training and portfolio assessment. At last, successful participants will receive an "Educator Certificate" entitling the holders, among others, financial incentives and chances for career promotion.

It is part of a nation-wide educator certification system that aims to improve teachers' and lecturers' professionalism and welfare (as cited in http://en.wikipedia. org/wiki/Certified_teacher) in which teacher is being a professional teacher in teaching/learning process in classroom that is to lead students to high standard achievement. There are three basic requirements of professional education. First, professional education must be education for professional practice because it is relevant to performance, a professional needs experience with the tasks and ways of thinking that are fundamental to the practice. Those experiences must be immediate enough to be compelled in order to learn more than mere imitation, such experience must be sufficiently distanced to be open scrutiny, unpacking, reconstruction, and the like. Second, a professional education is to cultivate the knowledge, skills, and values that will enable teachers to be highly effective in helping students to learn. It is also to develop the personal resources necessary to foster such learning. The last, a professional education is able to build up the communication to the students. It is an essential element of any serious education for analysis, criticism, and communication of ideas, practicies, and values. A professional education is also able to sustain community of practitioners who collectively seek human and social improvement.

Based on Shackloock in his journal (1998) the term professionalism is important in teaching because they legitimate work practices and strategies for control in teachers' work, and set boundaries for the disclosure of knowledge about work of teaching in school. Indeed, Lawn(1989, p.159) (as cited in Shacklock) notes, professionalism is a key contested term in the history of teaching, and the place of professionalism in the work of teaching must begin with teachers, and their understandings of themselves, as workers, in order to:

> ... move beyond borrowed elements of an outsider's description of what teacher professionalis should be.. (if) ... the living tradition of professionalism as a set of sometime contradictory meanings and actions for teachers (is) to be taken on squarely. (Lawn, 1989, p. 159)

From the statement above when teachers go about their routine work with pupils and colleagues, they hold implicit practitioner views about the role of professionalism in their work. So the meanings of professionalism are likely to lie at the core of struggles over teachers' identity, structures of control in teachers' work and power relations between teachers and students. It is also related to how long teachers work, how many hours and workload teachers get, and some additional duties outside classroom. These are the challenges for the teachers which they must be able to balance the time and energy to manage their personal and professional lives and to maintain actions congruent with their professional ideology because teachers know that they can influence students' motivation and students learning.

Based on the problem mentioned above, the objective that needs to be investigated in this study is to find out whether or not there is a significant relationship between teachers' working period and workload and students' English achievement of some Junior High Schools in Palembang City.

Literature Review
Teachers' Professionalism

Professional teachers are educatore and practitionere in knowledge and skills. He/she provides education for discipline, for knowledge, for character, life, growth, and

personal fulfillment. It is because professional is one who has a specialized knowledge base, commitment to meeting client needs, strong collective identity-professional commitment and professional standard.

Teachers professionalism contain three essential characteristics: (1) *Competence*, the characteristics of competence is fundamental in an educator's pursuit of excellence. Competence focusses on three important ideas: preparation, knowledge of subject area, and defined pedagogy. A professional teacher who has a defined pedagogy has already journeyed through several trials to discover which pedagogy techniques are most effective. So by acquiring a defined pedagogy, a professional creates more autonomy for him or herself. (2) *Performance,* performance is the ability to effectively teach the concepts of a curriculum. Professional teachers educate students learn concepts an dapply them to their lives. Furthermore, teachers that have a high standard of performance are reliable and dedicated. This type of teachers become the active teachers rather than passive teachers, showing the students' interest in their progress as a student. (3) *Conduct*, this is the final characteristics of teachers professionalism. Conduct is a representation of how well one takes care of himself or herself, from aesthetics to language and behaviour. A professional teacher desires to locate effective communication skills to achieve preferred educational goals. In conclusion, a completed definition of teacher professionalism exceeds the simple notion that a teacher be prepared in a certain manner.

Teachers' Working Period and Workload

There is a great variation in the actual workloads of teachers. The minimum load, for teachers is 18 hours per week. The length of teaching hours is 40 minutes in junior secondary grades.

According to the Government Regulation No 14 of 2005 in Constitution Section 35 Article (1) teachers' obligation includes the fundamental activities which are preparation time, marking, executing study, assessing, guiding the learner and executing additional duties. In article (2) teachers have at least 24 hours per week teaching loads and maximum 40 contact hours a week.

A language teacher's workload is generally 15 to 20 contact hours a week, with preparation time, marking, staff meetings and so on, that is a full time job. Preparation consists mainly of choosing a topic, and students just grab it and study. Some teachers want 24 or more classroom hours a week, sometimes with additional duties and perhaps with time to different school on top. Some teachers also have additional duties or several other work professions such as business management, human relations and theater arts outside the classroom. Generally, teachers with low workloads are detrimental to achievement of equity for both students and teachers, to quality, and to cost-effectiveness. In addition, teachers with high workloads in school can be detrimental to student participation. The increased demands of workloads outside the classroom, and on time and energy, it makes teachers have less time for preparation, teaching and interaction with students. All of these demands can contribute to the stress levels of teachers.

Learning Achievement

Learning is the ability to obtain knowledge in the field of cognition, affection, and psychomotor through observation, reading, writing, imitation, memorazation, understanding, analysis, synthesis, evaluation, and memory. Others say learning is the acquisition of information and knowledge, of skills and habits, and of attitudes and beliefs. It always involves a change in one of these areas, a change that is brought about the learners' experiences.

While achievement, according to Parham (1988, p. 261-262) (as cited in Martian, 2003) is defined as what a person has learned, the knowledge and skill that have been required through experience.

Therefore from the explanation above learning and achievement cannot be separated in educational process. Tinambunan (1988, p.7) (as cited in Nurleli, 2006) defines learning achievement as students' result from an active learning

process helped along by instruction and educational activities. The students' achievement can be grouped into three categories: (1) Cognitive or academic, includes students' intelligence. Some of the students indicate that intelligence influences students learning achievement. Sattler (1988) (as cited in Woodfolk 1993, p.118) has found that intelligence is highly related with academic. Intelligence indicates directly or indirectly to the achievement of person. (2) Affective, the development of personal social adjustment, e.g. emotion, feeling, and motivation. Motivation refers to a presumed internal state of an organism that cause it toward someone goals (Wallace, et al, 1990, p.17). Brown (1987, p.114) states that motivation means someone's spirit to learn that comes through internal and external effort to achieve the goal. It means that the student who has a strong or high motivation will be better in his achievement than the students' low motivation. (3) Psychomotor, the development of motor skill in teaching specific level of skill, such physical education. The standard of the success of someone can be seen from their academic achievement, and usually learning achievement is in term of grades.

Method and Procedure

In this study, the writer analyzed data from questionaire that should be filled by teachers, and students' English grade as the document. This research was used to obtain descriptive information and examine relationship between teachers' working period and workload and students' English achievement.

There are three possible results of correlational study. A positive correlation, a negative correlation, and no correlation. The correlation coefficient is a measure of correlation strength and can range from -1.00 to +1.00.

The population of this study was divided into two groups. The first population of this study was all English teachers in

MTsN 1 Palembang, SMPN 9 Palembang, SMPN 18 Palembang, SMPN 33 Palembang, SMPN 15 Palembang, SMPN 1 Palembang, SMP Srijaya Palembang, SMP PGRI 9 Palembang, SMPN 17 Palembang, and SMP Xav 1 Palembang. The Second population was all the students of MTsN 1 Palembang, SMPN 9 Palembang, SMPN 18 Palembang, SMPN 33 Palembang, SMPN 15 Palembang, SMPN 1 Palembang, SMP Srijaya Palembang, SMP PGRI 9 Palembang, SMPN 17 Palembang, and SMP Xav 1 Palembang and they were from grade VII,VIII, IX in the academic 2009/2010.

The writer used purposive sampling technique, Wallen and Fraenkel (1991, p.139) state that purposive sampling is different in that researcher does not simply study whoever is available, but uses his or her judgment to select the sample for a specific purpose. The writer took the sample of teachers who taught grade VII and grade VIII in the academic year 2008/2009. See Table 1.

Table 1. The Sample of the Teachers

No.	Name of Schools	Teachers
1.	MTsN 1 Palembang	3
2.	SMPN 9 Palembang	5
3.	SMPN 18 Palembang	3
4.	SMPN 33 Palembang	4
5.	SMPN 15 Palembang	4
6.	SMPN 1 Palembang	3
7.	SMP Srijaya Palembang	3
8.	SMP PGRI 9 Palembang	2
9.	SMPN 17 Palembang	4
10.	SMP Xav. 1 Palembang	4
	Total	**35**

For students sample, the writer also used purposive sampling. The writer took grade VIII and IX but they were from grade VII and VIII in the academic year 2008/2009 since the writer needed students' raport score of final examination in the academic 2008/2009 and the writer just took 2 classes for grade VII. See Table 2.

Table 2. The Sample of the Students

NO	NAME OF SCHOOLS	TEACHERS	STUDENTS	TOTAL
1.	MTsN 1 Palembang	1	27	
		2	27	81
		3	27	
2.	SMPN 9 Palembang	1	27	
		2	27	
		3	27	135
		4	27	
		5	27	
3.	SMPN 18 Palembang	1	27	
		2	27	81
		3	27	
4.	SMPN 33 Palembang	1	27	
		2	27	108
		3	27	
		4	27	
5.	SMPN 15 Palembang	1	27	
		2	27	108
		3	27	
		4	27	
6.	SMPN 1 Palembang	1	27	
		2	27	81
		3	27	
7.	SMP Srijaya Palembang	1	27	
		2	27	81
		3	27	
8.	SMP PGRI 9 Palembang	1	27	54
		2	27	
9.	SMPN 17 Palembang	1	27	
		2	27	108
		3	27	
		4	27	
10.	SMP Xav 1 Palembang	1	27	
		2	27	108
		3	27	
		4	27	
	TOTAL			**945**

Technique for Collecting the Data
Questionnaire

This questionaire was provided into 21 items that should be filled by English teachers. Questions number 1, 2, 3, 4 were techers' working period; 5, 6, 7, 13, 14, 15 were teachers' workload; 8, 9, 10, 11, 12, 16, 17, 18, 19, 20, 21 were additional duties inside and outside classroom since teachers' working period and workload is related to additional duties of teachers to measures whether teachers were professional teachers or not. There were 3 choices for each question, they were: Ideal (*Ideal*), Rather Ideal (*Cukup Ideal*), Not Ideal *(Tidak Ideal)* to represent their professionalism in teaching students. *Ideal* was assigned a score of 3, *Fairly Ideal* wais assigned a score of 2 while *Not Ideal* was assigned a score of 1. Then scores were calculated for the average and standard deviation to get the categorical for each teacher.

In this study, the writer used documentation technique to collect the data about students' learning achievement by getting the students' raport score of final examination in the academic 2008/2009. The writer calculated the average score and standard deviation of all classes to get the categorical score, they were: high score (≥

2207.21), middle score (1776.80 ≤ X ≤ 2207.21), and low score (≤ 1776.80).

To evaluate the validity of each item of the instrument, the items were analyzed by two lectures that are experts in teachers' sertification since teachers' working period and workload is the reqirement of teachers' sertification.

To analyze the data, the writer used a chi-square statistic with a contingency analysis to test the null hypotheses. In additional, the chi-square test is procedure for testing hypotheses when the data are categorical (David C. (1992, p.122). This analysis was used to find out whether independent variable (teachers' working period and workoad) related to dependent variable (students' English achievement).

The formula of chi-square test can be drawn as follows:

$$X^2 = \sum \frac{(fo - fe)^2}{fe}$$

Where:

X^2= computed value of chi-square

Fo= the observed frequency in any cell

Fe= the expected frequency in any cell

Findings

The Result of the Questionnaire

From the result of the questionnaire, the writer obtained some data related to teachers' working period, teachers' workload, and teachers' additional duties. Before the writer scored the teachers, the questionnaire was converted into the ordinal data where the ordinal data are categorical data which have logical ordering to the categories. To know which category was the the most dominant, it could be seen from the biggest score among the three categories, so the writer gave the score 3 (*Ideal)* for optional A as the biggest csore, while score 2 (*Fairly* Ideal) for optional B, and the lowest score 1 (*Not Ideal)*for optional C. The of interval was obtained by calculating the average and standard deviation of teachers' score. The interval X ≥ 51.74 was categorized *'ideal'*, the interval 37.28 ≤ X ≤ 51.74 was categorized *'fairly ideal'* and the interval X ≤ 37.28 was categorized *'not ideal'*. From 35 teachers who were included in the sample, the writer found that only 4 teachers were in ideal condition (11.4%), 26 teachers were in fairly ideal (74.4%) and 5 teachers were in not ideal condition (14.4%). It can be concluded that fairly ideal condition was the most dominant. See Table 3.

Table 3. The Distribution of Teachers' Working Period and Workload

INTERVAL	CATEGORY	FREQUENCY
X ≥ 51.74	Ideal	4 (11.4%)
37.28 ≤ X ≤ 51.74	Fairly Ideal	26 (74.4%)
X ≤ 37.28	Not Ideal	5 (14.4%)

The writer obtained the students' English achievement score from the first and second grade of the even semester in the academic year 2008/2009. The writer also analyzed students' grade by calculating the average of each class then from the average score the writer obtained the standard deviation. After analyzing the score, the writer concluded that most of the students' English achievement score were in middle score. It was found that the total of Ideal Score was 2207.21 and the total of Not Ideal Score was 1776.80. The writer obtained the score categories with the interval X ≥ 2207.21 was categorized *'Ideal Score'* , 1776.80 ≤ X ≤ 2207.21 was *'Fairly Ideal'* score and X ≤ 1776.80 was *'Not Ideal'* score. Most of the classes (30 classes) were categorized in Fairly Ideal Score (85.7%), 4 classes were categorized in Ideal Score (11.4%) and only one class was categorized in Not Ideal (2.9%). It might be caused by the limited time allotment for English, therefore teachers couldn't manage teaching loads schedules to find the time for the many activities, events, and responsibilities in their lives. It also might be caused by limited power relations between teachers and students since teachers have some additional duties outside classroom. Teachers might have difficulty to control their structures in teachers' work.

Table 4. The Distribution of Students' English
Achievement

IDEAL X ≥2207.21	FAIRLY IDEAL 1776.80 ≤ X ≤ 2207.21	NOT IDEAL X ≤ 1776.80
11.4 %	85.7%	2.9 %
4	30	1

Table 5. The Distribution of Teachers'Working Period and Workload and Students'
English Achievement

English Achievement Score	Teachers' Working Period and Workload			Total
	Ideal	**Fairly Ideal**	**Not Ideal**	
Ideal Scores (*X ≥ 2207.21)*	2 5.72%	2 5.72%	0 0	4 11.44%
Fairly Ideal Scores (1776.80 ≤ X ≤ 2207.21)	2 5.72%	25 71.42%	3 8.57%	30 85.75%
Not Ideal Scores (X ≤ 1776.80)	0 0	0 0	1 2.85%	1 2.85%
Total	4 11.44%	27 77.14%	4 11.42%	35 100%

The chi-square analysis was used to find out the correlation between variables of teachers' working period and workload and students' English achievemnet. This analysis was also used to test the null hypothesis of the study, whether it was accepted or rejected. Before the writer got the obtained chi-square (X^2), the writer crossed the categories of teachers' working period and workload with the categories of students' English achievement by usind the formula of chi-square, and the obtained chi-square (X^2) was 14.594 (Table 6). Having obtained the chi-square (X^2)value, it might be interpreted for statistical significance in order to reject or not reject the null hypothesis. By using the distribution table of chi-square (X^2) (see appendix D) the writer can learn whether the obtained chi-square(X^2) is sufficiently large tobe significant at the 0.05 levels. The 0.05 chi-square (X^2) values in the table is located by employing the between and within degrees of freedom which have been used to obtain chi-square (X^2) value. If the obtained chi-square (X^2) is equal to or larger than the tabled values of chi-square (X^2), then the obtained chi-square (X^2) is considered to be statistically significant, the null hypothesus is rejected.

Because the obtained chi-square (X^2) has the degree of freedom (4) at the 0.05 level, the value of tabled distribution X^2 was 9.488 (see appendix D). Since the value of chi-square obtained > the value of chi-square table (14.594 > 9.488) or the probability was under 0.05 (0.0064 < 0.05), therefore the research hypothesis was accepted and the null hypothesis was rejected. The cross tabulation of teachers' working period and workload and students' English achievement can be seen in the Table 6:

Table 6. The Cross Tabulation of Teachers' Working Period and Workload and Students' English Achievement

			Students' Achievement			Total
			Not Ideal	Fairly ideal	Ideal	
Teachers' Working Period, Workload, and addtional duties	Not Ideal	Count	1	3	0	4
		Expected Count	.1	3.4	.5	4.0
	Fairly Ideal	Count	0	25	2	27
		Expected Count	.8	23.1	3.1	27.0
	Ideal	Count	0	2	2	4
		Expected Count	.1	3.4	.5	4.0
Total		Count	1	30	4	35
		Expected Count	1.0	30.0	4.0	35.0

Based on the Table 6 above, the value of X^2 is:

$$X^2 = \frac{(1-0.1)^2}{0.1} + \frac{(3-3.4)^2}{3.4} + \frac{(0-0.5)^2}{0.5} + \frac{(0-0.8)^2}{0.8} + \frac{(25-23.1)^2}{23.1}$$

$$+ \frac{(2-3.1)^2}{3.1} + \frac{(0-0.8)^2}{0.8} + \frac{(2-3.4)^2}{3.4} + \frac{(2-0.5)^2}{0.5}$$

$$= 14.594$$

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.594(a)	4	.006
Likelihood Ratio	9.409	4	.052
Linear-by-Linear Association	8.065	1	.005

N of Valid Cases	35

a 8 cells (88.9%) have expected count less than 5. The minimum expected count is .11.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	.542	.006
N of Valid Cases		35	

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.

To know how much the contribution of teachers' working period and workload and students' English achievement, the writer used coefficient contingency (C). The fromula is as follows.

$$C = \sqrt{\frac{X^2}{X^2 + n}}$$

Where:
C = coefficient contingency
X^2 = chi-square obtained value
n = the number of the sample
from the calculation of Chi-Square, C score is;

$$C = \sqrt{\frac{14.594}{14.594 + 35}} = \sqrt{0.301} = 0.542$$

then the value of C was compared with C_{max} value using the formula belows:

$$C_{max} = \sqrt{\frac{m-1}{m}}$$

Where:
C_{max} = the maximum value of coefficient contingency
m = the minimal value of row or column

$$C_{max} = \sqrt{\frac{3-1}{3}} = 0.82$$

Since $C_{max} > C$ (0.82 > 0.538), it means that the correlation between the two variables was not strong enough. To prove those values, SCI (Strong Correlation Index) was used to know the strength of the correlation between two variables. The formula is :

$$SCI = \frac{C}{C_{max}}$$

Table 7. The Qualitative Conversion of SCI Value

SCI Value	Qualification
0.75 – 1.00	Strong
0.50 – 0.74	Fairly
0.00 – 0.49	Low

Since C = 0.542 and C_{max} = 0.82, so SCI = $\frac{0.542}{0.82}$ = 0.66, it can be concluded from the Table 7 that there is a correlation between teachers' working period and workload and students' English achievement in some Junior High Schools in Palembang City in the academic 2008/2009. However the correlation was not strong enough.

Interpretation

In this study, there were two kinds of data that were analyzed statistically- data from questionnaire (ordinal data) and students' English score (interval data). The non-parametic analysis was used in this study to see the correlation between variables. The interval of the strength correlation between 0-1. The result of contingency coefficient between independent variable (teachers' working period and workload) and dependent variable (students' English achievement) was 0.542 with probability significant 0.006 (less than 0.05) meaning that teachers' working period and workload were related to students' English achievement.

The influence of the teachers' working period and workload on students' English achievement was not strong enough. It is because most of teachers have been teaching for 10 years at school and taught

11-23 hours per week   From the questionnaire the writer concluded that the longer their working period is, their teaching load does not change. Beside that most of teachers in those ten schools carried out additional duties outside classroom such as being class master teacher or elder members of OSIS. The writer also knew that some of teachers have been felt burdened of that additional duties. It might cause teachers could not focus on delivering the materials to their students and it might influence on students' acheivement.

The significant correlation between teachers' working period and workload and students' English achievement was found since teacher is one of the factor that influences students in learning. In other words, how long teachers work, how many teaching load teachers get and some additional duties outside classroom are related to the way their students learn. . As discussed in the previous chapter teaching is a demanding profession that can impact the time and energy of its practitioners. Teachers should struggle to manage teaching loads and schedules to find the time for many activities, events, and responsibilities in their lives, so teachers have more time for preparation, teaching and interaction with students. Since there is a correlation between teachers' working period and workload and students' English achievement, it means that teachers' working period and workload can be characterized of one indicator of profesional teacher in influencing students to reach the standard of achievement.

Conclusions and Suggestions

Based on the result of the data analysis, it can be concluded that there was a correaltion between teachers' working period and workload and students' English achievement. The result of the questionaire that reflect teachers' working period, workload and additional duties showed that twenty six teachers were in fairly ideal condition with the interval $37.28 \leq X \leq 51.74$, five teachers were in not ideal condition with the interval $X \leq 1776.80$, and only four teachers were in ideal condition of being professional teacher since this working period and workload refers to the teachers' professionalism with the interval $X \geq 51.74$

. Moreover, the students' English grade showed that the scores varied and most of them were in the average category. In addition, teacher is one of the factors that influence students in learning. By knowing their teaching hours and workload, teachers should be able to legitimate work practices and strategies for control in their work, and set boundaries far the disclosure of knowledge about work of teaching in school in order to make power relations between teachers and students. Since teachers' working period and workload showed not strong enough relationship on students' English achievement, it means that teachers should focus on their work and their teaching load as their correlation to motivate students to get the high standards of achievement.

Considering the result obtained and discussion in the previous chapter, the writer would like to offer some suggestions to some Junior High Schools in Palembang City especially the teachers who deal with the English language teaching. It is suggested that teachers should be able to control and manage students and classroom activity in which teachers together with students arrange learning environment to maintain order in the classroom such as rules and procedures for learning activities.

As the consequences of teaching load, teachers must be able to balance the time and energy to manage their personal and professional lives and maintain actions congruent with their professional ideology because teachers konw that they can influence students' motivation and students' learning. In addtion, teachers with high workoads in school can be detrimental to students particiapation. Teachers with having increased demands of workloads outside the classroom make teachers have less time for preparation, teaching and interaction with students.It can contribute to the stress levels of teachers.

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