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RESEARCH ARTICLE

THE PROFESIONALISM OF TEACHER TEACHING AFFECTS STUDENTS LEARNING OUTCOME OF GIFTED NEES AND READING ENGLISH LEARNING IN SENIOR HIGH SCHOOL WEST JAKARTA

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Abstract

Learning Outcome (A Field Research at SMA Duta Bangsa West Jakarta). This research is designed to analyze The Professionalism Of Learning Teacher Affect Students Learning Out come of English Language Senior High School West Jakarta, A Field Research SMAN West Jakarta. The Hypothesis tested are: 1. There is a positif direct effect of the professionalism of teaching teacher () to Students' English Language Learning Result (Y). 2. How Much the effect of the professionalism of teaching teacher toward to Students Result of reading English Language In Senior High School West Jakarta. A Field Research SMAN Duta Bangsa West Jakarta. This Study is a Survey: Where as the target population is all of the Second Year Students of the Public Senior High School in Westh Jakarta for the Academic year of 2015/2016 namely : SMA Duta Bangsa, and the Sample was taken by using random Sampling. The research was carried out from Oktober to Nopember. Encodes on Teacher's Professionalism was obtained Through the instruments Handed out, Where as the data on Learning Results were obtained through Learning outcome test. The Obtained Encodes were tested with statistical analysis and biserial consist of correlation analysis, regression analysis and bi-serial regression analysis. The significance ratio was determined, as much as 5 percent (0,05). The result of this research are as Follows: 1. There is a positive direct the effect, the the professionalism of teaching teacher () to the student's reading English language learning result (Y), represented by the regression equation $Y = 44,00 + X_1$ which means that with every change of the constants 44,00 score of the professionalism Of teaching teachers will affect the score of -0,1589 or 15,89% classroom learning outcomes of students VIII SMA Duta Bangsa in West Jakarta. Constanta value $\beta = 44,00$ indicates that, if the professionalism teacher is ignored, then the result of reading learning language Students Is = 44,00. R_2 value= 0.1589 indicates that the professionalism teacher affects 0,1589 or 15,89%, students reading learning English out come of graders XI SMA Duta Bangsa in West Jakarta, and the rest influenced by other factors. The result of this study is expected to be useful in improving of reading English learning result for the students of SMA Duta Bangsa through the activity of improving the Teacher's professionalism such as evaluating teachers' work, Carrying but,

training such as, evaluating teachers' work, carrying out training for Teacher's and students and improving extra curriculum activities. 2. There is a positive direct impact, the professionalism of teaching teacher (X^1) on students result (Y), the coefficient value $P^2= 44,00$, because the value of the P-Value 0.158 significant at a $\alpha=0.05$, then H_0 is rejected, which means significantly there is a positive direct effect, of the professionalism teaching teacher (X^1) on student result (Y).

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Introduction:-

Teacher is the key of the quality in education and the foster parent of the child. Child looks up to teacher for knowledge, wisdom, manners, morals inspiration, enlightenment, and so on. A teacher performs many functions in the classroom for the comprehensive development of the students, teacher keeps the students safe, decides what is important for the students to learn, presents a rich and organized body of information to students, protects and improves the students' self-esteem, provides an environment for the students to explore a variety of experiences, helps students to use technology-related tools to accomplish certain tasks, makes sure that the students are prepared for the next level of education, loves and nurtures the students and etc. The least product of teaching is students intelligence, the reacjers support about it are Guilford (in Mart, 2012) stated that intelligence cannot be measured exactly through the traditional intelligence tests. The structure of intellect model in a three-dimensional classification system, they are Types of mental process used in the act of thinking, Types of the content which the act of thinking. Types of the product at the end of the act of thinking. Adams-Byers et al. (2004) and Hoogeveen et al. (2009) stated excellence versus intimacy not show students of acceleration class or giftedness students have good achievement akademik and good self konsep akademik. Neihart (2007), stated social relation gifted are accepted unkonstisten result, it is positive relation social, and Hoogeveen et al. (2009) stated extant social self konsep of gifted unpositif and Adams-Byers et al. (2004) stated social needly is not full, and researcher Zeidner and Matthews (2017) state, gifted students have a challenge of adjusting their self toward social emotional conditions in a particular domain, for instance isolation from peers. Hariko and Ifdil (2017), Hwang (2009), and Pedersen (2002) state condition certainly has become an obstacle and/or an obstacle if applied to non-western culture, because innovation and creativity are needed so that these theories become more applicable by marrying them to the values of local wisdom that exist around prospective clients. And Lo and Fung (2003) state cultural competence is a product of generic cultural competencies and certain cultural competencies, both of which are important in each phase of psychotherapy. Ormrod (2008) state giftedness is high competence of one or more subject. Riyanto (2002) and Winebrenner (2001) state characteristic giftedness superior intellectual competence, showing of especially giftedness, good of factor non intelektual, good neighbourhood, and good luck.

Definition of Teaching Tyson dan Carroll in Mouly, they researched about a teaching proses. And they are said, "a way working with students .A process of interaction. The teacher does something to student, the students do something in return." the writer assume the teaching is proses interaction between teacher and students, both have same activities. (Mouly, 1970 ; 312), And Mouly researched about various components teaching, and he said "Teaching is complex activity and to date we simply lack the knowledge of its various components". The writer assume the teaching is many activities, and there are various components prepared to the teacher from first time until finishing the teaching. (Mouly .1970 ; 312), Based those theories the researcher assume, teaching in interaction between students and teacher, in proses teaching and learning, and the proses of contrucs the character of student every activity in the class and supported these statement by Suparman (2010) said that more pressed to a form of teacher appearance when teaching curricular activities and psychological. Curricular in nature is the teaching style adapted to the purpose and nature of the subject. According to previous research conducted to Fathurrohman and Sutikno (2007), more pressed essentially a process teaching, namely the process of organizing and managing the environment around students. Based Canales and Maldonado (2018) novelted their research is the teacher's contribution to learning is very significant in student achievement. Meanwhile, Mincu (2015) said that novelted their research, is students will achieve more if qualified teachers their own on proses teaching and teacher competence affects student academic achievement, components of teaching styles are variations in voice, attentional stress, eye contact, limb movement, changing positions, intonations and other sounds, facial expressions, variations in patterns of interaction and student activities, and variations in using media.

Definition Of Teacher. Woolfork researched about subject. Of the lesson, and he said "Teachers are who know more about their subject have a more positive impact on their pupils". The writer say, the teacher is the persons who know their subject or knowledge more than pupils. In the teaching have influence to their pupils about that subject. (Woolfork, 2008 ; 586), Law of Government said (No. 14 of 2005) on teachers and lecturers. " Teachers are professional educator with the primary task of educating, teaching, guiding, directing, train, assess and evaluate students on early childhood education through formal primary education and secondary education". The writer assume the teacher is the person do teaching, guiding, directing, train, assess and evaluate students on early childhood education through formal primary education and secondary education And have profesional educator. (Law , No. 14 of 2005) The researcher assume based those theories above, teachers are persons who plan guide, manage the proses, and train the class to pupils, and serve education, teachers and education personnel. Educators are professionalis in charge of planning and implementing the learning process. Results achievement motivation, conduct guidance and training as well as conduct research and community service, especially for educators at the college. The teachers are profesional persons in planning and proses 3 teaching learning, guidance and training, research and serve society in education. The supported these statement by Mulyatiningsih and Nuryanto (2014) state tehnik, teacher style, strategy, metode and achievements are mirror of teaching learning model, it used by teacher. One of research on Malaysia that relevan about it, and Sabilan et al. (2014) novelted of her research istehnik, teacher style, strategy, metode and achievements their score, min = 3.39, and sp = 0.70. the mean they are high effect to learning proses. And other researcher supported Desmita (2005) novelted of her research is style in the English language is called style, which means pattern, fashion or style, and based Yuandito (2000) said the word "force" implies strength: the seriousness of doing, strong, attitude, movement rhythm, song, variety, and how to do the movement. At the same time, the style intended in this research is variety, attitude, and movement. and many other to In this research, the teaching styles discussed are interaction style and technology style. The style taken as relevant research is interactional style. According to Ali and Asrori (2014), novelted their research, is interactional teaching style is a teaching style in which the teacher gives problems to students. Then a discussion process is carried out to obtain responses from students, and conclusions are found. and the researcher Mirriahi et al. (2015) state guide MOOCs can increasing understanding and experience learning of teacher at Universiti Australia. Richards and Renandya (2002) state task-based is aktivitas by students doing to using source language that extent and direct to facta result to study Englis language so duty work the students activities to summary, experiment to increase of development language. supports the statement such as Canales and Maldonado (2018) novelted their research, is teacher quality and student achievement in child: linking teachers' contribution and observable characteristics. tehnik, teacher style, strategy, metode and achievements creative and fun teaching methods will help students understand the material. Teachers with good competence can understand the character of their students so that they can help in student success. According to Lapp (in Sumiati & Asra, 2009), novelted their research is, general pattern is called teaching style. Majid (2014) and Oktiani (2017) novelted the basic view of interactional learning is that learning outcomes are obtained through interactions between teacher-students and other students, interactions between students and the learning material being studied, and between students with their lives. This view is rooted in the philosophy that views that, in essence, humans already have the ability to think and find answers to life's problems. Larsen-Freeman (2002) state task-based on the language teaching is approach to extended natural learning konteks at using language to studenrts English language until they have allot of time to interaction when they are doing of duty. Livingstone (2012) state on modul didaktik, duty show as measurement of primer from "input" pedagogik at teaching.

Definition Of Tehnik Teaching Of Teacher. English dictionary said tehnik of teaching is a particular method of doing an activity, usually a method that involves practical skills (Collins, English dictionary, 2019 And Merriam Webster said tehnik is the manner in which technical details are treated (as by a writer) or basic physical movements are used (as by dancer). These statement supported by Majid (2014) and Oktiani (2017) said that the technology teaching style has the following character-crateristics: learning materials are programmed in such a way in software and hardware that emphasize the competence of individual students; Learning materials are delivered by giving stimuli to students to be answered; The students learn and respond to what is taught to them with the help of the media, The teacher is as a guide, director, and facilitator. Technological adherents believe that education is the most important branch of scientific technology. Technological education looks at humans from their observable behavior. This behavior is made basic goal formulation. and researcher Berk (2009) state, a video clip engages both hemispheres. The left side processes the dialogue, plot, rhythm, and lyrics; the right side processes the visual images, relationships, sound effects, melodies, and harmonic relationships. Harmer (2007) more pressed novelted of his researche is, listening, speaking, reading, and writing, they are not internal or something extended since birthly. They are skil needed to learning and praktikum. Supported that statement by Ramos (2013) state the skills consist of

three components which are meta-components, performance components and knowledge acquisition components (Ilyas & Armizi, 2020). More pressed learning process, the routines carried out by teachers are not infrequent, such as entering class, and absent students (Asril, 2011). More pressed variations in learning are changes in the process activities that aim to increase students' learning motivation and reduce boredom, so need perseverance and full of participation. Dimiyati and Mudjiono (2006) said that more pressed preparation made by teachers to attract students and provide information to students by implementation plans, and used achieve learning objectives. Khoii (2011) state, students problem on writing are; how to riise ide and how to show idea?. and supported else Mart (2012) state the value of speaking better use RRRV (video) than RRR (audio) because comfetence of vocavulary, grammer, when speaking Huriyah (2021) more pressed students reading learning and teacher tenique are significans, And Muzammil and Andy (2017) state that competence of speaking pronunciation more increasing than language componen else, and supoerted else Mombeini et al. (2013) state doing rehearsal help students get informasion to memori that doing usually with rehearsal, Richards and Renandya (2002) state writer must have competence hight writing such as planning, and management of idea either low writing such as exetly of word writing choeising voca-bulary sign of reading. According to Ganyaupfu (2013), state learning becomes more effective if students are tasked to perform rather than just remembering some information.

According Resercher (Akhavan, Majid & Ramaprasad, (2000); Dai & Hyun, (2010); Kwon & Moon, 2009; Peng, (2008). Lee Et Al. (2002) And Clausen (2004), Ho Jeong, said international researcher have demonstrated to different of many circumstances, distinctive cultural traditions, political positions, ideologies, and media systems lead journalists to prefer to resonate with their own national audience, and supported other by Eriyanto (2012) stated, framing analysis birthed from one of konstruktifparadigma, the meaning realitas social life from konstruksi result, and show wartawan or media agen kontruksion/actor realitas building, and oveden of mystic on bacround of difference. and media comprotaisen on opening of factual. Gregory supported by Lai Oso (2017), explained, framing analysis, is contruction, their step of infprmation by eksplisit or implisit and supported by Febry (2019), sid set of matter framing analysis one of them identification matter, causing matter, moral value and rekomendasi. And Sutanto (2007), supported too. He explained kind of megazines signed that using about referensial, based four standar they are endofora dan eksofora source, referensial symbol, based their size referensi personal, referensi demonstratif and referensi komparatif, simbolid of referensial. And new sthere are called frame setting, based novelty of Igartua, Toranzo & Fernandez, (2011). said, frame setting refers to two major processes. Firstly, how the proses news frames affect..Secondly, in peroses influencing behavior, beliefs and cognitive levels when current issues exposed. And supported by Reed (1988), Entman (1989), on Zawawia dkk (2014) explained, defines the content and information messages that occur in human schemata as the information audiences' cognition.

And other teaching of reading arabic language is framing tehniqe analysis. New framing that extanf at Indonesia mereport various life side of socity, politik, social, ekonomi, and others, for example new resrach framing politik side, by Anggoro (2014) about new is reported by TV One, he explained, suported media TV Onon framing new program histored Prabowo and Hatta Rajasa as winner Chossing 2014-2019 and Metro TV framed reported Joko Widodo and Jusuf Kalla as winner choosing 2014-2019. The reseach other suported framing new, Astuti, (2016) on his novelty, reserched about Risma such politik figure, she said media online Republika.co.id and Tempo.co.id both it,s media enough intens on reported how the leadership implemating of Risma such leadership of Surabaya contry. And researcher pther who supported Pardianto (2014), stated differenced view about candidate gubernur and candidat servant of gubernur Maluku, he said " Ambon Express and Harian Rakyat Maluku mose viewers one of candidat gubernur and candidat gubernur that wanted competation of district choosing of Maluku. And supporter Herman and Nurdiansa (2010), explained about konflik between Israel - Palestina, they found, extented komunikasi that differented between Daily Kompas and Radar Sulteng, Kompas Daily more dominan to Palestina, and Radar daily Sulteng more dominan havening of Israel such as causing matter. Nugroho (2014), supported of his novelty to matter Yogyakarta especialy, and expained RUUK DIY he said, Kompas is causing matter, RUU of Yogyakarta ecesialy enough nice and "good" to over, and KR said havening and factual around RUUK DIY "very important, researcher Mustika (2017), said souce of Republika Online and Kompas.com, explained, there are difference of konstruksi of new that viewing by Kompas.com and Republika Online. Researcher new framing economic who supported by Yusoup, said, the impact of the World Trade Center in New York and Pentagon on September, 11th 2001 have given a massive impact to the whole world, especially the United States (US) was impacted it of muchaspects bigger in various aspects including economics and military

Reading.

According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, communicating orally and in writing using various languages fluently and accurately is the main goal of learning English. In writing (contextual), learning requires reading skills, where reading humans will know what they have written and will get information. This is in accordance with the word of Allah in Surah Al-Alaq 1-5. When associated with bilingual learning, reading is an important thing and one of the skills needed in the bilingual teaching and learning process, so that learning carried out using two languages, namely English and Indonesian or other languages, will require students to understand and understand its contents. From what was explained earlier, this is in accordance with the same many novelty researcher about reading As Annamalai and Muniandy (2013), Archer (2012), Astuti (2016), Do (2017), Hayati and Jalilifar (2010), Komalasari (2014), Mariyana (2016), Miftah (2013), Mustapha et al. (2017), Poorahmadi (2012), Rashidi and Piran (2011), Widyasari (2016), Huriyah,A, (2021) and Zhang (2009). Annamalai and Muniandy (2013) and their novelty differ as Astuti (2016) statement in his research that reading is a process of getting an impression, the message conveyed by the author through the medium of words/written language, both express and implied messages. Meanwhile, the purpose of learning to read English, according to Widyasari (2016) is to understand various meanings (interpersonal, opinions, textbooks) in various written texts that have communicative purposes, text structures, and certain linguistics. *Cakrawala Pendidikan*, Vol. 40, No. 3, Oktober 2021 doi:10.21831/cp.v40i3.37153 There are several reading found in previous research, including research conducted by Rashidi and Piran (2011), who in his research said that intensively and extensively, the use of appropriate reading techniques can significantly increase word development so that the amount of vocabulary each student knows can improve especially in terms of synonyms, antonyms, and collocations of each word. According to Miftah (2013) the Intensive-Extensive Reading Strategy (IERS) is a way of teaching reading techniques that combines several characteristics of intensive and extensive reading activities. Another study that supports this statement is Archer (2012) in his research that says ER (Extensive Reading) allows teachers to create a positive environment in the classroom because students can express their opinions, feelings, and experiences based on what they read. Do (2017) research says that extensive reading and intensive reading consist of four stages: selecting news, summarizing, making a glossary, and presenting. Hayati and Jalilifar (2010) and Poorahmadi (2012) state TBLT very efektif to increase students understanding reading EFL, supported by Zhang (2009) stated that integrated skill speaking and reading can deeped understanding matter of reading. According Annamalai and Muniandy (2013), they stated that factors contributing to a positive attitude among students such as believing that reading is important, enjoying reading, having a high self-concept as a reader, having a home environment where verbal interaction takes place regular.

Another related research that supports reading techniques is the research conducted by Komalasari (2014) which says that the speed in reading can be analogous to the speed in answering questions. In speed reading, it will be easy to finish reading quic,kly and understand 70% of the content of the text or information that is read. Skimming is a speed reading technique to get the contents of the reading. According to Razak (in Mariyana, 2016) skimming is macro, and not all words are legible. This means that skimming is more directed at the review process or repeating the research.

Based the explaining above theacer ask for to must be professionalism, the statement supported by Lynn, in Wirawan (2011; 268) said A profession delivers esoteric services Basedo esoteric knowledge systematically formulated and applied to the need of client every profession considers it self the proper body to set the terms in which some aspects of society, life, or nature is to be thought of, and to define the general lines, or even the details of publict policy concerning it. The writer take the opini, Profesi is the gift of certainly sevice based knowledge and sisthematis metode, it was formulated and fulfilled with clear needly, every profession managed problems based their profesi of socity dan life, every profession must to think general and public policy.

According Schmeister in Nitko (1983 : 79). Said Profesional assosiations often develop and enforce codes of ethical behaviour for their members. These codes give you guidance on how to act responsibly. Codes of ethic commonly vover such area as the profesional,s role in socity, integrity, conflicts of interest, diligence and due care, confidentiality, and communications with clients and public. The writer take the opini, Profesional Assosiations develop code ethic behaviour for their members. This rule about quid how to responsibility. And how action to toward conflict and clients.

Based these theories above, the writer assume The Professional is the attitude of professional to their profession about their skill and knowledge in the field, and professional accept certification from government or associations that professional.

Learning.

One of the central reasons underpinning students' inability to accurately gauge their English proficiency is the fact that language acquisition requires the use of a multitude of strategies at once. According to Macaro (2006, p. 328), a language learning strategy is defined as a conscious mental activity, employed to reach a goal within a learning situation and that is "transferable to other situations or tasks". As stated by O'Malley and Chamot (1990), language learners are expected to use cognitive, metacognitive, and socioaffective strategies in order to be successful. Many studies indicate that young children are capable of effectively understanding, describing, and using L2 learning strategies and that all these different types of strategies benefit children's learning (Gunning, 1997). While each type of language learning strategies is imperative during the language learning process, metacognition is often a prime advantage that "good language learners" have that others just do not. Fleming and Walls' (1998) study on the strategies employed by six "good language learners" showed that these successful language learners utilized metacognitive strategies, especially planning, and thus knew to employ a variety of cognitive strategies to develop proficiency in the language. Students who learn to be metacognitively aware are able to identify their strengths and weaknesses, set goals, monitor progress towards these goals, and adjust their learning strategies in order to achieve the desired goal (Bransford et al., 2000). Once students can be metacognitively aware of their needs as language learners, they are able to employ more strategically cognitive and socioaffective strategies in order to become more self-regulated learners. The cognitive strategies provide a structure for students to learn when a task cannot be accomplished through a series of steps. They serve to support students as they develop internal procedures that allow them to perform complex tasks (Rosenshine & Meister, 1997). Some cognitive strategies that students employ include the concept of using context clues or figuring out cognates from another known language. Beyond cognitive strategies is the realm of socioaffective strategies that help learners regulate and control emotions, motivations, and attitudes towards learning, as well as help learners learn through contact and interaction with others (O'Malley & Chamot, 1990). Lan and Oxford (2003) found through their research of an elementary Taiwanese EFL classroom that higher proficiency students used social strategies such as asking for help and maintaining extended conversations with peers, regardless of their errors, in order to develop their English.

Giftedness.

Another related variable that supports is giftedness, and many supported researcher the same of novelty such as Adams-Byers et al. (2004), Bakar et al. (2014), Hariko and Irdil (2017), Hoogeveen et al. (2009), Hwang (2009), Lo and Fung (2003), Mart (2012), Neihart (2007), Ormrod (2008), Pedersen (2002), Riyanto (2002), Winebrenner (2001), and Zeidner and Matthews (2017) and different novelty researcher are Goleman. Bakar et al. (2014) stated that gifted students who own empathy tend not to force their desires on others to be exactly as they want to, capable to accept any judgment about themselves as well as to feel wholeheartedly the conditions that occur in their social environment so that they feel what others desire and need that then they can help them with their speciality, gifted students will be more aware of the dynamics of environment. Based Guilford (in Mart, 2012) on his novelty, stated that intelligence cannot be measured exactly through the traditional intelligence tests. The structure of intellect model in a three-dimensional classification system, they are Types of mental process used in the act of thinking, Types of the content which the act of thinking. Types of the product at the end of the act of thinking. Adams-Byers et al. (2004) and Hoogeveen et al. (2009) on their novelty, stated excellence versus intimacy not show students of acceleration class or giftedness students have good achievement akademik and good self concept akademik. Neihart (2007) on their novelty, stated social relation gifted are accepted inconsistent result, it is positive relation social, and Hoogeveen et al. (2009) on their novelty, stated extant social self concept of gifted unpositive and Adams-Byers et al. (2004) on their novelty, stated social needly is not full, and researcher Zeidner and Matthews (2017) state, gifted students have a challenge of adjusting their self toward social emotional conditions in a particular domain, for instance isolation from peers. Hariko and Irdil (2017), Hwang (2009), and Pedersen (2002) state condition certainly has become an obstacle and/or an obstacle if applied to non-western culture, because innovation and creativity are needed so that these theories become more applicable by marrying them to the values of local wisdom that exist around prospective clients. And Lo and Fung (2003) state cultural competence is a product of generic cultural competencies and certain cultural competencies, both of which are important in each phase of psychotherapy. Ormrod (2008) state giftedness is highest competency of one or more subject. Riyanto (2002) and Winebrenner (2001) state characteristic giftedness superior intellectual competence, showing of especially giftedness, good of factor non intellectual, good neighbourhood, and good luck.

Metodologi Of Research:-

Method and Procedure of the Analysis. This paper uses quantitative method and inferential technic. The Data collect from observartion and library research, the writer collect the data and matterial from books, and internet. In the field research. In the field of research the writer use obser-vation, questioner or angket and interview direct to the object research is with: Questioner angket, interview and observation. Questioner is consis one list filled managing question about one problem. The writer useful questions angket with close question, Responden ask for make choosing between united alternatif certain that choose the reseach. Interview is one tehniqe collection data with extend ask and answer direct, to responden with useful interview that prepared with writer. With interview method hoped can accepted explanations from leather of school and leather united tehnic worker (UTW). About data that is not or still not endur method of questioner. Observation.Tehniqe of collection ata with observetion is tool of collection data that Useful way to observe and write with sistematic enomena-fenomena that reserched. Based the matter over, the writter take summary, in order doing observetion. 2.2 Population Research. A dictionary said population derived from the English word "Population" that means the number of residents, therefore, when the word is mentioned polulasi, most people connect with problem demographic issue, therefore is the study population whole (universe) from objek research that can be humans, animals, plants, air, symptom, values, events, attitudes live, and so on, so that these objects can be source of research data". (A dictionary, 2009 : 144), The population in this Reasearch are students and faculty SMA Duta Bangsa in West Jakarta is SMA Duta Bangsa the account of sampling is 37 students of. from XI Class to SMA Duta Bangsa West Jakarta. 2.3 Research Design. Constellation design relationship between these Two variables is: Figure.1 Constellation The Sign Of The Reaearch. X Y

Findings

The same regression between teacher professionalism and students giftednees.

Table. 1:- Coefficients Regression X1 AND X2.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	130,073	46,089		2,822	0,030
	X1	1-,962	,691	0,495	1,394	0,213

Based the table show Coefficients Regression linier so the prediction students reading out come based competension reading filled the same of regression such as $x_3 = 130,073 + -,9962 X_1$ The Account cuadrat of regression (JKB) IS 130,073 and (JKT) IS -,962 so (JKTR) is 131,035, and account to students reading out come t h is 2,822, and t Professionalism of teacher is -1,394 and P-value 0,030 < 0,05 H0 accepted, the mean Profesionalism of teacher is effect to students reading out come

Table. 2:- Anova X1 And X2.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	164,342	1	164,342	1,942	,213(a)
	Residual	507,658	6	84,610		
	Total	672,000	7			

The value F = 1,942, with the value probabilitas or P-Value = 0,213 > 0,05 so it can to summaredCoefficientsRegression between X1 and Y are signifikan.

Table. 3:- Model Summary.

M	R	R Square	Adjusted R Square	Std. Error of the Eatimate	Sig
1	0,531(a)	0,282	0,273	10,00106	0,282

The Model Summary $R^2 = 0,282$ show that 0,282 Or 28,2 % students reading English out come are influenced by professionalism of teacher.

The same regression between giftedness and students reading English out come.

Table. 4:- The Coefficients Regression X2 AND Y.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	35,123	13,455		2,610	0,011
	X1	3,245	1,833	-,193	1,771	0,080

Based the table show Coefficients Regression linier so the prediction students reading out come based giftedness filled the same of regression such as $x_3 = 35,124 + 3,245 X_2$ The Account quadrat of regression (JKR) is 35,124 and (JKT) IS 3,245 so (JKTR) is 38,369 and account to students reading out come t h is 2,610 and t giftedness is 5,84

Table. 5:- Anova X2 Dan Y.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	420,458	1	420,458	3,136	.0,080a)
	Residual	10860,506	81	134,080		
	Total	11280,964	82			

The value $F = 3,136$, with the value probabilitas or P-Value = $0,080 > 0,05$ so it can to summared Coefficients Regression between X2 and Y are signifikan.

Tabel 6:- Model Summary.

M	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,418(a)	0,175	0,165	0,175

The Model Summary $R^2 = 0,175$ show that 0,175 Or 17,5 % students reading English out come are influenced by giftedness.

The same regression between teacher professionalism and students reading English out come

Table.7:- The Coefficients Regression X1 And Y.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	47,520	45,539		1,044	0,337
	X1	2,575	6,149	0,169	,419	0,690

Based the table show Coefficients Regression linier so the prediction students reading out come based competension reading filled the same of regression such as $X_2 = -47,520 + 2,575 X_1$ The Account quadrat of regression (JKR) is 47,520 and (JKT) is 2,575 so (JKTR) is 38,369, and account to students reading out come t h is 1,044 and t giftedness is 0,419

Table. 8:- Anova X1 and Y.

Model		Sum of Squares	df	Mean Square	F	Sig.
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1	Regression	,314	1	,314	1,272	.0,263(a)
	Residual	19,989	81	,247		
	Total	20,303	82			

The value $F = 1,272$, with the value probabilitas or P-Value = $0,263 > 0,05$ so it can to summared Coefficients Regression between X_1 and Y are signifikan.

Table. 9:- Model Summary.

M	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sig
1	0,139(a)	00192	0,007	,49581	0,019

The Model Summary $R^2 = 0,019$ show that 0,019 Or 1,9 % students reading English out come are influenced giftedness..

Conclusion:-

Based on the analysis results of research can be concluded as follows; 1. There is influence between the professionalism of teachers to reading English students. As more and Teacher professionalism, more robust Students reading out come, so if the quality of Teacher Professionalism SMA in West Jakarta improved, the students reading English Learning out come stronger, as can be seen with $Y = 130,073 + -0,962 X_1$ which means that with every change of the constants 130,073 score of professionalism teachers will affect the score of -0,962 or 96,2 % classroom learning outcomes of students XI SMA in West Jakarta. Constanta value $\beta = 130,073$ indicates that, if professionalism Teacher is ignored, then the result of reading learning English Students Is = 130,073. R_2 value = 0.282 indicates that the professionalism Teacher affects 0,282 or 28,2 %, reading English language learning out come graders of SMA in West Jakarta, and the rest influenced by other factors. 2. There is effect teacher professionalism to students reading English out come. this matter based β Coefficients Regression X_2 And Y , so the same regression between giftedness and students reading English out come. X_2 and Y . $Y = a + b X_2 = 35,124 + 3,245 X_2$, $F = 3,136$ and $F_{table} = 0,80 > 0,05$ so between giftedness and students reading English out come is signifikan. 3. There is effect teacher professionalism to giftedness. Based value β Coefficients Regression X_1 And X_2 , so the same regression between giftedness and students reading English out come. X_1 and X_2 . $X_2 = a + b X_1 = -47,520 + 2,575 X_1$, $F = 1,272$ and $F_{table} = 0,263 > 0,05$ so between giftedness and students reading English out come is signifikan

Implication

Based on the conclusions above, the implications of the research results are as follows 1. Because there is a direct influence of professionalism teacher on student's reading English learning outcomes, in order to improve student's English learning outcomes, it must be accompanied by a deep understanding of professionalism of teacher several aspects that need to be considered are: The process of teaching and learning English properly and correctly. b. Parents, can provide good examples and examples in educating children and directing children to things that support the Teaching and Learning process outside of school. c. Surrounding environment, such as mass media and friends, affect students' English, therefore students are more selective in choosing their surrounding environment. 2. All SMA teachers must be able to become professional teachers, in order to improve students' English learning outcomes and create complete and reliable human beings. 3. The need for an assessment of teacher professionalism and student learning gifted in West Jakarta, by all parties, both internal and external, to promote national education with character.

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