THE CORRELATION BETWEEN SOCIAL EMOTIONAL COMPETENCE AND PREPAREDNESS IN TEACHING PROFESSION OF ENGLISH EDUCATION STUDENTS OF SRIWIJAYA UNIVERSITY

A THESIS

by

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FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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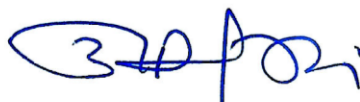**INDRALAYA**

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A Thesis

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DECLARATION

I, the undersigned,

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Declare this thesis untitled "The Correlation between Social Emotional Competence and Preparedness in Teaching Profession of English Education Students of Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang,

The Undersigned,

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iv

DEDICATION

This thesis is dedicated to my beloved family as the symbol of determination in my study. Thank you so much for being the biggest support of my journey.

Previous pages of my life were full of exciting journey,

and I am glad I was alive on those pages.

New pages are coming,

and those need to be better and stronger pages,

where my old self would be proud.

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Palembang, April 2023

Difia Octafani

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THE CORRELATION BETWEEN SOCIAL EMOTIONAL COMPETENCE AND PREPAREDNESS IN TEACHING PROFESSION OF ENGLISH EDUCATION STUDENTS OF SRIWIJAYA UNIVERSITY

ABSTRACT

Prospective English teachers are prepared to enter the teaching professions with several qualifications. A well-prepared English teacher could be influenced by various factors, such as professional skill, English proficiency skill, personality, social and emotional skill that were acquired during teacher training program. This study was conducted to investigate whether or not there was a significant correlation between social emotional competence and students' preparedness in teaching professions and the contribution of social emotional competence to students' preparedness in teaching professions. The data were collected through 25 items of Social Emotional Competence Questionnaire (SECQ) and 40 items of Sense of Preparedness for Teaching Questionnaire (SPTQ) with six-point Likert Scale. The results showed that most of Sriwijaya University English Education students had high level of social emotional competence and most of them were categorized very-well prepared in teaching professions. Then, the correlation analysis results showed that there was no correlation between variables when it was tested as a whole datasets. However, the results showed a correlation between social emotional competence and overall preparedness as one of preparedness in teaching factors. Furthermore, the contribution of social emotional competence to overall preparedness in teaching professions was 4.4%. As a result, it can be concluded that in this study, social emotional competence did not have significant correlation and contribution to preparedness in teaching professions, but it showed a weak correlation with one of the factors, which was overall preparedness.

Keywords: Social Emotional Competence, Sense of Preparedness in Teaching Professions
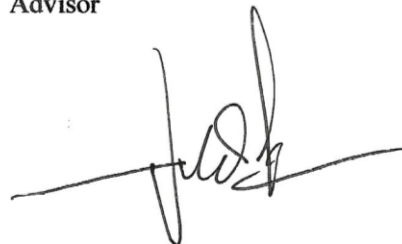
A thesis by an English Education Study Program student, Faculty of Teacher Training and Education, Sriwijaya University.

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CHAPTER I

INTRODUCTION

This chapter provides (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 The Background of the Study

Teacher with its crucial role as educator has been a global attention to improve through various teacher training program. It is because the implementation of teacher training is a way to prepare prospective teachers. In line with this, a study by Cochran-Smith et al. (2020) assumed the way teachers are prepared as a main factor in teacher quality. The preparation of teachers to teach in school and classrooms has been the central goal of teacher training program all over the world with diverse characteristics that varies across context (Flores, 2022). Hence, the teacher preparation is one of the key programs in improving education quality.

In relation to teacher preparation, higher education applies numerous scheme in the teacher training program in order to enhance teacher qualification as a professional teacher. Most of professional education provides training through different kinds of practice (Grossman, 2021). Besides, Throughout the program, the prospective teachers are expected to cultivate the curricular, professional, moral, and personal dimension as a qualified teacher (Goodwin, 2020). Preparing teacher indeed needs to be ensured by the institution through the training programs.

In Indonesian context, teacher training program is held in university, especially in teacher training faculty as a minimum requirement to fit the national standard. According to Government Regulation No. 19 of 2005 on National Education Standard, teachers must have pedagogy, personality, professional, and social competencies. Those become the standards of the preparedness of the students enrolled in teacher training faculty to enter the teaching professions.

The students' preparedness in teaching professions is one of the outcome of teacher training program. Theory of students' preparedness in teaching professions was defined in many studies as the prior factors of how the students' feel prepared and ready to execute the teaching professions (Housego, 1990; O'Neill &

Stephenson, 2012; Swabey et al., 2010). It also offers an explanation on how well-prepared they feel to implement their teaching competencies, including cognitive and affective factors (Tutyandari, 2022). In short, students' preparedness in teaching professions is an important issue for pre-service teacher that is influenced by many factors.

Many researchers conducted research to investigate the circumstances that encourage the students' preparedness in teaching profession, especially English Education students as future English teachers in Indonesia. It is because Indonesian English prospective teachers were assumed to have low confidence in teaching English due to social, linguistics, and personal aspects (Daud et al., 2019). Also, English Education students' perception on their preparedness to teach in various condition is still low due to academic and personal factors (Tutyandari, 2022). While in online teaching context, study by Sarini Dewi (2021) found that students felt unprepared in terms of pedagogy because of the lack of teaching experience. However, there are some findings show that Indonesian English Education students are confidence about their preparedness to teach in terms of their cognitive, social, emotional, and professional aspects (Ardiyansah, 2021; Arista et al., 2022). Those empirical studies provide the evidence that many Indonesian pre-service English teachers' feel unprepared and some are prepared regarding several factors.

According to those studies, the factors that influence students' preparedness in teaching professions can be elaborated further. Tutyandari (2020) in her thesis mentioned that social, personal, and academic factors are involved in determining students' preparedness to teach. Their competence in social and personal or emotional are influenced their preparation in teacher training (Corcoran & O'Flaherty, 2022; Murano et al., 2019). Those findings revealed that social, personal, and emotional factors influence students' preparedness in teaching professions.

In relation to the factor of students' preparedness in teaching professions, social and personal or emotional factors can be defined as social and emotional competence. It was defined by scholars as the core competencies of Social Emotional Learning which is the development of building certain ability to know

and control emotions, enhance sympathy and compassion to others, have well consideration in making decisions, form positive relationship, and cope with challenging situations effectively (CASEL, 2003). It is stated as one of the crucial parts in teacher training and suggested to be one of the competences for teacher training (Chen et al., 2022; Jennings et al., 2019; Schonert-Reichl, 2019). Thus, the competence of social emotional is considered as one of the aspects of the students' preparedness in teaching profession, which is also an important part for teaching competence.

Furthermore, many studies found students teacher preparedness in teacher professions does not only rely on the teaching skills, but also social and emotional competence. There are implications to infuse social emotional learning into teacher training program to cultivate prospective teachers own social emotional competence (Katz et al., 2020; Nenonene et al., 2019). It is due to the benefits of enhancing social and emotional skill through social emotional learning program for being the way to strengthen teacher quality and preparedness (Blewitt et al., 2020; Schonert-Reichl, 2019). Henceforth, the social emotional competence is reflected as one of the necessary circumstances that affect students' preparedness in teaching profession, and suggested teacher training program to promote social emotional learning in order to enhance social emotional competence of future teachers.

In addition, the interest to investigate the topic came from the writer's experience during the study in English Education study program at Faculty of Teacher Training and Education (FKIP) Sriwijaya University, especially during the field practice in junior high school and elementary school. Eventhough the other aspects of social emotional, such as emotional and self-management was improving, the lack of social skill caused a struggle to communicate and build connection with students and other teachers that led to a feeling of unpreparedness to enter teaching professions. This became a consideration whether social emotional competence could affect the preparedness to teach or not in order to improve the teaching preparedness better.

According to the explanations above, the connection of social emotional competence and students' preparedness in teaching professions is in need to be

elaborated further, particularly in English Education context. Referring to the social emotional competence, previous studies show the high level of social emotional competence of English Education students at FKIP Sriwijaya University (Anisa et al., 2019; Hermana et al., 2021). However, as far of the writer's knowledge, there is no further research about the students' preparedness in teaching professions. As a result, the writer consequently conducted a research in examining the correlation of social emotional competence and preparedness in teaching profession of English Education students at Teacher Training and Education Faculty (FKIP), University of Sriwijaya.

1.2 The Problems of the Study

According to explanation of previous background above, these following questions are the formulated problems for this research.

1) Is there any occurrence of significant correlation of social emotional competence and students' preparedness in teaching profession of English Education Students of FKIP Sriwijaya University?

2) Is there any significant contribution of social emotional competence to students' preparedness in teaching profession of English Education Students of FKIP Sriwijaya University?

1.3 The Objectives of the Study

According to formulated problems of the study above, the objectives of this study are to find out:

1) if social emotional competence and students' preparedness in teaching profession of English Education Students of FKIP Sriwijaya University correlated to each other

2) to what extent social emotional competence contribute to students' preparedness in teaching profession of English Education Students of FKIP Sriwijaya University.

1.4 The Significance of the Study

The result of this research is supposed to positively redound the students, lecturers, and other researchers with provided informations about social emotional competence, students' preparedness in teaching profession, and its correlation, particularly in English Education department. For students, the writer hopes the students perceive their social emotional competence and their preparedness to enter the teaching professions, so they are able to improve their competence and reassure about their future career as prospective teachers. For lecturers, the writer expects the result of this study will be beneficial in the improvement of their teaching strategies, especially in promoting social emotional competence and students' preparedness to teach. Lastly, the findings hopefully will be valuable for other further works relating to social emotional competence and students' preparedness in teaching professions, especially in context of English department students.

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