

**THE CORRELATION BETWEEN THE ENGLISH  
ACHIEVEMENT OF THE SMA N 1 TANJUNG BATU  
STUDENTS AND THEIR PERCEPTIONS OF THE TEACHER  
COMPETENCIES**

**A THESIS**

**by**

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**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**INDERALAYA**

**2018**

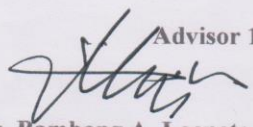
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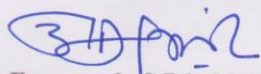
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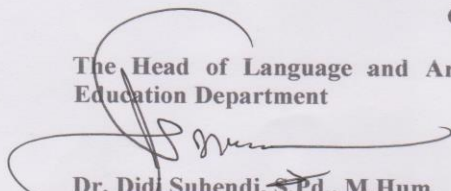
  
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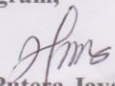
  
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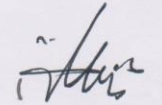
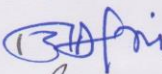
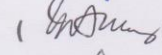
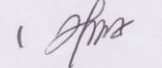
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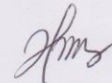
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## DECLARATION

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Certify and testify that the thesis entitled **“The Correlation between the English Achievement of the SMA N 1 Tanjung Batu Students and Their Perceptions of the Teacher Competencies”** is my own work, and I did not do any plagiarism or inappropriate quotation against the ethic and rules commenced by the Ministry of Education of the Republic of Indonesia Number 17, 2010 regarding the plagiarism in higher education. Therefore, I deserve to face the court and have to have my bachelor title revoked if I am found to have plagiarized this work.

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## ACKNOWLEDGEMENTS

First of all, the writer would like to express great gratitude to Allah SWT, the one and only god who always gives infinite love, blessing, and mercy so that this thesis could be finished. Greetings and shalawat may always be devoted to the Prophet Muhammad SAW.

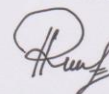
This study entitled "The Correlation between the English Achievement of the SMA N 1 Tanjung Batu Students and Their Perceptions of the Teacher Competencies" was conducted to fulfill one of the requirements for S1 degree at the English Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education Sriwijaya University.

The writer's deepest gratitude and appreciation are expressed to her advisors, Bapak Drs. Bambang A. Loeneto, M.A., Ph.D., and Bapak Eryansyah, S.Pd., M.A., Ph.D., for their guidance, advice, time, and support in writing the thesis, all of the examiners for their suggestions, support, and guidance in examining the thesis, as well as the headmaster, teachers, staffs, and students of SMA N 1 Tanjung Batu as the place where the writer has conducted this thesis. The writer would like to express her gratitude to the Dean of the Faculty of Teacher Training and Education of Sriwijaya University, Prof. Sofendi, M.A., Ph.D., and all the staff members, the Head of Language and Arts Department (Dr. Didi Suhendi, M.Hum), the Head of English Education Study Program (Hariswan Putra Jaya, S.Pd., M.Pd), and all of the contributing staffs of FKIP Unsri for their assistance in helping the administrative matters. Moreover, the writer also would like to express the great and deepest gratitude to her big family for their love, care, support, and advice so that this thesis could be done.

The writer realizes that this study has not been perfect, yet. Therefore, suggestions, criticisms, and further studies are expected as constructive ways on completing this study. Finally, the writer hope that this thesis could be very beneficial for teaching and learning in English education Study Program and used for developing science, technology, and arts.

Inderalaya, July 2018

The writer,



Reszika Nia Putri

## **DEDICATIONS**

This thesis is dedicated to:

- ❖ My parents, especially my mother who always becomes the “irreplaceable home” for me
- ❖ My big brother, Restian Saputra, who always takes care of me unconditionally
- ❖ My uncle, Ir. Syafaruddin, Ph.D., who always becomes my inspiration and gives me valuable and meaningful advice
- ❖ My uncles, aunties, brothers, sisters, and the whole of my big family who always supports and loves me
- ❖ My best friends who always treats me as their beloved sister
- ❖ My companions from the kindergarten, now, and hopefully until the future
- ❖ The whole family of English education study program FKIP Unsri

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**ABSTRACT**

This study aimed to find out whether or not there were: (1) a significant correlation between the English achievement of the SMA N 1 Tanjung Batu students and their perceptions of the teacher competencies, (2) a significant contribution of the students' perceptions towards the teacher competencies to their English achievement. The population were 523 and the sample were 78 students which were selected randomly. The data collected by using a questionnaire of students' perceptions of the teacher competencies and the English achievement which was seen from students' report cards. The correlation and regression analyzes were used in analyzing the data. The result of Pearson Product-Moment Correlation Coefficient showed that there was no significant correlation between their perceptions and English achievement ( $p\text{-value}=0.819 > \alpha=0.05$ ). It was categorized into very low correlation ( $r=-0.051$ ). In relation with that, the result of regression analysis also showed that the students' perceptions only contributed 1% towards their English achievement. In conclusion, the students' perceptions of the teacher competencies was not significantly correlated and contributed to their English achievement.

**Keywords:** correlation, English achievement, perceptions, teacher competencies

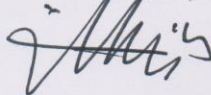
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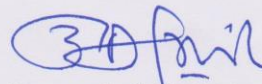
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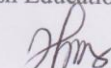
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# **CHAPTER 1**

## **INTRODUCTION**

### **1.1. Background of the Study**

During the process of teaching and learning of any variety of subjects, some factors influence students' achievement. Many scholars have defined those factors. One of the earliest American psychologist, Klausmeier (1971 cited in Nugaan, 2009), says that there are six factors influencing students' achievement. Two of them are students' and teachers' characteristics. The first one is students' characteristics, especially psychical factor focusing on both their intellectual and non-intellectual intelligences such as attitude, habits, interest and perception. Another one is teachers' characteristics including their knowledge about material, teaching skill, affective characteristics (concern, interest, attitude, and motivation), health and general physical condition, and their perception towards the situation. Both characteristics have included that perception is an unavoidable factor. A research done by Owston (2013) seems to support the relationship. He found a strong relationship between students' perceptions about blended courses and their final achievement. They who perceived blended learning was satisfying had achieved high grades.

Referring to the four of eight national education standards which are the content, process, competency, and assessment, there are four problems faced by teachers in reaching the purpose of the curriculum (Maisyaroh, 2014). They specifically have problems in each standards. The first is the content standard problem. Here, they do not understand the basic framework and structure of the curriculum, lack of time because the content is too broad, the development of concept because it is not supported by information technology. The next one is the problem of process standard. It says that teachers have difficulty in developing lesson plans, scientific teaching and learning, integrated thematic, constructivist, use of media, especially laptops and LCD. The third is the problem of competency standard, namely, the difficulty in integrating educational character in learning, difficulties in developing the competencies of attitude, knowledge and skills in an integrated manner. The last is the problem of assessment standard, namely, the

difficulty in making the test questions, compiling a non-test instruments, and conducting the assessment process because of the large numbers of students.

As observed by Yulia (2013) on her study which focused on students' motivation and teachers' teaching challenges, in twelve schools in Yogyakarta, the students still participated passively although the teacher had had many kinds of preparation in order to increase the students' motivation. It seems that there are other points to be reviewed by the teacher in reaching the aim of national education.

The writer has also interviewed three English teachers in Ogan Ilir related to their perceptions towards teaching challenges. The first teacher said that it was more difficult for her to fill the final achievement on students' report cards since there were three ways of scoring process. She also added that it also happened during the observation in the class. She also had to think of the three aspects of assessment (attitude, knowledge, and skill). The next teacher questioned about the student's book which is not easy to be gotten (if it already had, its numbers were not enough for all of students), teacher's handbook which was not corresponding with the syllabus (like there was no corresponding basic competency), and the limited time allocation for English (only two hours each week). Another teacher told wisely about her perception of English teaching problems. Actually, they would not occur if the material containing 5 M, *mengamati* (observing), *menanya* (questioning), *mencoba* (experimenting), *mengasosiasi* (associating), and *mengkomunikasikan* (communicating), is mastered well.

According to those previous explanations about teaching implementation problems, it seems that teachers have the same problems. There is no doubt that other similar problems also occur in other provinces in Indonesia. After all, teachers have to be ready for the changes, especially the recent curriculum has already been implemented for almost five years. They have to reach the national educational purpose by mastering teacher competencies well. As it is asked by the government, there are four of them. They are pedagogic, professional, social, and personal competencies.

It is unavoidable that a teacher is seen as the main actor who is responsible for the act of reaching the aim of national education. Martinis (2007) says that a professional teacher does not only know how to teach or what the material is but also need to understand how to teach material well, have a good understanding of educational knowledge and experience, etc. It means that teacher has to master both academical knowledge and teaching skill.

A professional and reliable teacher has to be able to face the globalization and guiding their students and master many challenges of teaching by optimizing their pedagogic, individual, social, and professional competencies which reflect their capabilities as a teacher. Furthermore, a professional teacher will implement the lesson plan as it is required by the curriculum, master four standards of teacher competencies, and help his students to improve their achievement and understanding towards the lesson.

It is acknowledged that the government conducts annual teacher competencies test to measure the teacher competencies (pedagogic and professional competencies). In fact, the implementation of those competencies in the class is such a different matter. Because of that reason, the writer was interested to investigate it. In other words, this study was conducted to figure out their effort in a different way that was by involving the perceptions of senior high school students towards their teacher competencies. Since the writer has not found any study which correlate the variable X (students' perceptions of teacher competencies) and variable Y (students' English achievement), it was such a new challenge. The students of SMA N 1 Tanjung Batu were chosen as the sample because of two main reasons. The first, this school is located in Ogan Ilir. As it was mentioned previously that the writer interviewed three teachers from Ogan Ilir. It was a wise choice if the sample students were also taken from the same region. Another reason was from the writer herself. The writer was one of the alumni of this school and had doing an observation in fulfilling one of the college courses. Related to these facts, the teaching and learning process, atmosphere, and the school components, including the teachers, staffs, and school situation have already understood by herself. In this study, students were asked about their

perception towards the teacher competencies. Then, their perceptions were correlated with their English achievement.

In addition, the problems of teaching are really understood and felt by teachers but not by students. They do not know the whole contents of it that must be implemented by their teacher and its problems although they often feel the impact automatically in their learning process. In accordance with the consideration of correlation, this study was conducted on seeing their perceptions, not by asking directly only to the teacher about how well they have mastered it.

### **1.2. Problems of the Study**

Problems of this study was formulated into these two following questions,

2. Was there any significant correlation between the English achievement of the SMA N 1 Tanjung Batu students and their perceptions of the teacher competencies?
3. Was there any significant contribution of the SMA N 1 Tanjung Batu students' perceptions of the teacher competencies towards the students' English achievement?

### **1.3. Objectives of the Study**

Based on the problems above, the objective of this study were

1. To find out whether there was a significant correlation between the English achievement of the SMA N 1 Tanjung Batu students and their perceptions of the teacher competencies
2. To find out whether there was a significant contribution of the SMA N 1 Tanjung Batu students' perceptions of the teacher competencies towards the students' English achievement

### **1.4. The Significance of the Study**

The results of this study are expected to be beneficial for both teachers and students. After it has been already known that students' perceptions towards their English teacher competencies can influence their achievement in learning English as a foreign language or not, teachers, not only the teacher on this study, hopefully can do a reflection towards his or her teaching ways which can be seen from how they have prepared, implemented, or done the execution in the class. Furthermore,



teacher as the main actor of teaching implementation in the classroom can determine and understand more about the students' needs, factors influencing their active participation in learning, how to be a creative and critical teacher who can handle his or her own class well, and things they have to do in improving their students' attention towards English based on what they have to behave which is reflected on the teacher competencies standards.

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