

**THE CORRELATION BETWEEN SOCIAL-
EMOTIONAL COMPETENCIES AND ENGLISH
ACADEMIC ACHIEVEMENT OF THE SEVENTH
GRADERS AT SMP TRI DHARMA PALEMBANG**

A Thesis by

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English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

PALEMBANG

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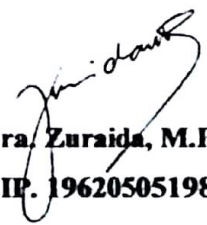
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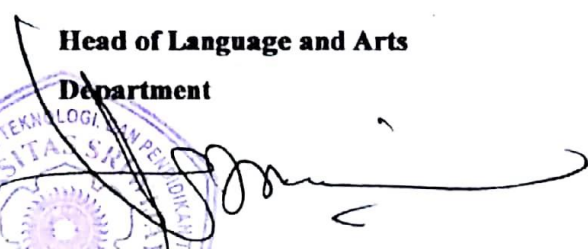

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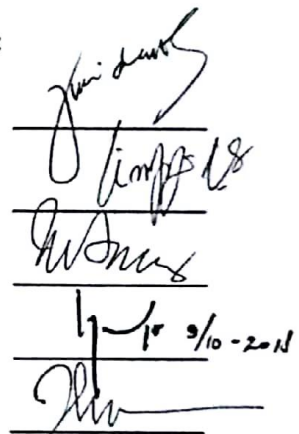
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DEDICATIONS

This thesis is dedicated to...

- My beloved Parents, Hari Akbar & Misro Yusnaini
- My brother, Pandu Prawira

Thank you for motivating me to keep struggling in living my life and to become a successful person.

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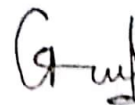
By the grace of The Almighty God, this thesis could be finished to fulfill one of the requirements for acquiring Strata-1 Degree at English Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Sriwijaya University.

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Palembang, October 2018



The writer

Ganda Wirajaya

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THE CORRELATION BETWEEN SOCIAL – EMOTIONAL COMPETENCIES AND ENGLISH ACADEMIC ACHIEVEMENT OF THE SEVENTH GRADERS AT SMP TRI DHARMA PALEMBANG

ABSTRACT

Indonesian young learners might have some difficulties such as lack of motivation, lack of confidence and disengagement in learning English. Those difficulties show the level of the students' social-emotional competencies (SEC). The study was done to find out the correlation between students' social-emotional competencies (SEC) and English academic achievement. The samples of this study were the seventh graders at SMP Tri Dharma Palembang year 2017-2018. A total number of one hundred and three students were selected. Using correlational method, this study provided not only the correlation but also the result of the students' social-emotional competencies (SEC), their English academic achievement, also the contribution of the students' SEC to their English academic achievement. The instruments of this study were SEC questionnaire and documentation. The results of the study highlighted that there was a significant weak correlation ($r_{\text{obtained}}=0.367$) between the students' SEC and their English academic achievement. Finally, there was 12.6% contribution of the students' SEC to their English academic achievement.

Keywords: *Social-Emotional Competencies, English Academic Achievement*

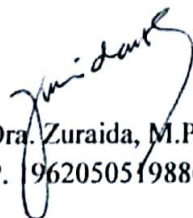
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CHAPTER I

INTRODUCTION

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

1.1 Background of the Study

Indonesia is one of the countries which consider English as a compulsory subject in the curriculum. English is taught since the students enter secondary schools in Indonesia. In Indonesia's 2013 Curriculum, the students start learning English subject formally in junior high school. While, in the KTSP curriculum the students have English subject since elementary school, so when they enter junior high school, they have at least some knowledge about English. However, due to the implementation of 2013 curriculum, the students do not have previous knowledge about English while entering junior high school, except those who have taken English courses. In other words, for the students who do not take any English course, junior high school is their first step in learning English.

Students enter junior high school normally in the age 11-13. It is based on the latest regulation from Peraturan Bersama antara Menteri Pendidikan Nasional dan Menteri Agama (2011) that children can enter elementary school if they are 6-7 years old or less than 6 years old if they have recommendation letter from professional psychologist. Learning English in the age 11-13 years old, the students are still considered as young learners. Young learners are the children in the range 3-15 years old. In the age 11 the children enter the formal-operational stage when the children start to develop abstract thinking and generalize beyond his/her immediate context (Nunan, 2010).

Learning English for the first time, Indonesian young learners are having some problems in learning English which prevent them to improve their English language skills. Those problems are lack of motivation, lack of confidence, and disengagement (high anxiety). These problems are commonly occurred especially with young learners who have just started learning English. Banks (2008) states that the learners are having difficulties in learning English such as; English deficiencies, not suitable learning styles, less confidence, low motivation, high

anxiety, and inabilities to convert input into intake. They consider English as a hard subject which is difficult to understand mainly because the grammar and vocabulary are different from their first language. Other factors such as being afraid of the teachers' anger and afraid of being laughed at by their friends when they made mistake also demotivate the students and decrease their enthusiasm in learning. However, the students only need to adapt to understand the subject little by little and it needs motivation, confidence, and engagement (low anxiety) of the students. Therefore, having good social-emotional competencies can increase the students' motivation, confidence and engagement in order to make the students understand English better.

Social-emotional competencies are the abilities to adapt with surrounding situations. Social-emotional competencies are essential life skills that support wellbeing and positive mental health. Those competencies are self-awareness, social awareness, self-management, relationship skills, and responsible decision making (CASEL, 2012). Self-awareness is the ability to understand themselves and to build self-confidence. Social awareness is the ability to understand others. Self-management is the skill to control their emotions. Relationships skills are the ability to communicate with others and build good relationships with them. The last, responsible decision making lets the students to create a wise decision in solving a problem. These competencies are needed to build a good relationship not only between students but also between students and the teachers. Therefore, those competencies can increase students' motivation, confidence, and engagement, because they affect how the students react to the situations around them and help them to create a comfortable situation in order to create an effective teaching and learning activities.

Social-emotional competencies are also important because they can increase the students' academic achievement. According to the latest research, a meta-analysis of 213 programs, primarily covering three decades of research, found that social-emotional learning interventions that address the competencies increased students' academic performance by 11 percentile points, as compared to students who did not participate in such SEL programs (Durlak, Weissberg,

Dymnicki, Taylor, & Schellinger, 2011). Therefore, it shows that social-emotional competencies are not only good to build the students good behavior but also good to increase their academic achievement. In this study, the writer will specify the academic achievement to English academic achievement.

According to Kpolovie, Joe, and Okoto (2014) academic achievement is the ability of the student to learn and acquire knowledge and apply it in learning activity. It can be inferred that academic achievement is acquired through learning, so there must be factors which affect the academic achievement while being acquired in learning. Bertolini, Stremmel, and Thorngren (2012) states that there are four factor domains which influence the students namely micro system factors, meso-system factors, exo-system factors, and macro system factors. Micro-system factors consist of characteristic of the student himself and also his direct interactions with teachers and other students such as student resiliency, individual student abilities, social and moral development and motivations in learning. It can be seen that the micro-system factors are related to social emotional competencies where the factors are related to the ability of the students to adapt in any situation in real life.

The writer had done an observation at SMP Tri Dharma Palembang. This junior high school is accredited A. The writer found that some of the students were not really active while learning English. Many of them were reluctant to ask the teacher or their friends when they did not understand the material. It shows that the relationship between the students and the teacher and between the student and other students were not really close. In other words, their relationship skills and their social awareness were still low. The writer also found some students who were not motivated to learn. It shows that their self-awareness is still low, because they might not be motivated because they do not know the importance of learning English for themselves or they have not found the best strategy for learning English for themselves. It can be inferred that the students were having problems with social-emotional competencies and the writer would like to find whether it affected their English academic achievement.

Therefore, the writer conducted a study entitled “The Correlation between Social-Emotional Competencies and English Academic Achievement of the Seventh Graders at SMP Tri Dharma Palembang”. The seventh graders were chosen because they were in the first year of the junior high school. Most of them had just known each other for a short time, so their ability to adapt with their new situations around them was based on their existing social emotional competencies or in other words, in this state, it was easier to recognize the students’ social-emotional competencies. This reason is in line with Lopes et al. (2004) who state that there is a positive correlation between emotional competencies and the degree of self-perceived of relationships with friends. Finally, this study was conducted in order to fulfill and answer the writer’s questions about the correlation between social-emotional competencies and English academic achievement of the seventh graders at SMP Tri Dharma Palembang.

1.2 The Problems of the Study

1. Is there any significant correlation between social-emotional competencies and English academic achievement of the seventh graders at SMP Tri Dharma Palembang?
2. How much is the contribution of social-emotional competencies to English academic achievement of the seventh graders at SMP Tri Dharma Palembang?

1.3 The Objectives of the Study

The study is aimed to find out:

1. Whether or not, there is a significant correlation between social-emotional competencies and English academic achievement of the seventh graders at SMP Tri Dharma Palembang.
2. The contribution of social-emotional competencies to English academic achievement of the seventh graders at SMP Tri Dharma Palembang.

1.4 Significance of the Study

The findings of this study are expected to be useful for the students, English teachers, and other researchers who are interested in this study. The students hopefully can build a good behavior in learning English. Then, the English teachers can learn some information about some aspects related to social-emotional competencies to be considered in teaching English. Lastly for other researchers who are interested in doing further research related to this study, hopefully, this study can be a reference for the future research.

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