

The Correlations Among Teachers' Competences, Students' Learning Motivation, and Students' English Proficiency

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Abstract. Teachers' competences and students' motivation have been long suspected to have influence on students' English ability. Some studies have been conducted to investigate the relationship. However, some information is unobserved. This study intended to fill the gap in literature concerning the relationship among teacher's competences, students' learning motivation, and students' English proficiency at Junior High Schools in OKUT. The samples of the study were 30 teachers and 918 students. The data were collected through documentation (teachers' competence test result and students' English proficiency test result) and questionnaire (students' learning English motivation). The results showed that there was a significant correlation between the English teachers' competence and the English proficiency of students showed by $r_{obtained} = .363$, ($p = .49$) which was higher than the r_{table} (.361). Then, there was a positive significant correlation between students' motivation in learning English and their English proficiency achievement ($r = .711$, $p = .000$). Meanwhile, the correlation between teachers' competence and students' motivation in learning English also showed that there was a positive significant correlation between these variables ($r = .753$, $p = .000$). At last, the correlation was also found between the predictor variables (teachers' competence and students' learning English motivation) and criterion variable (students' English proficiency) with correlation coefficient 0.758 significant at .01 level. The contributions given by predictor variables to criterion variable were also analyzed. The result of stepwise method showed that predictor variables contributed to 54.4% of the criterion variable.

Keywords: teachers' competences, students' learning motivation, students' English proficiency, correlation, contribution

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INTRODUCTION

English proficiency is one's ability to use English in communication. Having good English proficiency means to be able to communicate using English actively through spoken and written form. According to Murray (2010), proficiency can be defined as a language user's control of the formal and functional properties of language such that they are able to express and understand meaning accurately, fluently, and appropriately according to context. However, it is found that the level of students' English proficiency in Indonesia is still low. According to English First English Proficiency Index (EF EPI) 2018, Indonesia has low proficiency level which is ranked 51 out of 88 participating countries. It is lower from the previous year in which Indonesia ranked 39 out of 80 countries. The EF EPI score decreases as well, from 52.15 to 51.58 (-0.57). Particularly, from 11 participating regions of Indonesia, South Sumatra ranks 10 with the score of 47.38 which is categorized as very low proficiency. This shows how poor the level of students' English proficiency in Indonesia, especially in South Sumatra.

Additionally, the improvement of teacher's quality is crucial in the domain of education. Meanwhile, it remains a challenge in Indonesia. Providing a high competent teacher is one of the ways to improve students' English proficiency as the problem stated above. A study conducted by Ramdhani, Ancok, Swasono, and Suryanto (2012) showed that only 51% out of 1.455.507 elementary school teachers met the national standard requirements. Another competency test was conducted by Wahyuni (2012), which was given to 98.3% of the 285,884 registered teachers in Indonesia. The overall score was 42 out of 100 suggesting an agreeably low level of teacher competence. Moreover, Napitupulu (2015) in his study found that out of 1.6 million teachers joining the teacher competence test, most of them scored 55 out of 100 and only 200,000 of them could score above 60. Furthermore, a report from KEMENDIKBUD (2019) revealed that the average score of teacher competence in South Sumatra Region is only 52.03 far below the standard score, 75. Particularly, Ogan Komering Ulu Timur regency, the result of teachers' competency was 52.57 which was only slightly better. These heartbreaking results lead the Minister of Education and Culture of Republic Indonesia to encourage teachers to improve their quality.

Moreover, in increasing the students' English proficiency, some ways are really needed. One factor that influences the success and failure in learning and teaching foreign language is motivation. Motivation plays an important role in foreign language students' classroom performance. Learning motivation is to promote, guide and maintain learning activities which have been conducted an internal strength or internal mechanism. Gitawati (2010) states that motivation significantly affects student's learning process. Simultaneously, it influences student's achievement. If the students are highly motivated to join the learning process, they are more likely to succeed in the class because they would love to be engaged in classroom activities. They will enjoy the class, desire to accomplish all the tasks, and attend the class attentively. These lead to decent outcome of the learning process. This is supported by Harmer (2007) who asserts that the main factor influencing students' success in the class is motivation. Nevertheless,

students' motivation in learning language especially English in Indonesia is relatively low. Since English is a foreign language, it is not used in daily communication. Students are able to use and practice English only in the classroom which they also rarely do. Therefore, they are not really interested to study English.

From the preceding discussion, it is recognized the enormity of the teachers' responsibility to the students' future. Teachers are not only responsible in providing material to the students, but also must be able to motivate the students. Tanveer, Shabbir, Ammar, Dolla, and Aslam (2012) mentioned that teacher's teaching style could arouse students' interest in learning certain subject which also influence their motivation. When the teachers have been able to build students motivation in a learning process, they have built up easiness for students (Suyanto, 2013). It means that students are encouraged and inspired to study continuously wherever and whenever they are. As the findings of the study conducted by Maryani and Martaningsih (2015), the teacher competence can influence the students' motivation in learning English in the classroom since there is strong positive correlation between teacher's pedagogical content knowledge with students' learning motivation. They added that the teacher who mastering learning material content will be able to adapt learning material to students' needs. Students' load is lighter that could motivate students' to learn more. By understanding the content or pedagogical knowledge, the teacher will be able to design an interesting learning. Teacher will be more competent to develop learning material, especially combining certain subject into interesting themes in accordance to the student's thinking skill. The teachers also have more flexibility to connecting the learning material with environment and students' daily experience so that learning becomes more meaningful.

The above arguments clearly reveal that teacher's competence in teaching English has important role to motivate students in learning in order to improve their English proficiency. In contrast with what is expected, students of some Junior high schools in OKU Timur has lack of motivation of studying English since their results of final test got below passing grade set by the school which is 70. Their average score was 66. Based on the results of observation conducted by the writer, the students felt bored while studying English in the classroom since the method of teaching is monotonous so that the students' results of final test was still out of expectation. The process of teaching and learning automatically influences the students' assessment at last and the students' English proficiency will not increase. Thus, the teacher should pay attention more to the goals the students will achieve.

There are some previous studies conducted to explore these variables (teacher competence, English learning motivation, and students' English proficiency). However, some inconsistency, debatable and different results are found. In terms of teachers' competence and English proficiency, there is no any research found specifically discussing about teachers' competence and English proficiency but more general to the students' performance in all subject. Sultan and Shafii (2014) found that there is significant effect of teachers' competence on students' performance. This is supported by Muzenda (2013) who found that dimensions of teacher competence namely teacher teaching skills, subject

knowledge, teacher attitude and teacher attendance positively influence the students' academic performances. Specifically, in the chemistry subject, Ugbe and Agim (2009) revealed that there is significant relationship between teachers' competence and students' academic performance in Chemistry. Nevertheless, Kosgei, Mise, Odera and Ayugi (2013), in their study, revealed that there was no significant relationship between teachers qualification (which is one of the element of teacher competence) and students academic achievement.

In terms of teacher competence and English learning motivation, Usman, Silviyanti, and Marzatillah (2016) found that the competences of the teacher including cognitive, affective, and psychomotor competence enhance the motivation of students to learn English. Obot (2017) also noted that teacher's competence in subject matter has much influence on students interest in learning with particular reference to Social Studies Education. In terms of English learning motivation and English proficiency, there was no significant correlations between English learning motivation and English mastery found by Raty (2017) in her study. However, Amelia (2013) discovered that there was significant correlation between English learning motivation and English achievement. Additionally, it contributes 35.5% to the English achievement. Dai, Wu, & Dai (2005) also found that motivation and English proficiency was moderately correlated.

The findings of these previous related studies, however, have some inconsistencies. Some of the results are also taken from different context or subject matters. So far, there is no single studies ever dicusses about these three variables (teacher competence, English learning motivation, and English proficiency) simultaneously. Therefore, rooted in some explanations above, the writer would like to explore further about these variables by conducting a study entitled "The Correlations among Teachers' Competences, Students' Learning Motivation, and Students' English Proficiency at Junior High Schools in OKUT". This study concentrated on Junior High School scope especially the seventh and eighth graders since it is the first level in which students formally study English as a primary subject (School-Based Curriculum 2006, Curriculum 2013). Consequently, it can be generalized that students have not been exposed to English study previously so that any achievement in their English study is as a result of the current English teacher attempt. Junior high schools in OKU Timur were chosen since the final test questions were arranged by a specific teacher organization namely assessment of learning outcomes team, which consists of English Teacher Deliberation team.

RESEARCH METHOD

This study was a correlational study. Anderson and Arsenault (2005) state that correlational study is used to explain to which level are some variables associated quantitatively. There were three variables observed in this study. They were English teachers' competence, students' motivation in learning English, and students' English proficiency. This study investigated the correlation between: (1) English teachers' competence and students' English proficiency; (2) students' motivation in learning English and students' English proficiency (3) English teachers' competence and students' motivation in learning English; (4) predictor variables (English teachers' competence and students' motivation in learning

English) and criterion variable (students' English proficiency). Furthermore, the influence given by predictor variables to criterion variable was also analyzed using multiple regressions.

The data of these variables were collected through documentation (teachers' competence test results and students' English proficiency) and questionnaire (students' motivation in learning English). The documentation included the data for data of teachers' competence and students' English proficiency. According to Creswell (2005), documentation is information from public/certain sources that provides data about sample or population. The documentations used in this study were secondary data. Hox and Boeije (2005) states that secondary data is defined as the data has already been collected by certain community which have been sorted, tabulated, and has undergone a statistical treatment such as from government, organization and website. Teachers' competence data were taken from the result of teacher competence test administered by the Institute of Education Quality Assurance of South Sumatera province. The test consisted of 100 items with 30 items for assessing pedagogical competence and 70 items for professional competence.

The validity and reliability of the test has been checked by the Institute of Education Quality Assurance. Therefore, the writer did not check the validity and reliability of the data anymore. This is also supported by Huang (2017) who claimed that the secondary data gathered from legal institution or any other authorized was regarded valid and reliable. The data of students' English proficiency were taken from students' final test results. The test items were made by a Subject Teacher Deliberation team consisted of some certified teachers from various schools in the area. There were 45 items with 40 multiple choice items and 5 essay items. It tested students' ability in some areas such as expression, short functional text, grammar, and modal. The results ranged from 0 – 100; 2 points for each correct answer of multiple choice items and 4 points for each correct answer of essay items. Since the tests items had been validated before being administered, the results of the test can be considered valid too.

Regarding the data of students' motivation in learning English, a likert-scaled questionnaire consisted of 45 items with the range score from 1 to 5 was handed out to students. The lowest score obtained was 45 and the highest score obtained was 225. This questionnaire has five sub-scales or aspects. They are extrinsic motivation (items number 1-13), intrinsic motivation (items number 14-21), attitudes toward the English language (22-25), motivational strength (items number 26-36), expectancy/control (item number 37-40), and anxiety (items number 41-45). This instrument was adopted from Sari (2016) who had checked the validity and reliability of the questionnaire previously in her study. The result of the validity and reliability test showed that the questionnaire was valid and reliable. Hence, the writer did not conduct any validity and reliability test for the questionnaire since it had been proved valid. Howitt and Cramer (2017) believed that if the sample of the present and the previous study had similar characteristic and were conducted in similar context, the writer did not need to do validation of the questionnaire anymore.

The population of the study was divided into 2 groups; student population and teacher population. In this study, the student population was the seventh and eighth grade students of several junior high schools in Oku Timur in academic year 2018/2019. The total number of students population was 3,316 students. Meanwhile, teacher's population was the certified teachers who taught English in several junior high schools in Oku Timur. The total number of teachers population was 88 whereas the total number of schools was 40 schools.

The sample was taken using purposive sampling technique in which the writer formulated some criteria. For the teachers, first, they should have been certified by government as "certified teacher". Second, the teachers should join Subject Teacher Deliberation team and actively participated there. Third, the teachers taught sample students. Meanwhile for students, they were those who were taught by the teacher who met the researcher criteria. Additionally, the sample students must be taught by the sample teachers from same Subject Teacher Deliberation team. This was to ensure that the sample students would get similar final test since their teachers were under the same Subject Teacher Deliberation team. Based on these criteria, there were 30 teachers available for this study. Therefore, the writer took all of them as the sample of the study. The students participating for the study were all of the seventh and eighth grade students taught by those sample teachers. Hence, there were 918 students joining this study. However, the number of students participating in filling the questionnaire were 892 meanwhile the results of English proficiency involving 918 students. This difference happened due to the availability of the students during the research. The data of students' English proficiency test were the teachers' documentation from their last final test. Therefore, all of the students were included. Meanwhile, the data for students' learning English motivation were taken by the writer while doing her research when some of the students were not available for several reasons such as being sick, out of city, or absent for personal reason. Yet, the writer took all of the data as they were because the data used will be the average score of each class taught by the sample teacher. Hence it will not give big influence to the result of the study.

After collecting the data, the data were analyzed. For analyzing the data, firstly the writer analyzed the results of teacher competence test obtained from Institute of Education Quality Assurance. The data used were the average score of teacher competence test results. Those data were categorized into several categories based on Regulation of Minister of State Apparatus Empowerment and Bureaucratic Reform Number 16 year 2009 regarding Functional Positions and Credit Points of Teacher. Meanwhile, the data of students' English proficiency were categorized according to the Regulation of Minister of Education and Culture year 2013. Moreover, the students' learning motivation data were categorized based on Sari (2016).

FINDINGS AND DISCUSSION

Teachers' Competence Test

The results of teachers' competence showed that half of the teachers (50%) were in poor category, no one in excellent category, only 6.67% in good category and the rests were in enough and average category as can be seen in the table below.

Table 1. The Score Distribution of Teachers' Competence Score

Categories	Interval	N	%
Excellent	91-100	-	-
Good	76-90	2	6.67
Enough	61-75	4	13.33
Average	51-60	9	30
Poor	<50	15	50
Total		30	100

Motivation in learning English Questionnaire

The results of motivation in learning English questionnaire revealed that 451 students (51%) belong to high motivated students while 441 of them (49%) are medium motivated students and none of them have low motivation as can be seen in this table below.

Table 2. The Result of the Motivation in learning English Questionnaire

Score Interval	Category	Frequency	Percentage (%)
165-225	High	451	51
106-164	Medium	441	49
45-105	Low		
	Total	892	100

English Proficiency Test

The result of students' English proficiency was not satisfying. It was collected by the writer as the students' final test which was administered by the English teachers. The results showed that there were only 59 out of 918 students (6.43%) in excellent category. 33.44% of the students were in good and poor category and 26.69% of them were in average category as can be seen in the table below.

Table 3. The Score Distribution of English proficiency Test

Category	Interval	N	%
Excellent	81-100	59	6.43
Good	66-80	307	33.44
Average	51-65	245	26.69
Poor	<50	307	33.44
Total		918	100

The Normality, Linearity and Homogeneity Tests of the Students' English Proficiency, Teachers' Competence, and Students' Motivation in learning English Data

Before analyzing all of the results statistically, it should be ensured that the data were normal, linear and homogen. Shapiro-Wilk test was employed to see the normality of the data; Anova test was used to see if the data was linear; and Levene test was used to check the homogeneity of the data. The results of normality test for teachers' competence, learning English motivation, and English proficiency test showed that the normality scores were .963, .957 and .940 respectively. Then, the significance levels of these variables were .361, .258, and .094 which were higher than .05. Therefore, it can be concluded that the data were distributed normally.

Furthermore, the result of linearity test between students' English proficiency test result and their teachers' competence test, English proficiency test and their motivation in learning English, and teachers' competence and motivation in learning English result showed that the significance levels of deviation from linearity score were 165 .988, and .206 respectively which exceeded .05. Therefore, it could be concluded that the data were linear.

Another assumption required in linear regression is homogeneity. To check the homogeneity of the data, the writer employed Levene test. The result of homogeneity test for teachers' competence data and students' English proficiency, their motivation in learning English and English proficiency data, and their teachers' competence and their motivation in learning English the result showed that the significance levels were .083, .604, and .392 respectively. In brief, the variances of the data were equal. The results of normality, linearity, and homogeneity tests showed that all of the data were distributed normally, linear, and similar in variances. Therefore, they were allowed to be employed in regression analysis.

Correlation between Teachers' Competence and Students' English Proficiency

The analysis of correlation between teachers' competence and students' English proficiency achievement using Pearson Product Moment Correlation Coefficient showed that the $r_{obtained}$ (.363) was higher than the r_{table} (.361) and p value (.049) was lower than .05. It could be concluded that there was significant positive correlation between the teachers' competence and students' English proficiency achievement.

Additionally, the correlation between aspects of teachers' competence and students' English proficiency (total) was also analyzed. It was revealed that both aspects of teacher's competence and students' English proficiency (total) were correlated each other. The results showed that there was a significant positive correlation between not only the total score of teachers' competence and students' English proficiency but also between an aspect of teachers' competence and total score of students' English proficiency. The correlation coefficient of professional aspect of teachers' competence was .392 which was higher than the r_{table} (.361). Therefore, it was concluded that professional aspect of teachers' competence had a positive correlation with total score of students' English proficiency significant at the .05 level.

On the other hand, there was no significant correlation found between teachers' pedagogical competence and students' English proficiency. The correlation coefficient was .183 (Lower than r_{table} , .361) with significance level .333 which is higher than .05.

Correlation between Students' Learning Motivation and Their English Proficiency

To see the relationship between students' motivation in learning English and their English proficiency, the writer evaluated the correlation between these two variables. The result of correlation analysis between students' motivation in learning English and their English proficiency achievement, however, showed different result from teachers' competence. It was exposed that the correlation coefficient ($r = .711$) was higher than the r_{table} (.361) at level of significance .000. Briefly, there was a positive significant correlation between students' motivation in learning English and their students' English proficiency.

Additionally, since there was a correlation between English proficiency (total) and motivation in learning English (total), each aspect of motivation in learning English were then analyzed and correlated to the total score of English proficiency. The results revealed that there were some aspects of learning English motivation that had statistical correlation to the total score of English proficiency. They were extrinsic, intrinsic, attitude, motivational strength, and expectancy with their correlation coefficient (r) 0.537, 0.684, 0.707, 0.728, and 0.462 respectively. They were significant at the 0.05 level for the aspects of expectancy and at the 0.01 level for extrinsic, intrinsic, attitude and motivational strength. Nevertheless, anxiety did not have significant correlation with students' English proficiency. The r obtained was -.335 with significance level .070, higher than .05.

Correlation between Teachers' Competence and Students' Learning English Motivation

In line with the correlation teachers' competence and students' learning English motivation, the result of the correlation between teachers' competence and students' motivation in learning English also showed that there was a positive significant correlation between these variables. The correlation coefficient (.73) was higher than the r_{table} (.361) which is significant at the 0.01 level. It means that there was a positive significant correlation between teachers' competence (total) and students' motivation in learning English (total).

Furthermore, the aspects of teachers' competence were also correlated to students' motivation in learning English (total). It was found that the total of teachers' competence score significantly correlated to all of the aspects of motivation in learning English except anxiety. Pedagogical aspect of teachers' competence was correlated to extrinsic, intrinsic, motivational strength aspects of motivation and motivation in learning English (total). Meanwhile, professional aspect of teachers' competence was correlated with extrinsic, intrinsic, attitudes, motivational strength, and expectancy aspects of leaning English motivation and motivation in learning English (total). The correlations were significant at the 0.05 and 0.01 level.

Nonetheless, there were also some aspects of teachers' competence and motivation in learning English which were not correlated. They were pedagogical aspect which was not correlated with anxiety ($r = .189$, $p = .317$) and expectancy ($r = .246$, $p = .190$) and professional aspect which was not correlated with both aspects of learning English motivation, attitude and, anxiety showed by correlation coefficient $.338$ (p value = $.68$) and $.177$ (p value = $.537$) respectively

Correlation between the Predictor Variables and the Criterion Variable

The result of the analyses revealed that the correlation coefficient between teachers' competence combined with students' motivation in learning English and English proficiency achievement was 0.758 at level of significance $.000$. Hence, it could be concluded that teachers' competence combined with students' motivation in learning English were significantly correlated with students' English proficiency.

Influence of the Predictor Variables toward Criterion Variable

The relationship between teachers' competence together with motivation in learning English and student's English proficiency achievement was also measured. The result showed that the contribution given by teacher's competence together with motivation in learning English and students' English proficiency achievement was 54.4% .

The results above showed that students' English proficiency was still lacking. It is supported by EF EPI survey in 2019 in which Indonesian English proficiency was also categorized country with low English proficiency. Indonesia ranked 61 from 100 countries participated. Hence, the result of the statistic is acceptable. It is in accordance with [Kirkpatrick \(2012\)](#) who found that even though Indonesian students had been taught English in primary school, their proficiency were still low. Then, results of teachers' competence showed that most teachers (50%) were in poor category, no one in excellent category, only 6.67% in good category and the rests were in enough and average category. This result was not surprising as South Sumatra province average score of teacher competence test (UKG) in 2019 for junior high school teacher was only 53.46 which was still below the standard score of 75 . Meanwhile, the average score of junior high school teachers in OKU Timur regency in 2019 was only 54.28 ([KEMENDIKBUD, 2019](#)).

The result of teachers' competence for each aspect showed that for professional aspect, there were more than 50% of the teachers in poor category (score less than 50). This is not much different from cumulative average score of teachers' professional competence score of South Sumatera province which is 53.4% . This information is very heartbreaking. According to the Regulation of the Minister of National Education no 16 of 2007, professional competence is related to teachers' mastery in their field which consists of grammatical, linguistic, discourse and sociolinguistic competence, along with the ability to use English for communication purposes in both written and spoken forms. However, [Azhar \(2016\)](#) in their study found that teachers rarely use their English, in the class or in the school. Though, it is generally known that English teachers must master English very

well to transfer the knowledge to students. Yet, English is rare among English teachers in Indonesia.

The result of teachers' pedagogical competence was also disappointing. Out of 30 teachers, 11 of them were in poor category meanwhile only 3 of them were in excellent category. This is somehow better than the cumulative average score of teachers in South Sumatera province which is 48.81 placing them into poor category. Sulistiyo (2016) pointed out that many teachers are still not common with active learning and holistic assessment needed by the curriculum. Also, even though the government had presented many kinds of trainings, teachers did not really gain new knowledge from the trainings. They joined the training only to add their credit point (Azhar 2016). This also explained why teachers' competence (total) was very low.

The result of motivation questionnaire showed that most of the students had high learning English motivation. It is reasonable for they are very aware of the importance of mastering English in Indonesia. Some of the reasons mentioned such as to pass English proficiency test, to have more job opportunities, to be able to interact with foreigners, to be able to communicate well while travelling and to impress other people. A survey done by Cambridge English and QS in 2016 showed that over 95 % of employers in non-native English-speaking countries surveyed stated that having English language skills are important (Cambridge Assessment English, 2016). Also, many job positions need employees with English skills ranging from the highest to the lowest like banking, finance, law, travel, leisure, hospitality, transportation, distribution and utilities. Moreover, having good English proficiency test score is also one of requirements to be accepted in many reputable universities and companies. In addition, it was found intrinsic aspect was the only aspect which gave the highest contribution (84.71%) to total score of learning English motivation. The result is the same with previous study done by Purwanti, Puspita and Mulyadi (2019) who found intrinsic motivation as the most dominant motivation in the study.

The result of correlation analyses shows a positive correlation between teachers' competence and students' English proficiency. This is in accordance with the results of some previous studies on the correlation between teachers' competence with students' performance in various subject. Ugbe and Agim (2010) found the correlation between teachers' competence and students' performance in chemistry. Same result was also obtained by Irfan (2010) who found a correlation between teachers' competence and students' achievement in Al Quran and Hadits subject. Students' English proficiency is influenced by many factors such as learning atmosphere, class sizes, learning and teaching resources, school accreditation, school location and teachers' competence. However, Yustika, Diem and Petrus (2019) believed that teachers give bigger impact than other schools factor toward students' English performance.

Professional competence deals with teachers' mastery of the subject matter and how to deliver it well to students which also includes the ability to use different kinds of teaching aids or facilities in achieving the objective of the study (the Regulation of the Minister of National Education no 16 of 2007). Therefore,

16 teachers are required to possess professional competence to improve students' achievement. On the other hand, if the quality of teachers is low, it can be a problem of learning English leading to students' poor English performance.

6 Finding shows that there was no significant correlation found between teachers' pedagogical competence and students' English proficiency. This is similar with Yustika, Diem and Petrus (2019) who also found no correlation between students' English performance and teachers' pedagogical competence in South Sumatera province. There are two reasons the writer could conclude from this result. First, Latchem et al. (2006) in their effort to promote teachers' pedagogical competence mentioned that teachers are required to be able to adopt and utilize the newest device and application used in by people in this century for teaching. However, not many teachers in the rural area are able to employ and master them. Usually, students are more technologically aware than the teachers. Hence, they are able to learn English more through those device and application without their teachers' influence. Second, there is a possibility of bias in the UKG test. As defined in Indonesian Government Regulation No. 74 year 2008, teachers' pedagogical competence is teachers' ability concerning teachers' ability in understanding, education basic knowledge, understanding learners' characteristic, developing curriculum and syllabus, designing learning activities, carrying out educational and dialogic learning, utilizing learning technology, evaluating learning outcomes, and developing students to actualize their potential. These abilities cannot be evaluated through written test only. Meanwhile, UKG test is in the form of multiple choices of 4 options amounted to 60-100 items worked on for 120 minutes which is only able to assess teachers' knowledge.

13 Regarding the relationship between students' motivation in learning English and their English proficiency, a positive significant correlation was also found. This is in line with Purwanti, Puspita and Mulyadi (2019) who found a significant correlation between English learning motivation and English proficiency achievement. Moreover, Syaveny and Johari (2018) in their study entitled "Motivation Toward Students' English Achievement" also revealed same result. This result shows that students with high learning English motivation will have high English proficiency and vice versa.

26 Additionally, a more specific observation at the correlation among aspects of the variables shows that some aspects of learning English motivation were correlated to students' English proficiency. It was found that all of the aspects of learning English motivation except anxiety are correlated to students' English proficiency. Those aspects are extrinsic, intrinsic, attitude, motivational strength and expectancy.

Concerning extrinsic motivation, Tileston (2004) defines extrinsic motivation as an influence from outside of a person to do something. It can be a reward, benefit or other reason. Moreover, intrinsic motivation also has strong relationship with students' English proficiency as An Min (2010) stated that intrinsic motivation is related to one's curiosity desire of knowledge and attention toward something. When a student learns something out of curiosity, they will try their best to learn it.

Attitude as one of the aspect of learning English motivation also has a relationship with students' English proficiency. This is also supported by Handayanti (2016) who found a significant correlation between students' attitude and their English achievement. The correlation shows a significant positive which means that the more positive the attitude the students possess, the better their English proficiency will be. As regards to the correlation between motivational strength and students' English proficiency, Dornyei (1994) have mentioned that motivational strength of students can be used to measure their proficiency in the second/ foreign language. Besides, teachers also need to consider expectancy too because expectancy is also correlated to students' performance as Sewell (2006) stated that lowered expectancy of success in learning will affect students' motivation which results in low learning outcomes.

Out of many aspects of students' motivation in learning English which are correlated with students' English proficiency, anxiety surprisingly shows no significant correlation with it. This may happen because of the nature of anxiety which can give different effect toward different students. There are two kinds of anxiety which are usually addressed as harmful and helpful anxiety or facilitating and debilitating anxiety. Williams and Andrade (2008, p. 181) defined facilitating anxiety as anxiety which can influence students in a positive way. It can compel students to conquer their anxiety and force them to study even more to get better result. On the other hand, debilitating anxiety or harmful anxiety gives opposite effect. It hinders students from learning well and gives bad contribution to students' learning outcomes. This vague trait of anxiety might influence the result of its' correlation with students' English proficiency.

The relationship between teachers' competence and students' motivation in learning English was also analyzed in this study. A positive significant correlation was found between the variables which is normal because Usman, Silviyanti and Marzatillah (2016) in their study have found that teacher has a strong influence on the motivation of student to learn English. Gursoy (2013) also supports this result as teacher is believed to be able to affect students' preference toward a subject.

In addition, an analysis to see the correlation between aspects of teachers' competence and students' motivation in learning English was also done. It was revealed that some aspects of those variables are correlated with each other. Pedagogical aspect of teachers' competence was correlated with learning English motivation (total), extrinsic, intrinsic, and motivational strength. Conversely, it was not correlated with expectancy and anxiety aspect of learning English motivation. It is similar to Saggaf, Slam, Wirawan and Nasriyah (2017) which conducted a study in a vocational school (2017) found a significant correlation between teacher's pedagogic competence and student's motivation. Consequently, the correlation found between pedagogical aspect of teacher competence and students' motivation in learning English (total) was really acceptable.

The professional competence aspect of teachers' competence was correlated to total score of learning English motivation and some of its aspects as well such as extrinsic, intrinsic, motivational strength, and expectancy. On the other hand, professional competence was not correlated with attitude and anxiety aspect

of learning English motivation. The relationship between teachers' professional competence and students' motivation is indisputable. [Sunarti and Romyani \(2018\)](#) define professional competence as teachers' ability in managing learning to make students enjoy the lesson and actively engage in the learning process.

As regards to the correlation between pedagogical aspect and students' expectancy, it is assumed that students' expectancy has no relationship with teachers' pedagogical competence. Expectancy for success is students' impression on their ability in completing their upcoming tasks/activities ([Xiang, 2017, p. 582](#)). In this case, it is their expectation of succeeding their English class. Hence, it can be assumed that students' expectancy for success in learning English primarily influenced by the factors they have beneath them.

Moreover, no correlation was found between teachers' professional competence and students' attitude. It means that teachers' professional competence did not have any influence on students' attitude in learning English. [Brown \(1994, p.168\)](#) described attitude as an aspect of human's mental development developed starting from childhood and the result of many influence such as parent, peer, people contacting with them and experiences. As for the attitude toward language learning, it is started once they knew about the language.

Concerning the result of stepwise method, the contribution given by teachers' competence on students' motivation in learning English was 55.2%. This is supported by [Usman, Silviyanti and Marzatillah \(2016\)](#) who found that teachers' competence could increase students' motivation in learning English. Moreover, specifically, professional aspect of teachers' competence also contributes 48.1% to students' motivation in learning English which is also corresponding to the result found by [Sunarti and Romyani \(2018\)](#) who found that teachers' professional competence had effect on learning motivation. Therefore, to increase students' learning motivation, teachers' professional competence should be increased too.

Furthermore, the last analysis, multiple regression was done to find the the relationship between students' English proficiency and teachers' competence combined with students' learning English motivation. The result revealed that teachers' competence combined with students' motivation in learning English were significantly correlated with English proficiency achievement. Moreover, these variables together contribute 57.5 % to students' English proficiency. [Sugita and Takeuchi \(2012\)](#) in their study proved that teachers are able to motivate their students by believing their students, showing good pedagogical skills and managing classroom effectively will be able to increase students' motivation to learn hence increasing their performance in the subject too.

CONCLUSION

Some conclusions can be drawn from the results of the study. First, there was a significant correlation between the English teachers' competence and the English proficiency of students at Junior high schools in Oku Timur. The correlation found was not only between the English teachers' competence (total) and students' English proficiency (total) but also between English teachers' competence aspects and students' English proficiency (total) proving their close relationship. In addition, English teachers' competence gave high contribution to students' English

proficiency. Second, a positive and significant correlation was also found between the learning English motivation of students at Junior high schools in Oku Timur and their English proficiency. The aspects of students' learning English motivation were also found correlated with their English proficiency (total). The contribution given by students' learning English motivation to their English proficiency was also high. The same result occurs between English teachers' competence and students' learning English motivation of Junior high schools in Oku Timur. Some of the aspects of those variables were found correlated and the contribution given by one variable to another variable was also high. Similar to that, when English teachers' competence was combined with students' learning motivation, a correlation was found between them and the students' English proficiency of Junior high schools in Oku Timur. They gave high contribution to students' English proficiency as well.

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