

**THE CORRELATION BETWEEN TEACHERS'  
PROFESSIONAL COMPETENCE AND STUDENTS' ENGLISH  
ACADEMIC OUTCOMES AT SMA SRIJAYA NEGARA  
PALEMBANG**

**A THESIS**

**by**

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**06011382025056**

**English Education Study Program  
Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
SRIWIJAYA UNIVERSITY**

**2024**

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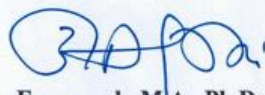
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## DECLARATION

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## **DEDICATION**

*This thesis is dedicated to my beloved family: Bapak, Ibu, Adek.  
Thank you for your support and love.*

## **MOTTOS**

*"Allah does not burden a person but according to his ability."  
- Al Baqarah 286*

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Palembang, 2024

The Writer

Tasya Nabilah Rizkyta

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## ABSTRACT

### THE CORRELATION BETWEEN TEACHERS' PROFESSIONAL COMPETENCE AND STUDENTS' ENGLISH ACADEMIC OUTCOMES AT SMA SRIJAYA NEGARA PALEMBANG

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#### ABSTRACT

Teachers act as facilitators and role models, shaping students' motivation, perceptions, and attitudes toward learning English. Teachers with diverse teaching strategies and methodologies can accommodate their students' varied needs and learning styles, ensuring inclusivity and engagement across diverse classroom settings. Therefore, it is crucial to recognize that teachers' professional competence is essential for positively influencing student academic outcomes. This study aims to investigate whether there was a significant correlation between teachers' professional competence and students' English academic outcomes at SMA Srijaya Negara Palembang. This study was applied quantitative research design with correlational design. The instruments of this study were the questionnaire teachers' professional competence and the documentation of students' English Academic Outcomes. The data were analyzed by using Pearson Product-Moment Correlation in SPSS 25. The findings revealed that: first, most of the teachers were categorized as High category. Second, most of the students were categorized as High category. Third,

*Keywords: Correlation, Teachers' Professional Competence, Students' English Academic Outcomes.*

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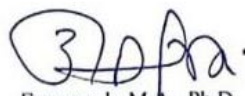
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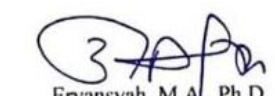
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# CHAPTER I

## INTRODUCTION

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

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

In today's globalized world, fluency in English has become an essential requirement for individuals and organizations worldwide. English has become a widely spoken commercial language, connecting people from around the world (Rao, 2019). According to Statista Research Department (2023), In 2023, approximately 1.5 billion individuals around the globe were native or second language English speaker. It is a medium for exchanging knowledge, ideas, and innovation between different cultures and backgrounds. Leotta & Dolidze (2022) state that English unites global citizens with 21st-century skills to improve the world. It is the best tool for sharing knowledge and collaborating. Through English, people can access the prosperity of information, engage in cross-cultural dialogues, and work together under any circumstances.

English is not a new subject for students in Indonesian schools (Sepyanda, 2017). English is an essential subject taught to students at all levels of education, According to Mattarima & Rahim (2011), the development of English teaching in Indonesia seems to touch on the recent English curriculum objectives. However, many tutors are available outside of school to help students improve their English proficiency. Febrianti (2022) states that, In Indonesia, many students need help understanding the material taught in school, so they often need tutoring outside of school to enhance their knowledge. However, only some students can use these tutors due to a lack of interest or financial constraints. Hence, the government, schools, and teachers must work together to provide accessible and affordable educational support for all students.

Schools have a significant role in enhancing the quality of English. Collaboration among policymakers, businesses, professionals, educational

institutions, students, and families is essential for implementing innovative learning environments, educational materials, and tools that support the availability of education (Ferri et al., 2020). Moreover, it is crucial to specify the factors that impact student performance, such as teacher development, modern resources, and inclusive learning environments. One important aspect to consider is establishing a comprehensive teacher training program that meets the specific needs of teachers in improving their English language teaching skills. Aimah et al. (2017) explained that teachers improved their pedagogical competence by adapting the material and approach for meaningful learning. These programs should encompass diverse methodologies, pedagogical approaches, and language acquisition strategies.

Teachers act as facilitators and role models, shaping students' motivation, perceptions, and attitudes toward learning English. Hasnah (2017) states that teachers shape their students' character and should possess qualities such as dedication, valuing diversity, critical thinking skills, and encouraging teamwork. Additionally, teachers with diverse teaching strategies and methodologies can accommodate their students' varied needs and learning styles, ensuring inclusivity and engagement across diverse classroom settings. As Collins et al. (2007) mentioned, teachers require knowledge to diagnose student difficulties effectively, offer helpful hints, sequence learning activities, and more. Therefore, it is crucial to recognize that teachers' professional competence is essential for positively influencing student academic outcomes.

Multiple researchers have studied the relationship between teachers' professional competence and students' academic outcomes. Kunter et al. (2013) studied how teachers' knowledge, beliefs, motivation, and self-regulation affect teaching quality and student outcomes. 181 teachers with 194 classes and 4,353 German secondary school mathematics students participated in this research. The study found that structural equation models showed that teachers' content knowledge, enthusiasm, and self-regulation improved instructional quality, leading to better student outcomes. Akram (2019) conducted a study at the secondary school level, which looked at how students' perceptions of teacher effectiveness relate to student achievement. This study was a correlational study that employed teacher

effectiveness indicators and student achievement as dependent variables. Using a multistage sampling technique, the researcher randomly selected 40 high schools (20 boys and 20 girls). Later, all students in grade 9 of these schools were sampled for data collection, for a total of 2000 students. The study found a moderate positive significant relationship between teacher effectiveness score and student achievement. Metzler & Woessmann (2012) highlights the crucial connection between teacher subject knowledge and student outcomes. The study examined a random sample of 6th-grade math and reading students, including over 12,000 students from approximately 900 randomly chosen primary schools in Peru. It discovered a significant correlation between teachers' subject knowledge and student achievement.

In the academic journey, the researcher completed the *Pengenalan Lapangan Sekolah* course during the seventh semester at SMA Srijaya Negara Palembang. The researcher comprehended the school's administration system through this course and became familiar with several students and teachers. The researcher actively observed the learning process during classes and paid attention to the interactions between teachers and students. However, this experience sparked an interest in exploring the correlation between teachers' professional competence and students' English academic outcomes at SMA Srijaya Negara Palembang.

Based on the explanation and personal experience above, the researcher aims to verify whether there is a correlation between the teachers' professional competence and students' English academic outcomes. This research will provide valuable insights to improve the quality of education and contribute positively to developing English language learning practices. The researcher expects that this study will positively impact schools in Indonesia.

## **1.2 Problem of the Study**

Concerning the background of the study, the problems are as follows:

1. How are the English teachers' professional competence at SMA Srijaya Negara Palembang?
2. How are the students' English academic outcomes at SMA Srijaya Negara Palembang?

3. Is there a correlation between teachers' professional competence and students' English academic outcomes at SMA Srijaya Negara Palembang?

### **1.3 Objective of the Study**

Referring to the problem above, the objectives of this study are as follows:

1. To determine the English teachers' professional competence at SMA Srijaya Negara Palembang.
2. To determine the students' English academic outcomes at SMA Srijaya Negara Palembang.
3. To determine the correlation between teachers' professional competence and students' English academic outcomes at SMA Srijaya Negara Palembang.

### **1.4 Significance of the Study**

This study is expected to have significant implications for the reform and development of education in Indonesia, particularly in English language education. The research investigates the correlation between teachers' professional competence and students' English academic outcomes at SMA Srijaya Negara Palembang. By examining this correlation, the study can deliver a valuable understanding of the effectiveness of existing educational practices and highlight areas that require improvement. In addition, the findings of this study have the potential to positively impact the academic outcomes of students in English language subjects. This study can help improve student outcomes and English proficiency through instructional strategies.



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[http://jim.teknokrat.ac.id/index.php/linguistics\\_and\\_literature/article/download/3252/841](http://jim.teknokrat.ac.id/index.php/linguistics_and_literature/article/download/3252/841)
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