THE CORRELATION BETWEEN THE SOCIAL COMPETENCE AND ENGLISH ACHIEVEMENT OF THE STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF SRIWIJAYA UNIVERSITY

A Thesis

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SRIWIJAYA UNIVERSITY

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DEDICATIONS

This thesis is dedicated to:

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The writer

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The writer,

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THE CORRELATION BETWEEN THE SOCIAL COMPETENCE AND ENGLISH ACHIEVEMENT OF THE STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF SRIWIJAYA UNIVERSITY

ABSTRACT

This study was aimed to find out the extent to what students have social competence, the English achievement, and whether or not there was a significant correlation between social competence and English achievement of the students of English Education Study Program of Sriwijaya University. The population of this study was all the students of English Education Study Program, Faculty of Teacher Training and Education of Sriwijaya University. The sample of this study was 139 students selected by purposive sampling. The data were collected by using a social competence questionnaire consisted of communicative, assertiveness, future orientation, critical thinking, identity formation and prosocial tendency, and English achievement documents and were analyzed statistically using the Pearson Product Moment Correlation analysis. The results show (1) Most of the students were in moderate level category in the six aspects of social competence. (2) Most of the students were in good level category in English achievement was (M=79.29). (3) There was no significant correlation between the six aspects of social competence and English achievement (r=.153, p-value=.073). In conclusion, the social competence level of students did not necessarily become the factor in determining their English. The implications of study for the future provided students are more confident to communicate not only in learning but also in the social environment and this will make it easier for them to find work.

Keywords: Correlation, Social competence, English Achievement

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CHAPTER I

INTRODUCTION

This chapter introduces the background of the study, the problems of the study, the objectives of the study, and the significance of the study.

1.1 Background of the Study

In Indonesia, English is considered important which compulsory subject at University. Lauder (2008) said that the function of English is broad, one of them is education. Mostly, lecturers in university use English as instruction when they teach, and most scientific learning is written in English. In Sriwijaya University, English is a compulsory subject for a graduation requirement. According to the National Agency of Education (as cited in Rokhyati, 2013), English is a foreign language that is one of the subjects to develop policy graduation competence in higher education.

Kusumaningputri (2010), English provides benefits to students, namely academic interest and non-academic interest. Academic interest is students able to listen, speak, read, and write about matters relating to the content or the contents of their scientific learning and non-academic interest is interests outside of their knowledge such as speaking, reading, listening, writing things that are used in daily life (daily needs). In other words, English is much needed.

In Sriwijaya University, there is English Education Study Program (FKIP) is one of the programs that use English. It is used as because the students are trained to be good in English. 2015 Curriculum Revision Workshop stated that the curriculum of FKIP Sriwijaya University has been expanded, the graduates have competence in accordance with their field of study, besides they become good in English, even though they are still not the same as native speakers but they can increase their quality of education and also can compete globally. In the meantime to achieve it all,

the students should be active in order to they can communicate, be confident, and manage emotions, so their learning process runs smoothly.

However, the subjects which are listening, speaking, reading and writing skills, pronunciation, translation, phonology, morphology, syntax, semantics, introduction to linguistics, second language acquisition, language testing that related to English still become a problem for students. The students should take all subjects because those subjects are compulsory subjects which are basic skills that must be owned by students. Sometimes the students think about the problem that they face because they are not smart in learning and they only focus in theory in some subjects and ignore other factors. Meanwhile, outside the education that students take, they must also have the competence to help the teaching and learning process run well. One of the competences is social competence because social competence is a long-life learning competence. The European Parliament (2006) stated that social competence is the ability to reflect on oneself, manage time and information effectively, work with others constructively, stay tough and manage your learning. In other words, everyone has social competence, but they have social competence a different level. Then, if students have social competence, they will be easy to do something, especially in learning. Kalimulin (2015) found that lack of social interaction skill in university graduates, because they cannot find constructive solutions, and they often do not develop social competence as well. The willingness and ability to take responsibility for oneself and others is one thing that should be obtained after graduating from university. Besides, many of students still do not understand the factor of their difficulty interacting with others, difficult to express their thoughts, and difficult to accept the thoughts of others, because most of them think that they are just not good at learning, so they try to learn continuously without thinking of other factors that are more important to balance the lessons so that they get good achievements. Therefore competence is very important, one of which is social competence to support their achievement in learning.

Many factors can help students get good English, one of them is they should have social competence. This greatly influences the success of higher education in academics, especially English achievement. Wiraya (2018) who conducted a study investigating English academic achievement faced by social-emotional competencies found that students had enough competence to maintain all situations in the class. Stepp, Pardini, Loeber, & Morris (2011) who investigated educational attainment problems faced by social competence among at-risk youth found that students who have good social competence are better in academic contrast with students who have poor social competence. According to Franco, Beja, Candeias, and Santos (2017), social competence greatly influences school success because it encourages the development of students learning. Social competence also directly encourages English language and psychology. Stepp, Pardini, Loeber, and Morris (2011) found that social competence largely influences adult education.

Based on, the problem that has been described above, the researcher tried to find if there is any correlation between social competence and English achievement. The writer was interested in conducting a study entitled "The Correlation between the social competence and English achievement of the students of English Education Study Program of Sriwijaya University".

1.2 The Problems of the Study

The problems of this study were formulated into the following questions:

1. To what extent do the students of English Education Study Program of Sriwijaya University have social competence?
2. What is the English achievement of the students of English Education Study Program of Sriwijaya University?
3. Is there any significant correlation between social competence and English achievement of the students of English Education Study Program of Sriwijaya University?

1.3 The Objectives of the Study

The objectives of this study to find out:

1. The extent to what do the students of English Education Study Program of Sriwijaya University have social competence.
2. The English achievement of the students of English Education Study Program of Sriwijaya University.
3. Correlation between social competence and English achievement of the students of English Education Study Program of Sriwijaya University.

1.4 The Significance of Study

The results of this study are expected to be advantage for some parts. First, lecturers should give more attention to form students' social competence in class. Second, students are expected to develop their social competence, so that the competence and their knowledge are balance, in order to when they learn, it will correspond between competence and knowledge. If they take control both of them, it helps students more confident in social life. Furthermore, for a researcher, this is an opportunity to enrich knowledge about the importance of social competence for our life. It is not only for students but also for all people. I hope it can give information and a reference for the next researcher.

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