THE CORRELATION AMONG TEACHER'S SOCIAL COMPETENCE, STUDENTS' LEARNING INTEREST, AND STUDENTS' MASTERY OF ENGLISH AT SMPK FRATER XAVERIUS 1 PALEMBANG

A Thesis by

E. DEA KLIRINDA
Student Number 06011381520050
English Education Study Program
Language and Arts Education Department

FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
PALEMBANG
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Approved by,

Advisor 1,	Advisor 2,
Soni Mirizon, M.A., Ed.D.	Dra. Zuraida, M.Pd.
NIP. 196711041993031002	NIP. 196205051988032004

Certified by,
Coordinator of English Education Study Program,

Hariswan Putera Jaya, S.Pd., M.Pd
NIP. 197408022002121003

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E. DEA KLIRINDA

Student Number 06011381520050

This thesis was defended by the writer in final program examination and was approved by the examination committee on :

Day : Saturday

Date : December 26th 2020

Approved by,

Advisor 1,	Advisor 2,
Soni Mirizon, M.A., Ed.D.	Dra. Zuraida, M.Pd.
NIP. 196711041993031002	NIP. 196205051988032004

Certified by,

Coordinator of English Education Study Program,

Hariswan Putera Jaya, S.Pd., M.Pd

NIP. 197408022002121003

DECLARATION

I, the undersigned,

Name : E. Dea Klirinda

Student Number : 0601381520050

Study Program : English Education

Certify that thesis entitled "The Correlation among Teacher's Social Competence, Students' Learning Interest, and Students' Mastery of English at SMPK Frater Xaverius 1 Palembang" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, January 2021

The Undersigned

E. Dea Klirinda

06011381520050

This thesis is dedicated to my beloved grandmother (Lucia Napsiah) and me.

MOTTO

"It always seems harder in your head than it actually is."

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Palembang, Desember 2020
The writer,

E. Dea Klirinda
NIM. 06011381520050

TABLE OF CONTENTS

TITLE PAGE i
APPROVAL ii
COMMITEE APPROVAL iii
DECLARATION OF PLAGIARISM iv
DEDICATIONS AND MOTTO v
ACKNOWLEDGEMENTS vi
TABLE OF CONTENTS vii
LIST OF TABLES x
LIST OF APPENDICES xii
ABSTRACT xiii

INTRODUCTION 14
1.1 Background 14
1.2 The Problems of the Study 18
1.3 The Objectives of the Study 18
1.4 The Significance of the Study 19
LITERATURE REVIEW 20
2.1 Teacher Competence 20
2.1.1 Professional Competence 21
2.1.2 Pedagogical Competence 22
2.1.3 Personal Competence 24
2.1.4 Social Competence 25
2.2 English Teachers' Competence 27
2.3 Student's Learning Interest 28
2.4 Student's English Mastery 30
2.5 A Brief Description of SMPK Frater Xaverius 1 Palembang 32
2.6 Previous Related Studies 33
2.7 The Hypotheses of the Study 34
METHODOLOGY 36

3.1 Research Design 36
3.2 Variables of the Study 37
3.3 Operational Definitions 37
3.4 Population and Sample of the Study 38
3.4.1 Population 38
3.4.2 Sample 39
3.5 Techniques of Collecting the Data 40
3.5.1 Questionnaire 40
3.5.2 Documentation 41
3.6 Validity and Reliability 41
3.6.1 Validity and Reliability of the Questionnaires 42
3.6.1.1 Study Interest Questionnaire 42
3.6.1.2 Teacher's Social Competence 43
3.7 Techniques of Analyzing the Data 44
3.7.1 Questionnaires 44
3.7.2 Documentation 45
3.8 Correlation Analysis 46
FINDINGS AND INTERPRETATION 47
4.1 Findings 47
4.1.1 The result of Teacher's Social Competence 47
4.2. Statistical Analysis 53
4.2.1. Normality Test 53
4.2.2. Homogeneity Test 54
4.2.3. Linearity Test 55
4.2.4. Correlation between the criterion (Teacher's Social Competence, Students' Learning Interest), and the predictor (Students' Mastery) 57
4.2.5. Regression Analysis 59
4.3. Interpretation 60
CONCLUSION AND SUGGESTIONS 63
5.1. Conclusion 63
5.2. Suggestions 63

REFERENCES.....64

APPENDICES.....72

LIST OF TABLES

Table 1 The Population of the Study 38
Table 2 The Sample of The Study..... 39
Table 3 The Specification of The Teacher's SC Questionnaire..... 41
Table 4 The Specification of The Study Interest Questionnaire 41
Table 5 The Category and Score of Teacher's SC Questionnaire 45
Table 6 The Category and Score of Teacher's SC Questionnaire Result 45
Table 7 The Category and Score of Study Interest Questionnaire..... 45
Table 8 The Category and Score of Study Interest Questionnaire Result 45
Table 9 The Students' Test Scores Interval 46
Table 10 Degree of Correlation Coefficient..... 47
Table 11 Descriptive Statistics of Teacher's SC Questionnaire (VIII)..... 48
Table 12 Descriptive Statistics of Teacher's SC Questionnaire (IX) 49
Table 13 Distribution of Teacher's SC Questionnaire (VIII) 49
Table 14 Distribution of Teacher's SC Questionnaire (IX) 49
Table 15 The Cumulative Means of TSC Specifications (VIII) 50
Table 16 The Cumulative Means of TSC Specifications (IX)..... 50
Table 17 Descriptive Statistics of Study Interest Questionnaire (VIII) 51
Table 18 Descriptive Statistics of Study Interest Questionnaire (IX)..... 51
Table 19 Distribution of Study Interest Questionnaire (VIII)..... 51
Table 20 Distribution of Study Interest Questionnaire (IX) 52
Table 21 The Cumulative Means of SIQ Specifications (VIII) 52
Table 22 The Cumulative Means of SIQ Specifications (IX)..... 52
Table 23 Descriptive Statistics of Students' Mastery (VIII)..... 53
Table 24 Descriptive Statistics of Students' Mastery (IX) 53
Table 25 Distribution of Students' Mastery (VIII) 54
Table 26 Distribution of Students' Mastery (IX)..... 54
Table 27 The Normality Test of Teacher's Social Competence 55
Table 28 The Normality Test of Students' Leaning Interest..... 55

Table 29 The Homogeneity Variance Test Teacher's Social Competence and Students' Mastery 56
Table 30 The Homogeneity Variance Test Student's Learning Interest and Students' Mastery 56
Table 31 The Linearity of Teacher's Social Competence and Students' Mastery (VIII and IX) 57
Table 32 The Linearity of Students' Learning Interest and Students' Mastery (VIII and IX) 58
Table 33 The Result of The Pearson Correlation 59
Table 34 The Regression Analysis among Teacher's Social Competence, Students' Learning Interest, and Students' Mastery 61

LIST OF APPENDICES

Appendix A : Teacher's Social Competence Questionnaire

Appendix B : Study Interest Questionnaire

Appendix C : Teacher's Social Competence Questionnaire Validation

Appendix D : The Results of Teacher's Social Competence Questionnaire (8^{th})

Appendix E : The Results of Teacher's Social Competence Questionnaire (9^{th})

Appendix F : The Results of Study Interest Questionnaire (8^{th})

Appendix G : The Results of Study Interest Questionnaire (9^{th})

Appendix H : English Final Score (Report Card Class 8^{th})

Appendix I : English Final Score (Report Card Class 9^{th})

Appendix J : Surat Usul Judul

Appendix K : Surat Keputusan Pembimbing Skripsi

Appendix L : Research Design Seminar Approval (pre)

Appendix M : Thesis Research Design Seminar Suggestion List

Appendix N : Research Design Seminar Approval (post)

Appendix O : Surat Izin Melaksanakan Penelitian SMPK Frater Xaverius 1 Palembang dari Kesbangpol

Appendix P : Surat Izin Melaksanakan Penelitian SMPK Frater Xaverius 1 Palembang dari Dinas Pendidikan Kota Palembang

Appendix Q : Surat Keterangan Telah Melaksanakan Penelitian di SMPK Frater Xaverius 1 Palembang

Appendix R : Preliminary Research Report Approval (pre)

Appendix S : Preliminary Research Report Approval (post)

Appendix T : Thesis Final Exam Approval (pre)

Appendix U : Thesis Final Exam Approval (post)

THE CORRELATION AMONG TEACHER'S SOCIAL COMPETENCE, STUDENTS' LEARNING INTEREST, AND STUDENTS' MASTERY OF ENGLISH AT SMPK FRATER XAVERIUS 1 PALEMBANG

ABSTRACT

Social competencies and learning interest are the two of the most important things in teaching and learning process. Social competence is how an individual can accomplish his/her own goals in a social context, forming the basis for an ability of a person to integrate into a social community. Thus, social competence becomes an important foundation for better interpersonal interactions where individual interests will not be eliminated. Interest in academic context is a powerful motivation that can energizes learning process that is essential to academic success. In relation to this the writer conducts the research study to find out the correlation among Teacher's Social Competence, Students' Learning Interest and Students' Mastery of English at SMPK Frater Xaverius 1 Palembang. The number of the sample was 206 students from the eighth and ninth graders with convenience sampling. The instruments used in this study are the Teacher's Social Competence Questionnaire, Study Interest Questionnaire and Students' Mastery (final report score) which are analyzed by using Pearson Product-Moment Correlation in SPSS version 24. The findings show that the correlation between Teacher's Social Competence and Students' Mastery is .207 (grade VIII) and -.211 (grade IX), and the correlation between Students' Learning Interest and Students' Mastery is -.282 (grade VIII) and -.207 (grade IX). The result shows that there is significant correlation between the variables. The result shows for Teacher's Social Competence, the p-value is .031 (grade VIII) and .038 (grade IX) for Students' Learning Interest the p-value is .003 (grade VIII) and .039 (grade IX).

Keywords: Correlation, Teacher's Social Competence, Students' Learning Interest, Students' Mastery

A thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University

Name : E. Dea Klirinda

Student Number : 06011381520050

Approved by,

Advisor 1,	Advisor 2,
Soni Mirizon, M.A., Ed.D.	Dra. Zuraida, M.Pd.
NIP. 196711041993031002	NIP. 196205051988032004

Certified by,

Coordinator of English Education Study Program,

Hariswan Putera Jaya, S.Pd., M.Pd

NIP. 197408022002121003

CHAPTER I
INTRODUCTION

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

1.1 Background

The good quality of education is often assessed based on the high or low values obtained by students. Though in the world of education is not as narrow as that. Undang – Undang No. 14 of 2005 concerning Teachers and Lecturers article 10 paragraph 1 states that being a teacher is required to be able to fulfill four competencies, they are pedagogic competence, personality competence, professional competence and social competence.

Rismadewi (2012) states this yields the field of teacher professional development that has received major attention during the past few years. The role of teachers in students' mastery is in the central to this concern. Higher requirements for teachers accompany the push for better requirements for students and extra duty for student learning, and expert improvement is an essential link among new policies, school reform, and advanced academic practice.

Teachers are professional educators with primary task of educating, teaching, guiding, directing, coaching, assessing and evaluating students in early childhood education, formal education, primary education and secondary education (Undang – Undang No. 14 Year 2005). A teacher has a major role in developing education in this country and also determines the students' success, particularly in relation to teaching and learning. In addition, teachers have great influence in shaping the outcome of the education (Sembiring, 2002). Therefore, any strive being made to enhance the excellent of schooling might now no longer offer a significant contribution without the aid of a expert and certified teacher.

It cannot be denied that creature is of social nature. In his existence complete of diversity, an individual is directly related to other humans from an early age until the end of existence. Social interactions of everyone broaden in lots of extraordinary ways; so everyone desires definite social capabilities and

competencies. The importance of those capabilities and competencies are mirrored in scientific written works, where trend of their developing significance in personal and public existence is clearly the focal point (Reitz, 2012). This is commonly expressed as a "social competence" and this idea profits increasingly interest additionally in educational research. Social competence (SC) is one of the most important competences required for successful performance of the teaching profession. Teacher should create a powerful learning environment that supports students' development. Strengthening students' social and emotional competences provides aid and support for lifelong learning and social and emotional implementation of the teaching process (Dubovicki & Nemet, 2015). The ability to manage social relationships that require a variety of skills, abilities and capacity in solving problems that occur in interpersonal relationships. The significance of social competence for teachers can be felt in many social contexts (Rosyada, 2016). Social competence is performance oriented that refers to the performance in typical interactions, not under ideal conditions. It requires interaction between person and the social environment (school) for an effective approach.

Approach with students is considered important for the development of student psychology and students are expected to have the courage to socialize so that it can foster a sense of confidence in students themselves. Education, as a task, is entangled from numerous interactions between persons and group activities, so the significance of social competence and various forms of its progress could not be contradicted. As Joseph E. Zins (2007, p.3) stated "schools are social places and learning is a social process" and "students do not learn alone but rather in collaboration with their teachers, in the company of their peers, and with the support of their families". J.Justman (1943) (as cited in Gedviliene, Gerviene, Pasvenskiene & Ziziene, 2014, p. 40) even suggested that social competence should be "as a practical goal of education for our society and in our time". During learning process, a human now no longer handiest learns socially ready behavior, however those capabilities additionally assist to create effective gaining knowledge surrounding which enriches all contributors of the learning process. Social competence in education discloses itself through the process of

communication and mutual support for successful future personal and expert improvement with inside the speedy converting social and economic states and for active involvements in numerous communities.

Interest is essential for academic success. Interest has a strong influence on individuals' cognitive and affective functioning (Renninger, 2000) interest has been conceptualized both as an individual predisposition and as a psychological state that focus on individuals' beliefs and cognitive representations (motivational context such as task value, self-efficacy and achievement goals). Focused attention, increased cognitive and affective functioning, and persistent effort will characterized this psychological state (Ainley, Hidi & Berndorff, 2002). Within the interest literature, the connection between interest and learning has targeted on three forms of interest: individual, situational, and topic. In this study, teachers' social competence and English can be part of topic interest, and school, classroom also students' environment including in situational interest. Meanwhile students' learning interest can be included in the type of individual interest, because there is a relationship with the tendency of students' individuals to attend certain stimuli in learning English. This action is related with a psychological state of positive affect and persistence and tends to result in increased learning (e.g. Ainley et al.2002). For example, the student with an individual interest in fauna and conservation seeks possibilities to have interaction in related activities and whilst so engaged experiences leisure and expands his or her knowledge. Within the broader vicinity of schooling, students have now no longer simply one individual interest however a network or system of individual interests, some carefully associated with the goals of classroom learning, others opposite to classroom learning. There is a possibility for teachers' social competence and student's learning interest to affect students' mastery.

The learning of English language, however, is made out to be a tough process. Factors such as motivation, aptitude, age and socio-cultural background are known to influence learning outcomes (Balderrama & Diaz-Rico, 2006). Moreover, the views of the foremost stakeholders, namely students, are often not pondered when courses are designed thus resulting in the needs of the learner not

making up course aims and objectives (Dudley-Evans, 2001). It is broadly perceived that most English language programs merely expect learners to combine into current instructional discourses without taking into consideration their previous experience and background. It is important to make the coaching and studying system easier for English language newcomers. Establishing a language learning surroundings this is indigenous, supple, interactive, structured and grounded on learners' previous knowledge and impression will ease the learning process. This is especially important as communication in everyday life is increasingly becoming visual or multimodal in nature (Thesen, 2001).

As reported in 2015, English is officially chosen as the ASEAN language and the lingua franca for the AEC (ASEAN Economic Community) which began in 2015. A community that not only emphasizes the formation of a single market in economic terms, but also pays attention to the unification of the socio-cultural aspects. So it is important to improve human development, develop strategies for sustainable development, poverty alleviation programs, educational cooperation, and empowerment of women and children in order to reduce the development gap that is still quite large in ASEAN countries (Handayani, 2016). For this reason, the role of education, especially English, is very important and requires community preparedness to be able to actively communicate in English, both written and oral in formal and official communication according to the needs in life. It is the sooner the better to be proficient in English not only for AEC but also for the next challenge in students life.

A research is considered to conduct in investigating the correlation among social competence of teachers, students' learning interest on students' mastery of English at SMPK Frater Xaverius 1 Palembang. SMPK Xaverius 1 is one of the schools, that has a vision, one of which is to actualize a noble person and has a mission to realize a virtuous person will provide the best performance in realizing success in social interaction at school, both in the form of subjects in school and the example set by his teachers. That way, conducting research in this school will provide an opportunity for researchers to conduct research regarding teacher

social competence and its correlation for students being taught, especially in English language lessons.

The observation classroom and questionnaires distribution will be only for grade VIII and IX students because they had known their English teachers in the previous years.

1.2 The Problems of the Study

The problems of the study are fundamental into the following questions :

1. Is there any significant correlation between teachers' social competence and students' mastery of English at SMPK Frater Xaverius 1 Palembang?
2. Is there any significant correlation between students' learning interest and students' mastery of English at SMPK Frater Xaverius 1 Palembang?
3. Is there any significant correlation between two predictor variables (teachers' social competence and students' learning interest) and the criterion variable (students' mastery)?

1.3 The Objectives of the Study

1. To find out whether or not there is any significant correlation between teachers' social competence and students' mastery of English at SMPK Frater Xaverius 1 Palembang.
2. To find out whether or not there is any significant correlation between students' learning interest and students' mastery of English at SMPK Frater Xaverius 1 Palembang.
3. To find out wether or not there is any significant correlation between two predictor variables (teachers' social competence and students' mastery) and the criterion variable (students' mastery).

1.4 The Significance of the Study

The result of this study is purposefully anticipated to present several useful contributions for SMPK Frater Xaverius 1 Palembang with some benefits are as follows; first, it will be such a great advantage for them to be able to know and reflect students' interest in English which will be considered for school whether it already good enough or not for making students' interested to study in the school, specifically English lesson. Second, the study is expected to widen up English teachers' in developing teaching skill to fulfill social competence. On the one hand, social competencies bring through an acting individual to resolve his/her own goals in a social context (Hinsch Pfingten, 2002), and on the other hand, they form the fundamental for an individual's ability to integrate into a social community (DuBois & Felner, 1996). Third, the aim of this study is about necessity to improve the quality of teachers at the school which will affect the image of the school. Some parents will see the school reputation from teachers, especially their social interaction which can maintain the relation between school and students' parents. Furthermore, hopefully this can give more valuable information and can be useful as a reference for the next researcher.

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