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TEACHER SOCIAL COMPETENCE, STUDENT LEARNING MOTIVATION, AND LEARNING OUTCOMES IN ENGLISH SUBJECT AT AN INDONESIAN JUNIOR HIGH SCHOOL

A Final Project
submitted in partial fulfillment of the requirements for the degree
of Sarjana Pendidikan in English Language Education

by

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DECLARATION OF ORIGINALITY

I, Qurrot Ainy, hereby declare that this final project entitled Teacher Social Competence, Student Learning Motivation, and Learning Outcomes in English Subject at an Indonesian Junior High School is my own work and has not been submitted in any form of another degree or diploma at any university or other institutes of tertiary education. Information derived from the published and unpublished work of other has been acknowledge in text and a list of references is also given.

Semarang, May 2020

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APPROVAL

This final project entitled Teacher Social Competence, Student Learning Motivation, and Learning Outcomes in English Subject at an Indonesian Junior High School has been approved by the board of examiners and officially verified by the Dean of Languages and Arts Faculty of Universitas Negeri Semarang on May 2020.

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MOTTO AND DEDICATION

"We are all lost souls, wandering in the night, trapped in our own minds. Free your racing mind anxiety and find inner peace in a world of chaos"

(Anonym)

"Everything what we strive for, what we struggle with, work hard on it. It will worth the wait"

(Anonym)

"The dawn before the sunrise is the darkest,, but remember the star you wish for only shine in the darkness"

(Min Yoon Gi)

To:

My beloved Umi and Abi

(Ibu Martiti Mustikaning Ati and Bapak Budhi Tristanto)

My beloved sisters and brothers

(Layla Hasanah, Muhammad Imam, Amaliyah Azzahra, Ahmad Ali Hamzah)

My precious friends

(Emmanuela, Husna, Rizqi, Vindi, Tyssa, Lifana, Ektri, Afa, Bagus)

My supporter system

(Anfitra Rais Alfarel)

My self

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ABSTRACT

The quality of education in Indonesia is still far from adequate. Based on the Global Education Monitoring Report from UNESCO data in 2016, the teacher in Indonesia ranked 14th out of 14 developing countries. Moreover, from the Teacher Competency Test in 2015 results, the national average is only 44.5 far below the 75 standard. While according to the study conducted by Chang et al. (2014) both certified and uncertified teachers in their competencies have no impact on student learning outcomes. The purposes of this research are (1) to investigate the correlation between teacher social competence and student learning outcomes in English subject at junior high school (2) to investigate the correlation between student learning motivation and student learning outcomes in English subject at junior high school (3) to investigate the correlation between teacher social competence and student learning motivation in English subject at junior high school. The population of this study is all of the students of Junior High School 1 Purbalingga academic year 2019/2020. The total of the sample in this study is 90 students. The sampling technique is stratified convenience sampling. In collecting data, there were some research instruments used: questionnaires and documentation. The research data was analyzed by Pearson's product-moment. Based on the analysis and statistical quantification, it was found out that the results of this study were: (1) there is a positive and significant correlation between teacher social competence and student learning outcomes at Junior High School 1 Purbalingga on English subject as shown by the value of Pearson correlation coefficient 0.919. It's indicated a very strong correlation; (2) there is a positive and significant correlation between student learning motivation and student learning outcomes at Junior High School 1 Purbalingga on English subject as shown by the value of Pearson correlation coefficient 0.908. It's also indicated a very strong correlation; (3) there is a positive and significant correlation between teacher social competence and student learning motivation at Junior High School 1 Purbalingga on English subject as shown by the value of Pearson correlation coefficient 0.994. It's a very strong correlation. As a conclusion, teacher social competence correlation is higher than student learning motivation. Therefore, the teacher should work on their social skill to improve student learning outcomes. On the other hand, the students need to motivate themselves.

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CHAPTER I

INTRODUCTION

This chapter covers the background of the study, the reasons for construct the topic, the research questions, the purposes of the study, the limitation of the study, the significance of the study, and outline of the research report.

1.1 Background of the Study

The quality of education in Indonesia is still far from adequate. Based on the Global Education Monitoring Report from UNESCO data in 2016, the teacher in Indonesia ranked 14th out of 14 developing countries. Moreover, from the Teacher Competency Test in 2015 results, the national average is only 44.5 far below the 75 standard. While according to the study conducted by Chang et al. (2014) both certified and uncertified teachers have no impact on student learning outcomes.

The teacher is associated closely with student in the implementation of education on daily basis. In carrying out the task the teacher must have competence. Minister of National Education Regulation number 16 of 2007 regarding academic qualification standards and teacher competencies explains that every teacher must meet the teacher competency qualification. The competency that the teacher should have are professional, pedagogy, personality, and social competence (Uno & Lamatenggo, 2016). Social competence is needed to attract students' interest in teaching and learning sessions. Social competence is the teacher's ability to communicate and interact effectively and efficiently with students, peers/professionals, parents of students, and society moreover does not discriminate against ethnicity, race, and language (Kunandar, 2014). To have the best learning outcomes the student must have high learning motivation. Learning motivation is an impulse for someone to do something and achieve a goal and that is learning outcomes (Uno, 2007). Learning outcomes

are scores obtained by students who have completed the concepts of subjects in accordance with minimum learning mastery standards established with the applicable curriculum.

The principle underlying the assessment of learning outcomes is to provide hope for students and teachers to be able to improve the quality of learning (Mansur, 2009). Quality in the sense that students become effective learners and teachers become good motivators. In this case, the learning outcomes become the reason for determining the next steps to solve the problems so the students can improve their learning.

1.2   Reasons for Choosing the Topic

Based on reality, learning outcomes are what students and teachers struggling for. The teacher needs to meet qualified competence, while the student needs to motivate themselves to achieve the best result. The teacher as a factor that determines the success of students results from the way they deliver the material, the technique they use to make the class alive, and assessing the student to get the best result. Relate to the statement before the researcher wants to look through the correlation between teacher social competence and learning motivation on student learning outcomes in the English subject of junior high school students.

1.3   Research Questions

Based on the background presented above, the researcher wants to find out the answer to the following questions:

(1)   What is the correlation between teacher social competence and student learning outcomes in English subject at junior high school?

(2)   What is the correlation between student learning motivation and student learning outcomes in English subject at junior high school?

(3) What is the correlation between teacher social competence and student learning motivation in English subject at junior high school?

1.4 Purposes of the Study

The purposes of this study are:

(1) To investigate the correlation between teacher social competence and student learning outcomes in English subject at junior high school.

(2) To investigate the correlation between student learning motivation and student learning outcomes in English subject at junior high school.

(3) To investigate the correlation between teacher social competence and student learning motivation in English subjects at junior high school.

1.5 Limitation of the Study

This study is limited to the correlation between English teacher social competence and student learning motivation on student learning outcomes. Students here are the students who learn English subject at Junior High School State 1 Purbalingga. The learning outcomes here are only in the cognitive area based on the first-semester report book.

1.6 Significance of the Study

This study is supposed to have a significant contribution to the quality improvement of language teaching such as the following:

(1) Development of Science

This study is expected to add insight into the development of science and knowledge. Also, this study could be used as a literature review on similar objects or other aspects which have not been revealed in this study.

(2)   Practical Uses

This study is expected as a suggestion for teachers and students in implementing teaching and learning in school. As well as a basis to improve their performance to get the best learning outcomes. For the teacher, this study could be a reference for them the use of social competence in teaching and learning sessions. While for the student after knowing that the teacher takes a role in the success of their study they improving their motivation and performance to get the best learning outcomes.

1.7   Outline of the Research Report

This final project is distributed into five chapters. Chapter I presents the introduction which includes the background of the study, reasons for choosing the topic, research questions, purposes of the study, limitation of the study, significance of the study, and outline of the study.

Chapter II comprises related literature consists of three subchapters. The first presents the review of previous studies, the second is about the review of theoretical studies, and the last subchapter is the theoretical framework of this study.

Chapter III the methods of the investigation are discussed in nine subchapters covering research design, object of the study, subject of the study, research variables, hypotheses, type of data, instrument for collecting data, method of collecting data, and method of analyzing data.

Chapter IV reports the result of the study from the general description, the result of the research, and the discussion of the research. It shows how the researcher analyzes the data and then obtains the result from the analysis.

Last, Chapter V presents the conclusion of the research based on the result of the study and some suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains a description of some reviews of previous studies, theoretical background, and theoretical framework. The review of previous studies presents some studies that have been done before this, but with the same object as this study. Theoretical studies consist of experts' opinions about the theories related to the topic chosen by the researcher, such as the definition of teacher competencies, the definition of learning motivation, and the definition of learning outcomes. Meanwhile, the theoretical framework shows a summary of those two reviews above.

2.1   Review of Previous Studies

Several researchers have conducted studies about the correlation between teacher social competence and their students' motivation in learning on their learning outcomes. The studies that have been done as follows:

2.1.1 Teacher Competencies toward Learning Achievement and Learning Motivation

Four teacher competencies such as pedagogical, personal, professional, and social partially influence the learning performance also simultaneously and significantly in improving the quality of performance in the learning process (Hakim, 2015). This result based on the study conducted at Konawe Southeast Sulawesi. The approach of this study is a correlation with the proportional sampling technique. The data were analyzed using multiple regression. The population of this study is all certified teachers. The sample is taken proportionately from 117 faculty spread of 25 high schools at Konawe Southeast Sulawesi. The data were collected used observation and questionnaires. It analyzes using multiple linear regression.

Usman et al. (2016) conducted a study about the influence of teachers' competence towards student learning motivation in learning English. The researcher used a questionnaire to 24 students at a sports school in Banda Aceh, Indonesia. The five closed and open questions on the questionnaire were adapted from Zhao. The result of the study is teachers' competence such as personality, cognitive ability, teacher's affection, and teacher's way of presenting lessons influence students' learning motivation in learning English.

There are four competencies owned and performed by the English teacher when teaching English subjects such as pedagogic competence, personal competence, social competence, and professional competence (Lao, Kaipatty, & Jeronimo, 2017). This result based on the study conducted at Senior High School 2 Kupang. The qualitative method was used in this study. The research instrument was observation and interview. The sample of this study is four English teachers at Senior High School 2 Kupang.

Teaching and student learning have parallel conceptions where both of them relate to each other (Gow & Kember, 1993). This investigation of the study through semi-structured interviews with the lecturer at a polytechnic. The main orientations are teaching and learning facilitation and knowledge transmission. The result of the study found to correlate with data on student learning from longitudinal surveys used applications of the Study Process Questionnaire.

Cahyani (2014) conducted a study about the relationship between students' perceptions of teacher's pedagogic competence, personality competence, and social competence with student achievement motivation in accelerated classes at Senior High School State 1 Gresik. The sample of the study is 17 students which consisted of 9 boys and 8 girls in the first grade. The instrument of the study is a questionnaire consist of 65 items about teacher's pedagogic competence, personality competence, and social competence also 20 items about the measurement of learning motivation. The data analysis used Pearson's product-moment with

the help of SPSS 20 for Windows. The result shows it is positive and significant direct if students have high perception toward the teacher's competence, it will make the student's achievement high too.

Arshad (2009) has done a study where he evaluates secondary school teachers' competency in English subject. This study aims to find out the level of secondary teachers' competency in English subject and gaps in teachers' competency also factors affecting it. The data was collected questionnaires for headmaster, secondary school teachers who teach English subject, and students of 9th and 10th classes. The population of this study was secondary school teachers from the province of Punjab. Three districts of Punjab were selected through random sampling. The sample of this study was 48 headmaster, 192 secondary school teachers and 480 students of 9th and 10th classes, 4 girls and boys from rural and urban of each school were selected. The researcher used Chi-square and correlation to analyze the data. The researcher found out that the teachers have gaps in their teaching competencies such as vocabulary teaching, oral communication, pronunciation, intonation, preparation, and assessment valid test. The students' strength, lengthy syllabus, and teaching more than one subject affected teachers' competency. The teacher needs to be trained specially in speaking skills with proper intonation and fluency, the syllabus should contain valid test preparation and assessing technique.

Jayengsari (2013) conducted a study about the influence of teacher competence on learning achievement in accounting subjects at the whole Vocational High School Bandung. This study used the descriptive method. A random sampling technique was used to select the students from 17 Vocational High School at Bandung. The sample of the study is 93 students. The researcher used a questionnaire to gather the data of teacher competence and eleven grade's final assessment score of 1st semester as learning achievement data. The finding of the research shows four teacher competencies influence learning achievement for about 25.5% while 75.5%

affected by another variable which not included in this research. The result of the f-test acknowledges that pedagogy, professional, social, and personality of teacher competence influence significantly towards learning achievement. The result of the t-test shows that four teacher competences correlate with students' learning achievement.

Warman (2015) conducted a study about the effect of teachers' professional competence and learning motivation on students learning achievement in the Accounting Department Vocational High School 1 Jambi. The population in this study was all of the students majoring in accounting as many as 423. The sample of the research is 85 students. The sampling technique is proportionate stratified random sampling. The data collection procedure used a questionnaire. The data were analyzed using simple and multiple linear regression and Pearson correlation. The result showed there was a positive and significant impact of the professional competence on student learning outcomes at 86.9%, learning motivation toward learning outcomes at 90.6%, professional competence and motivation on learning outcomes at 90.6%.

A study about the influence of learning motivation on learning outcomes in Mathematics subjects at Angkasa Elementary School State 10 Halim Perdana East Jakarta by Astriyani et al. (2016) revealed that it's positive and significant. The instrument of the study is a questionnaire and math test as the learning outcomes data with the population is all students class VI. The sample of the study is chosen randomly. The student motivation measured with attitude scale test that based on the content validation. The reliability calculated by Cronbach alpha formula. The test for achievement data provided in accordance with the applicable curriculum.

There is a correlation between the teacher's social competence and students' affective learning achievement in Economy subjects (Enita, 2011). The study was conducted at Public Senior High School 2 Kampar. To collect data the research used observation, interview, and documentation. This study used correlation analysis which Pearson product-moment. The population of this study is 884 students, the sample of this study is 132 students and 3 Economic

teachers. According to the percentage reached in this study the teacher's social competence and students' affective learning achievement at Public Senior High School 2 Kampar has a great contribution toward learning achievement. The influence level of two variables ranges in the middle category or enough it is 0.532, while coefficient determination (r square) is 0.274 contribution level of teachers' social competence with student's affective learning achievement as much as 27.4% and the rest is determined by another variable.

Teacher social competence has a contribution to the cognitive learning outcomes of the student at Junior High School 25 Pekanbaru (Yani, 2013). The study used observation, questionnaire, and documentation to collect data. This study used total sampling and the sample is 3 teachers also 35 students. Correlation product-moment by Pearson used to analyze the data. Based on the percentage achieved in this study, the social competence towards student learning outcomes has a high influence which is positive and significant that is 0.511. The coefficient of determination (r square) is 0.261 where the level of the contribution of teacher social compete on learning outcomes is 26.1% whereas the rest is determined by other variables which not examined in this study.

Teacher social competence influence students learning achievement in Mathematics subjects at Senior High School 1 Narmada academic year of 2016/2017 (Maryam, 2017). The study used proportionate stratified random sampling to determine the sample. The sample is 82 students out of 456 students. The study used the ex-post-facto research design. The instrument is a questionnaire with a close-ended answer and final exam 1st-semester score as the learning achievement data. The instrument is already been tested the validity and reliability. While for the data analyzed using the normality test, linearity test, and correlation test. The hypothesis was analyzed using simple linear regression. The result shows the student perception of teacher social competence categorizes in the middle with an average value of 48,5244 or 98%. While for student learning achievement in Mathematics subject categorize as strong with an average

value of 83 or 83%. The hypothesis shows there is significant influence between teacher social competence and student learning outcomes in Mathematics subject at Senior High School 1 Narmada academic year 2016/2017 for about f-distribution 9.027 and f-table 3.96.

Winaryati and Lutfiyah (2017) state there is a relation of teacher's social competence with student's learning outcomes since the teachers have the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating. The student who was concerned could do exercise given by the teacher and their score was great. This is based on the study conducted at Senior High School Muhammadiyah 1 Semarang. This study used a descriptive qualitative method with a questionnaire, observation, interview, and documentation to collect the data. The sample of this study is 26 XI Science students at Senior High School Muhammadiyah 1 Semarang.

Teaching competence of teachers and learning facilities impacted student learning outcomes at Senior High School 7 Bintan (Warti, 2016). The method used in the study is descriptive quantitative method. The sample of the study is 47 students out of 53 students. The instrument of the study is questionnaire that analyzed with multiple linear regression. The result revealed that teacher competence and learning facilities simultaneously impact the students' learning outcomes.

Rafli (2017) measures the influence of the level of teacher social competence at Elementary School State 057225 Lorong Siku on student learning Mathematics subject achievement. The researcher used ex-post-facto design with a quantitative method. The researcher used Simple Random Sampling and got 43 students class IV, V, and VI at Elementary School State 057225 Lorong Siku. The instrument to collect the data used questionnaire consists of 24 items. For the learning achievement, the researcher got from the final examination score result academic year of 2016/2017 through documentation. The data was analyzed using Simple Regression and the result revealed positive and significant

influence between teacher social competence on learning achievement with an R2 of 0.094 and Sig 0.045. Based on that the teacher needs to always develop their competence and up to date.

Wardani et al. (2018) attempt to ascertain whether there is an influence and how big it is of social competence on student learning motivation at XI grade students of accounting of Vocational High School 7 Pontianak. The design of this research is ex-post-facto with a quantitative method. The sample of this research is the student of grade XI of accounting department at Vocational High School 7 Pontianak with number of 64 students using Stratified Proportional Random Sampling. The data were collected using a questionnaire and analyzed using SPSS program volume 18. The result of this study revealed that after done linear regression simple on the variables of x and y said that social competence has a negative influence on the student learning motivation with 23% the other 77% was affected by another factor that was not examined in this study.

Teacher competence and student motivation have a positive and significant impact on student achievement at class XI social science Senior High School 17 Medan academic year 2013/1024 (Sianipar, 2015). Observation, documentation, and questionnaire are the procedure to collect the data, then the data were analyzed used multiple regression while the hypotheses used a t-test, f-test, and determination. The population of the study is 110 students from 3 different classes, and the sample is 86 students determined by a random sampling method.

2.1.2 Factors Affecting Student Learning Motivation

Muda'i (2017) states learning motivation is a complex thing, many factors might affect this. Then, the researcher chooses teachers' personal and social competence as factors that may influence students' learning motivation. The researcher conducted the study at Dharma Wanita High School Kediri. The population was 76 students at the eleven grade, while the sample is 65 students. The determination of the sample using Krecjie table. The instrument of the study

was a questionnaire and documentation. The result shows the personal competence of PAI teachers categorized as good with an average value of 115.66, while the social competence of PAI teachers categorized as well enough with an average value of 105.91 and the learning motivation of the eleven grade students categorize as good with an average value 110.02. The result of the regression test showed there was a correlation coefficient of 0.412 and significant. The teacher's personal and social competence affected the learning motivation of the student of 17% and 83% but not significantly because there were many other factors.

D'Elisa (2015) examines teachers' beliefs, perceptions, and practices related to student motivation. 216 teachers from 13 states as the sample of the study completed an online survey containing the Perception of Student Motivation questionnaire (PSM), Motivation Strategies Questionnaire (MSQ), and researcher-devised questions examining theoretical beliefs and practices. The result of the study shows that teachers consider motivation to be an important part of their teaching. For student perception towards motivation was not found to correlate to the use of strategies. Even though teachers aware of motivation as an important part of their teaching, they did not intend to or have any desire to obtain further professional development in this area.

Musriana (2018) states that teachers as a motivator toward student learning outcomes. The research aimed at indicating the influence of teacher as motivator toward students' learning outcomes in Accounting subject on class XI social science at Senior High School 12 Makassar. The population was all the students at Senior High School 12 Makassar, while the sample is 35 students of class XI social science 4. The technique to choose the sample is purposive sampling. The data collecting procedure used documentation and questionnaire. The data were analyzed with simple linear regression, product-moment correlation coefficient, and t-test using SPSS 20 for Windows. The result of simple linear regression was the equation Y=74.805+0.688 meaning each one teacher will increase students' outcomes by 0.688 unit. The result of product-

moment correlation (r) was 0.535 or 53.5% meaning the correlation between the teacher as motivator and students' outcomes in the middle category. The t-test result was significant toward students' outcomes in Accounting subject at class XI social science at Senior High School 12 Makassar.

The higher the learning interest the higher students learning achievement (Rumpaka, 2016). The researcher conducts a study of whether there is an effect of the learning interest on students' learning achievement. The research conducted the study at Junior High School 2 Galur. The population is 187 students while the sample is 127 students selected by means of the proportional stratified random sampling. The instrument of the research is a questionnaire that tested with a product-moment correlation formula and the reliability with the Cronbach's alpha formula. The data were analyzed with simple regression and regression significance used the t-test. The result of the study revealed there is a significant positive effect of the learning interest on the learning achievement based on the regression coefficient of 0.838 and t-observed = 13.628 > t-table = 1.98 at a significance of 0.000, it smaller than 0.05.

The qualified and experienced teachers make students who taught by them perform better and significantly (Ugbe & Agim, 2009). The researcher investigating the influence of teachers' competence on students' academic performance in senior secondary school chemistry. The researcher used a random sampling technique to select 6 secondary schools out of 12 secondary schools in Yala Local Government Area of Cross River State. The sample of this study is 200 students, 20 teachers, and 6 principals. To collect the data the researcher used three questionnaires such as School Principal Questionnaire (SPQ), Teachers Competence Questionnaire (TCQ), and Chemistry Achievement Test (CTA). Pearson Product-moment Correlation (PPMC) and t-test were used to analyze the data. The results revealed there is a significant relationship between teachers' competence and students' academic performance in Chemistry.

There are many various issues of motivation for students to teachers' behavior and teaching style. Based on Tanveer et al. (2012) there are many aspects regarding teachers' behavior and teaching style which influence sciences teachers can successfully motivate their students by keeping in view following techniques such as formal lesson planning, teaching elaboration, counseling for the student, de-emphasizing grades, encouraging active participation and using positive emotions to improving student learning motivation. The result obtained based on the study at The Islamia University of Bahawalpur. The sample of the study was 6 teachers of Management Sciences Department, The Islamia University of Bahawalpur participated and in-depth interviews while focus groups conducted which explored the key contributing factors for student learning motivation.

Based on the perceptions about motivation in learning English for English as a Foreign Language (EFL) student lack of motivation because of an over-focus on writing skills with very little new learning experiences, uninteresting materials, and unclear links between language courses and their major in future careers. Also, the teachers complain of unmotivated students and pre-structured syllabi leaving little room for communicative methods (Bahous, Bacha, & Nabhani, 2011). The result obtained from an interview of 30 students who attend different English language courses in English as a Foreign Language (EFL) Program at the University and a questionnaire that sent to the teachers through E-mail and the teachers here is someone who teaches the English language in the EFL Program at the University.

Bernaus and Gardner (2008) stated that the language teaching strategies on students' motivation were on relative frequency while English achievement is not correlated. This result based on the study conducted in Catalonia, Spain. The sample of the study is 31 English as a Foreign Language (EFL) teachers and 694 students. There are 26 teaching strategies used in the class. To collect the data the students were tested with mini-Attitude Motivation Test

Battery (AMBT) to know their attitude, motivation, and language anxiety also they completed objective tests to know their English achievement.

A study about the impact of teacher's efficacy and motivation on student's academic achievement in science education among secondary and high school students conducted by Taştan et al. (2018). The study used a cross-sectional questionnaire survey design with a participant of two groups. The first group of the sample consists of senior secondary and high school teachers in four different cities of Iran and four different cities of Russia while the second group consists of four students for the same schools as the teacher. The data were analyzed through inferential statistics with correlation analysis, regression analysis, and t-test analysis. The result revealed nationality was significant in terms of students' academic achievement in science education while teacher self-efficacy and motivation on academic achievement were significant.

Gorham and Christophel (1992) stated teacher behaviors have affected as motivating and demotivating factors in class based on students' perception. Both teachers' positive and negative behavior perceived as central to motivation and demotivation. This sample of the study is 2404 motivators and demotivators listed by 308 college students. 20 categories of motivators and demotivators include 4 reflected context factors, 6 structure factors, and 10 teacher behavior factors. It was concluded, students perceived motivation as a student-owned state, and the lack of motivation is perceived as teacher-owned.

A study conducted by Mappeasse (2009) revealed the way students learn and their motivation to learning affected their learning outcomes. The data was collected used questionnaire and documentation. The learning achievement here is a Programmable Logic Controller (PLC) subject. The sample of the study is 44 students class XII electro majoring at Vocational High School 5 Makassar. The data analyzed used partial correlation and multiple regression analyses.

A competent teacher with a good environment improving the student learning motivation (Tabi'in, 2016). There are several ways to motivate students that have been done by the teacher giving gifts, approaching, raising enthusiasm for learning, directing learning activities, giving praise. This study used a qualitative approach. The data collection procedures are in-depth interview techniques, participant observation, and documentation. The sample of the study is students at Madrasah Tsanawiyah State Pekan Heran Indragri Hulu. The data were analyzed using data reduction, data presentation, and drawing conclusions. The school here gives freedom to choose the strategies, method, learning techniques, and the most effective teaching technique according to the characteristics of the subjects and teacher's background education.

From the studies above, there have been many researchers who conducted studies about teacher competence and student learning motivation in English subject separately. My research is different from the previous research upon the details of the research. In my research, I will concern to investigate the correlation between teacher social competence and student learning motivation on student learning outcomes in English subject at Junior High School.

2.2   Theoretical Studies

The goals of educational institutions are creating a generation that educated, qualified, and highly competitive. The existence of a professional teacher in the field plays an important role in the learning process and the formation of mindset, attitude, and follow the pattern of their students to know the quality of education. In carrying out their duties the teacher has various competence based on Regulation No. 19 of 2005 such as pedagogical competence, personal competence, professional competence, and social competence. This competence required in transferring knowledge to the students.

2.2.1 Definition of Teachers' Competencies

Regulation No. 14 of 2005 about teacher and lecturer states that competency is a set of knowledge, skills, and behavior that must be mastered, internalized owned by someone in carrying out professionalism. Competence is the main component of professional standards beside the code ethics as a regulation of professional behavior established in certain procedures and supervision systems competence is interpreted as an effective set of behaviors involved in exploration and investigation, analysing, and thinking about, as well as providing specific attention, and objectives effectively and efficiently (Mulyasa & Mukhlis, 2008).

Ministerial Regulation on Utilization of the State Apparatus and Bureaucratic Reform No. 16 of 2009 and Regulation No. 14 of 2005 explains that teachers have main tasks to educate, teach, guide, direct, train, evaluate and assess students in early childhood formal education, elementary education, and secondary education. Based on the statement before, teacher competency is a set of knowledge, skills, and behaviors that must be mastered, internalized owned by the teacher in carrying out their duty as an educator, instructor, supervisor, director, trainer, assessor of students elementary and secondary level.

The teaching profession requires special requirements such as demanding skills based on in-depth concepts and theories of science, emphasizing expertise in a particular field in accordance with the profession, demanding an adequate level of teacher education, being sensitive to the social impact of work and implementing them, enabling development in line with the dynamics of life (Uzer, 2009). Government Regulation No. 19 of 2005 regarding national education standards explains that a teacher at the elementary and secondary level must have competencies such as pedagogic, personality, professional, and social competencies.

(a) Pedagogy Competence

It's the ability of a person to exercise or perform a job or task based on skills, knowledge, and attitudes supported work in accordance with the demands of the job. It's also competence that

underlying characteristic of a person related to the effectiveness of individual performance on the job or as basic characteristics of individuals who have a casual relationship or a cause and effect with the criteria referenced, effective, superior performance in the workplace or at certain situations (Spencer & Spencer, 2008).

In short learning management named pedagogical competence. Pedagogical competence always related to the ability of a teacher associated with the level of understanding of learners, learning process, and self-actualization. It's also the ability to manage the learning style of learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to realize their potential (Mulyasa & Mukhlis, 2008).

The component included in the pedagogical competence as follows:

(1) Controls the characteristics from physical aspects, the spiritual moral, social, cultural, emotional, and intellectual.

(2) Control of learning theories and principles of learning that educates.

(3) Develop a curriculum related to the subject matter.

(4) Conducting educational learning.

(5) Utilizing information and communication technology for the sake of learning.

(6) Facilitate the development of potential learners to actualize the student potential.

(7) Communicate effectively with empathy and manner.

(8) Conducting the assessment, evaluation processes, and learning outcomes.

(9) Utilizing the assessment and evaluation for the sake of learning. (Asmani, 2009).

(b) Personality Competence

Teachers and lecturers as role models for their students. The educator needs to have a capability regard to the development of student personality. Personality competence is the personal ability of self-understanding, self-direction, and self-realization (Hamidi & Indrastuti, 2012).

Regulation No. 19 of 2005 states that personality competence includes a personality that steady, stable, mature, wise, authority, and good example.

The standard of personality competence used in the study include:

(1)   Steady and stable personality as measured by the indicators acts in accordance with law norms, social norms, feels glad to be a teacher that has consistency in their actions.

(2)   Adult personality as measured by the indicators shows independence in acting as educators also have a work ethic as an educator.

(3)   Wise personality as measured by the indicator reflects from their actions toward students, school and community, and open-minded.

(4)   Authoritative personality as measured by the indicator have a positive attitude towards the students and respected back by them.

(5)   Noble character as measured by the indicator which acts in accordance with religious norms and behavior that can be followed by the learners (Asmani, 2009).

(c) Professional Competence

Professional competence is the mastery of learning materials covering the curriculum content and substance of scientific subjects (Asmani, 2009). The ability of professional competence that must be mastered by the teacher are control of materials, learning management, classroom management, mastering the material, managing the interaction of learning and teaching in class, assessing student achievement, knowing the functions and programs, counselling services and organize the school administration, also interpret the result of educational research for teaching purposes (Saragih, 2008).

Professional competence measured by the indicator includes an understanding of the teaching material sync with curriculum, understand the concepts and linkages with other sciences, also mastering how to do research and critical analysis to explore teaching materials.

(d) Social Competence

A person required this competence to succeed in dealing with others, such as skills in social interaction and social responsibility (Hamidi & Indrastuti, 2012). Regulation No. 19 of 2005 state social competence includes the ability to communicate and interact effectively with students, teachers, parents, and the community. Mulyasa (2013) states the teacher's social is an ability to prepare the student to become good members of the community and the ability to educate, guide in facing life in the future.

This competence has sub-competencies with the following essential indicators:

(1) Communicate effectively with students, peers, and parents. The teacher must communicating a message verbally and written, and interpreting the verbal and written message.

(2) Get along effectively with students, peers, and parents. The teacher must be able to develop relationships effectively with students, peers, and parents with the principles of mutual respect, openness, and foster care. They also must be able to work together with the principles of mutual respect, openness, and mutual give and take.

Teacher as social creatures in interacting with other consciously paying attention to their actions and impact from their actions. Social aspects of behavior are as follows:

(1) Cognitive aspect where its intangible thoughts in processing, experience, and beliefs, and expectations of individuals about certain objects or groups.

(2) Affective aspects where it's tangible in the process involving certain feelings such as fear, malice, sympathy, antipathy, and so on which are indicated on certain objects.

(3) Psychomotor aspects are tangible to the process or tendency to do something, for example, a tendency to give help, distance themselves and so on (Novauli, 2015).

The main competencies of teacher social competence based on Minister of National Education Regulation No. 16 of 2007 are:

(1) Being inclusive, objective, not discriminate about gender, religion, race, physical condition family background, socioeconomic status.

(2) Communicate effectively, empathically, and politely with fellow educators, educational staff, parents, and the community.

(3) Adapt to the job environment everywhere.

(4) Communicate to the community verbally, writing, or otherwise.

Teachers' social competencies based on their tasks can be described as follows:

(1) Education staff as a social task, where the teacher plays the role of a representative in the community. The task of the teacher is foresting the community to participate in development. To carry out this task the teacher must have the following competencies; normative aspects of education, considerations before choosing teacher as their job, has a program that leads to improving the progress of society and progress of education.

(2) Educational staff in the community perceptions, where the teacher has a position in the community. The teacher must have competencies where they are able to communicate and get along with the community, able to encourage and support people's creativity, maintain emotions and behaviors.

(3) Social responsibility of the teacher, where the teacher has the responsibility of working with other teacher management in the community outside of school activities.

A teacher relates to the social conditions of society. The teachers are required to have adequate social competence, especially in relation to education that is not limited to learning sessions in school but also which occurs and takes place in society. for the role and function of teachers that need to be studied are as follows; motivators and innovators in educational development, educationalists and pioneers, researcher and scientific studies, service, being sympathetic, could work with the education peers or school committee, good at associating with fellow workers and educational partners, understanding the environment around.

2.2.2 Definition of Learning Motivation

Motivation as an energizing condition that makes humans direct toward the goal of a certain class (Mangkunegara, 2008). Motivation also a factor for someone to do some activity (Sutrisno, 2009), that's why motivation often interprets as a reason for someone to do something because every activity done by someone has a reason behind it.

Learning motivation is a process of changing one's behavior or personality based on interactions between individuals and their environment which are carried out formally and informally (Uno, 2007). Learning motivation also an impulse that makes someone do something and to achieve the best learning outcomes. The nature of learning motivation is internal and external encouragement. Based on the statement before, learning motivation is an impulse that arises from inside and outside a person to increase knowledge and understanding, skills, and change their behavior.

(a) The Role of Motivation in Achieving Learning Success

Motivational factors were a very important role in achieving learning success. The motivation driving the individual to learn ensures continuity of learning activities and gives direction to learning activities so the goal will be achieved (Nyayu, 2014). The role of the motivation will becomes more optimal if the principles of learning motivation are carried out.

The principles of learning motivation are as follows:

(1) Motivation as an encouragement that drives the learning activities.

(2) Intrinsic motivation is more important than extrinsic motivation.

(3) Motivation in the form of praise is better than punishment.

(4) Motivation is closely related to learning needs.

(5) Motivation can foster optimism in learning.

(6) Motivation makes the best learning achievement (Nyayu, 2014).

The teacher needs to arise student learning motivation so the learning outcomes and goals of education will be achieved. There is some technique that should be conducted by the teacher to motivate the student such as give a score, present, competition, ego-involvement, quiz, reviewing the result, praise, punishment, desire to learn, passion, and set a goal (Nyayu, 2014).

(b) The Characteristics of Students Who Have Learning Motivation

Motivational traits that exist in a person as follows:

(1) Diligently complete the task, can work continuously for a long time, and never stop before complete the task.

(2) Resilient to face difficulties, not easily discouraged. It doesn't require external encouragement and not quickly satisfied with the achievement.

(3) Showing interest in various kinds of adults' problems.

(4) Prefer to work independently.

(5) Easily get bored with routine tasks.

(6) Firm with the opinion or belief.

(7) Excited to solve a problem (Sadirman, 2008).

Uno (2007) stated that the students who have learning motivation have passion to learn to success, hope and dream, a need in studying, an appreciation in learning, an interesting activity on studying, a conducive environment for study.

(c) Types of Motivation

There are two types of learning motivation, namely:

(1) Intrinsic motivation comes from inside and does not need external encouragement because every individual already has an urge to do something.

(2) Extrinsic motivation is an impulse from the outside. the desired goal of behavior that is driven by extrinsic motivation lies outside of that behavior (Sadirman, 2008).

Learning motivation can arise due to intrinsic and extrinsic factors (Uno, 2007).

(1) Intrinsic factors such as the desire to succeed and the drive for learning needs, hopes for aspirations.

(2) Extrinsic factors are appreciation, a conducive learning environment, and interesting learning activities.

(d) The Function of Learning Motivation

(1) Encouraging people to takes action, it becomes their reason to do something.

(2) Determine the direction of their actions to achieve a goal and selecting their actions to fit the objectives (Sadirman, 2008).

(e) The Technique to Arise Learning Motivation

There are several ways to foster motivation in learning and teaching activities in schools (Sadirman, 2008) such as:

(1) Give score, many students set score as the goal of their learning process. The teacher makes use of this to motivate the student and make a line to the student if not only the cognitive aspect they should master but also skills and affection.

(2) Present, it's an alternative motivation. To set this effective technique is hard because every individual has their own standard to be happy to receive the present.

(3) Competition could arise in student motivation individually or in groups.

(4) Ego-involvement, the teacher tells the student how important their task and accept it as a challenge and work hard for it.

(5) A test, hearing this word the student will automatically learn to achieve the best score. To make it effective the teacher should announce the date beforehand so the students have time to learn.

(6) Knowing the result, after knowing the result the learning motivation will arise and they will learn more diligently.

(7) Praise is the form of reinforcement and positive motivation.

(8) Punishment is the form of reinforcement in a negative way but if it's given wisely it could work.

(9) Desire to learn that comes from each individual of the student.

2.2.3 Definition of Learning Outcomes

Learning outcome is the goal of the studies to be achieved and product from the learning process which can be seen from the improvement of the behavior obtained after the process of learning (Anni, 2004). Learning outcomes for the students are an improvement of mental development after learning activities include cognitive, affective, and psychomotor, while for the teachers are the completion of the learning material that has been delivered (Mudjiono, 2006).

The principles in learning, there are:

(1) Learning is searching for meaning. It's created by the students from what they see, hear, feel, and experience.

(2) The construction of meaning is a continuous process.

(3) Learning not only to collect facts but also the development of thought by making new understandings.

(4) Learning outcomes influenced by the student's experience of learning with the environment.

(5) The outcome of one's learning depends on what they already know, the subject, goals, motivations that will affect the process of learning itself (Sadirman, 2008).

From the statement above, learning outcomes is the development of someone includes cognitive, affective, and psychomotor after the process of learning and teaching session.

Assessment or evaluation of learning outcomes is a process for measuring student learning activities. Evaluation of learning outcomes is carried out to determine the level of

success achieved by students after all the activity then marked by a scale of values, letters, words, or symbols (Mudjiono, 2006). Minister of National Education Regulation No. 20 of 2007 regarding the standard of education assessment explains that assessment is the process of compiling and processing information to determine the achievement of student learning outcomes. Learning outcomes include learning achievement, speed of learning, and affective results (Bloom, 1976). Human characteristics include a typical way of thinking of action and feeling, its related to cognitive, affective, and psychomotor (Anderson, 1981). The elements included in all three aspects of learning are:

(1) Learning outcomes in the cognitive: knowledge, comprehension, application, analysis, synthesis, evaluation.

(2) Learning outcomes in the affective dealing with behavior and score. The students' behavior could be seen from their attention when learning sessions, discipline, learning motivation, how they respect their teacher and classmate. Affective as objectives and types of learning outcomes include: receiving or attending means sensitivity in receiving stimuli from inside and outside, responding or answer, respecting and characteristics that influence personality and behavior.

(3) Learning outcomes in the psychomotor: in the form of skills, and ability of one's after mastered the cognitive and affective level to the subject (Sudjana, 2005).

There are two factors affected students learning outcomes, there are internal and external factors (Slameto, 2010). Internal factors come from inside of the student itself, there are three factors included:

(1) Physical such as health and disability of the body.

(2) Psychological such as intelligence, attention, interests, talents, motives, maturity and readiness.

(3)   Fatigue affects physical and psychic. It makes lethargy and boredom drive to the loss of desire to finish the work.

Three external factors that affect students learning outcomes, there are:

(1)   Family such as how they parent educate them, the relationship in their family, the environment of their family, and economic stability.

(2)   The school such as teaching method, curriculum, the relationship between their peer and the teacher

(3)   The society such as student activities in the community, media mass, their friend, and lifestyle.

2.3   Theoretical Framework

Competence is the main component of professional standards beside the code ethics as a regulation of professional behavior established in certain procedures and supervision systems competence is interpreted as an effective set of behaviors involved in exploration and investigation, analysing, and thinking about, as well as providing specific attention, and objectives effectively and efficiently (Mulyasa & Mukhlis, 2008). Based on the statement before, teacher competency is a set of knowledge, skills, and behaviors that must be mastered, internalized owned by the teacher in carrying out their duty as an educator, instructor, supervisor, director, trainer, assessor of students elementary and secondary level.

Government Regulation No. 19 of 2005 regarding national education standards explains that a teacher at the elementary and secondary level must have competencies such as pedagogic, personality, professional, and social competencies. Regulation No. 19 of 2005 state social competence includes the ability to communicate and interact effectively with students, teachers, parents, and the community. Social competence is the teacher's ability to communicate and interact effectively and efficiently with students, peers/professionals, parents

of students, and society moreover does not discriminate against ethnicity, race, and language (Kunandar, 2014). Mulyasa (2013) states the teacher's social is an ability to prepare the student to become good members of the community and the ability to educate, guide in facing life in the future.

This competence has sub-competencies with the following essential indicators:

(1) Communicate effectively with students, peers, and parents. The teacher must communicating a message verbally and written, and interpreting the verbal and written message.

(2) Get along effectively with students, peers, and parents. The teacher must be able to develop relationships effectively with students, peers, and parents with the principles of mutual respect, openness, and foster care. They also must be able to work together with the principles of mutual respect, openness, and mutual give and take. (Minister of National Education Regulation No. 16 of 2007)

The teacher is associated closely with the student in the implementation of education on daily basis. The teacher also determining student success in achieving the best learning outcomes. Learning outcome is the goal of the studies to be achieved and product from the learning process which can be seen from the improvement of the behavior obtained after the process of learning (Anni, 2004).

The elements included in all three aspects of learning are:

(1) Learning outcomes in the cognitive: knowledge, comprehension, application, analysis, synthesis, evaluation.

(2) Learning outcomes in the affective dealing with behavior and score. The students' behavior could be seen from their attention when learning sessions, discipline, learning motivation, how they respect their teacher and classmate. Affective as objectives and types of learning outcomes include: receiving or attending means

sensitivity in receiving stimuli from inside and outside, responding or answer, respecting and characteristics that influence personality and behavior.

(3) Learning outcomes in the psychomotor: in the form of skills, and ability of one's after mastered the cognitive and affective level to the subject (Sudjana, 2005).

For cognitive are the learning outcomes can be seen from student report book at every end of the semester. High or low student result depends on many factors such as their learning motivation. Learning motivation is a process of changing one's behavior or personality based on interactions between individuals and their environment which are carried out formally and informally (Uno, 2007). Learning motivation also an impulse that makes someone do something and to achieve the best learning outcomes. The nature of learning motivation is internal and external encouragement.

Three external factors that affect students learning outcomes, there are:

(1) Family such as how they parent educate them, the relationship in their family, the environment of their family, and economic stability.

(2) The school such as teaching method, curriculum, the relationship between their peer and the teacher

(3) The society such as student activities in the community, media mass, their friend, and lifestyle.

There are two types of learning motivation, namely:

(1) Intrinsic motivation comes from inside and does not need external encouragement because every individual already has an urge to do something.

(2) Extrinsic motivation is an impulse from the outside. the desired goal of behavior that is driven by extrinsic motivation lies outside of that behavior (Sadirman, 2008).

Learning motivation can arise due to intrinsic and extrinsic factors (Uno, 2007).

(1) Intrinsic factors such as the desire to succeed and the drive for learning needs, hopes for aspirations.

(2) Extrinsic factors are appreciation, a conducive learning environment, and interesting learning activities.

The learning motivation measure by the desire to be success in English subjects, their need in studying, have hope and dreams, have an appreciation for the study, have an interesting activity on studying.

A competent teacher is a teacher who can influence students positively in learning. Not only the student but also the parent and the community. To achieve all of that a teacher needs to have communication skills and get along with the students, peers, and parents. For the student, they should motivate their self to get the best result.

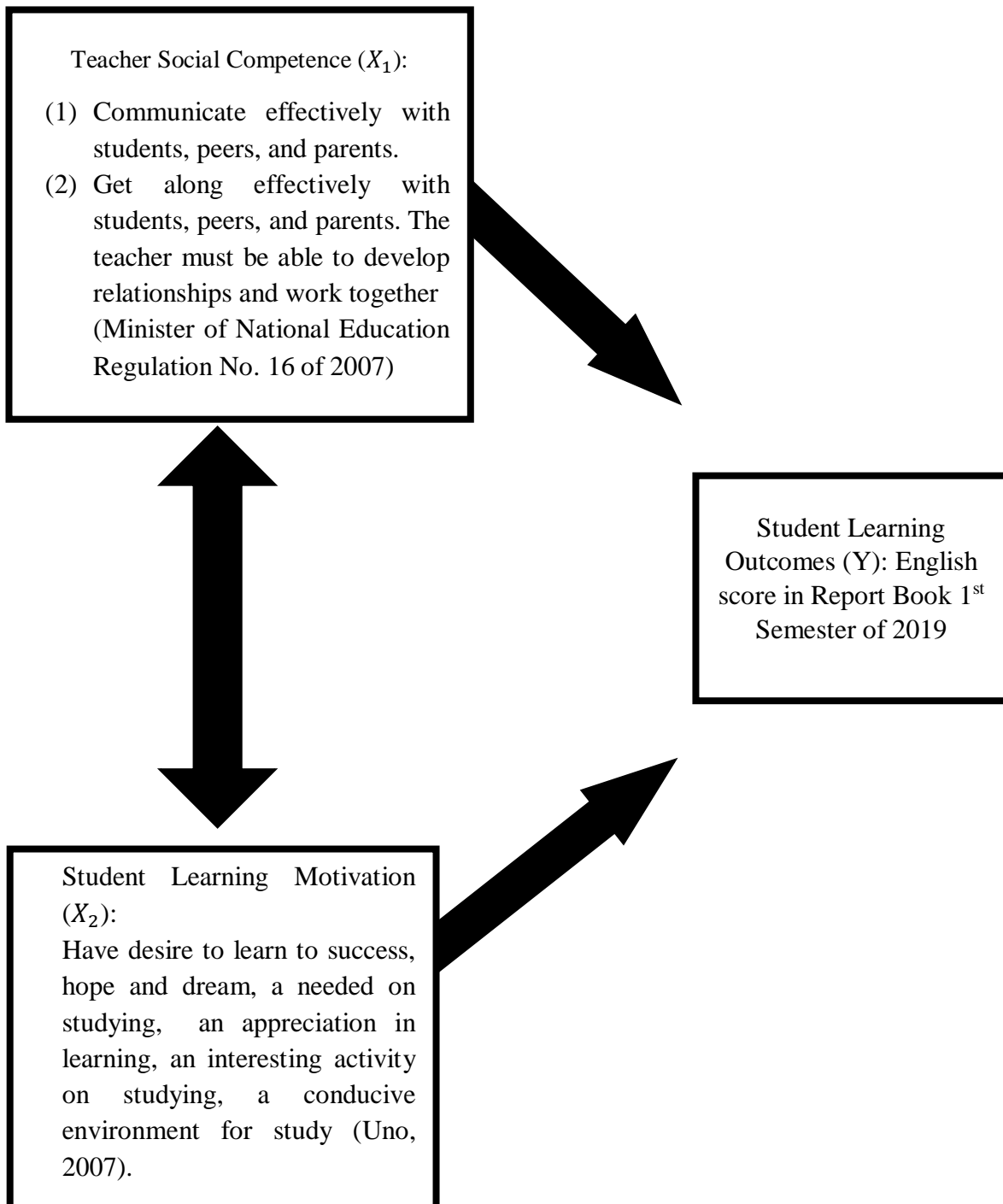The following is a figure of theoretical framework:

Figure 2.1 Theoretical Framework

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the study. The conclusions are drawn based on the finding of the research that has been explained in details in the previous chapter. Several suggestions are also given for the sake of the development of education.

1.1 Conclusions

Based on the result of the study and discussion, the researcher concluded as follow:

There was a positive and significant correlation between teacher social competence and student learning outcomes at Junior High School 1 Purbalingga on English subject as indicated by the correlation coefficient (r) of 0.919.

There was also a positive and significant correlation between student learning motivation and student learning outcomes at Junior High School 1 Purbalingga on English subject as indicated by the correlation coefficient (r) of 0.908.

Last, there was a positive and significant correlation between teacher social competence and student learning motivation at Junior High School 1 Purbalingga on English subject as indicated by the correlation coefficient (r) 0.994.

1.2 Suggestions

Based on the findings and the conclusion of this study, the researcher made the following suggestions:

Teacher should improve their social competence, especially for their communication skill to develop their relationship with their student and build a friendly environment around the class and school.

Student should maintain their learning motivation to get the best result. The student could boost their motivation by raising their interest in English subject, doing fun activities related to English language such as listening to music, watching films, playing games and many others.

For other researchers, you could find out another research dealing with teacher social competence. For future research, it is suggested to investigate other factors that affect student learning outcomes.

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