

**THE CORRELATION BETWEEN STUDENTS'
PERCEPTIONS TOWARD TEACHERS' PEDAGOGICAL
COMPETENCE AND THEIR ACHIEVEMENT IN ENGLISH
SUBJECT AT SMA ISLAM NU PUJON**

THESIS

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**UNIVERSITY OF ISLAM MALANG
GRADUATE PROGRAM
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THESIS

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By

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ABSTRAK

Wahidah, Indra Rouhul. 2021. *Korelasi antara Persepsi Murid terhadap Kompetensi Pedagogik Guru dengan Prestasi Belajar Siswa pada Mata Pelajaran Bahasa Inggris di SMA Islam NU Pujon*. Thesis, English Education Department, Graduate Program, Universitas Islam Malang, Pembimbing: Prof. Drs. H. Junaidi Mistar, M.Pd., Ph.D.

Keywords: persepsi murid, kompetensi pedagogik, prestasi belajar.

Peningkatan hasil belajar siswa dapat dipengaruhi oleh peran dasar yang dimiliki oleh guru, salah satunya adalah kompetensi pedagogik guru. Hal ini sangat penting karena tercermin dalam kurikulum dan pelaksanaan proses pembelajaran. Namun demikian, indikator kualitas guru yang kurang diteliti adalah kompetensi pedagogik, dan masalah yang dihadapi guru bahasa Inggris adalah mengembangkan keterampilan pedagogik bahasa Inggris itu sendiri dimana guru merupakan peran kunci dalam bahasa efektif. Padahal, kompetensi pedagogik merupakan hal penting untuk meningkatkan prestasi belajar siswa selain profesionalisme guru. Oleh karena itu, penelitian ini membahas tentang hubungan antara persepsi siswa terhadap kompetensi pedagogik guru dengan prestasi belajar siswa pada mata pelajaran bahasa Inggris di SMA Islam NU Pujon karena masih sedikit penelitian yang menelitinya.

Penelitian ini dimaksudkan untuk menjawab pertanyaan-pertanyaan berikut: (1) Bagaimana persepsi siswa tentang kompetensi pedagogik guru mata pelajaran bahasa Inggris?, (2) Bagaimana prestasi siswa dalam mata pelajaran bahasa Inggris?, (3) Apakah ada hubungan yang signifikan antara persepsi siswa terhadap kompetensi pedagogik guru dan prestasi mereka dalam mata pelajaran bahasa Inggris di SMA Islam NU Pujon?.

Menggunakan desain penelitian korelasional, populasi penelitian ini adalah 120 siswa kelas XII semester ganjil tahun ajaran 2020/2021. Sampelnya berjumlah 92 siswa dan menggunakan teknik simple random sampling. Kuisioner dan tes diberikan kepada siswa untuk mengetahui kompetensi pedagogik guru, prestasi siswa, dan hubungan keduanya. Hasil tanggapan angket dan tes dikelompokkan menjadi 3 kategori (kategori tinggi, sedang, dan rendah). Nilai tersebut kemudian dianalisis menggunakan korelasi bivariat dalam SPSS 20.

Hasil analisis korelasi bivariat diperoleh nilai koefisien korelasi sebesar 0,373 yang berarti hubungannya positif. Selanjutnya, nilai sig. adalah 0,000 yang lebih kecil dari 0.005 yang artinya ada hubungan yang signifikan antara persepsi siswa tentang kompetensi pedagogik guru bahasa Inggris dengan prestasi belajar siswa. Oleh karena itu, semakin tinggi kompetensi pedagogik guru bahasa Inggris, semakin tinggi pula prestasi bahasa Inggris siswa.

ABSTRACT

Wahidah, Indra Rouhul. 2021. *The Correlation between Students' perception Toward Teachers' Pedagogical Competence and Their Achievement in English Subject at SMA Islam NU Pujon*. Thesis, English Education Department, Graduate Program, University of Islam Malang, Advisor: Prof. Drs. H. Junaidi Mistar, M.Pd., Ph.D.

Keywords: students' perception, pedagogical competence, student achievement

Improving student outcomes can be influenced by the basic role owned by the teacher, one of them is teacher pedagogical competence. It is crucial because reflected in the curriculum and learning process implementation. Nevertheless, the indicator of teacher quality that less research is pedagogical competence, and The problem faced by the English teacher is developing the pedagogical skill of English language itself where the teacher is a key role in effective language. Whereas, pedagogical competence is an important thing to improve student achievement besides teachers' professionalism. Therefore, this study is discussing the correlation between students' perception toward teachers' pedagogical competence and student achievement in English subject at SMA Islam NU Pujon because there are still few studies that investigated it.

This study was intended to answer these questions: (1) How are the students' perceptions of teachers' pedagogical competence in English subject?, (2) How is the student achievement in English subject?, (3) Is there a significant correlation between students' perceptions toward teachers' pedagogical competence and their achievement in English subject at SMA Islam NU Pujon?

Being designed in correlational study, the population of this study was 120 students at twelfth grade on the odd semester 2020/2021 academic year. The sample was 92 students and used simple random sampling technique. Questionnaires and tests were given to students to determine teacher pedagogical competence, student achievement, and their relationship. The result of the responses from students regarding questionnaire and test were classified into 3 categories (high, medium, and low). After that, those score then being analyzed using bivariate correlation in SPSS 20.

Using bivariate correlation analysis, the result showed that the correlation coefficient value was .373 which means the relationship is positive. Furthermore, the sig. value was .000 which was less than .005 means that there was significant correlation between students' perception of English teachers' pedagogical competence and their achievement. Therefore, the higher English teachers' pedagogical competence, the higher the students' English achievement.

CHAPTER I

INTRODUCTION

This chapter discusses background of the study, statement of the problem, objective of the study, research hypothesis, scope and limitation, the significance of the study, and definition of key terms.

1.1 Background of the Study

Education is an important thing in our lives, but education without teachers is not complete because teachers are the spearhead of education. The teacher as one component in the school occupies an important profession in the teaching and learning process. In this case, improving student outcomes can be influenced by the basic role owned by the teacher, they are teachers' academic achievement and their qualities (Campbell, Kyriakides, Muijse & Robinson, 2004; Lasley, Siedentop & Y Inger, 2006; Rockoff, 2004 in Shishavan & Sadeghi; 2009). In other words, the quality of the teacher is needed to teach the students well. In Indonesia, teacher quality is the main problem that teachers faced (Sulisworo, Nasir & Maryani; 2017). In this case, teacher quality refers to the competence of pedagogic, personality, social, and professional.

Pedagogical competence is the indicator of teacher quality that less studied (Guerriero, 2017). In other words, pedagogical competence not really pays much attention by the teacher. Whereas, pedagogical competence is an important thing to enhance student achievement besides teachers professionalism. Therefore, the competence that develops in the teaching and learning process is the teachers' pedagogical competence. According to Firman, Friscilla, Cycin, and Fellicia

(2019), teachers' pedagogical competence is crucial to know because it is reflected in the curriculum and learning process implementation.

Pedagogical competence is the teachers' capability in managing the teaching and learning process, starting from planning, implementing, and evaluating. It includes understanding students, curriculum development, lesson plan, basic principles in teaching, ICT mastery, potential development of students, teachers' talk, evaluation, and reflective action (Ministry of National Education of Indonesia No.16, 2007). From this statement, managing the classroom is not as easy as imagined. The English teacher should learn more, practice, and develop their pedagogical competence every time.

To enhance the quality of learning and efficient functioning of education systems, the school should have good and qualified teachers. In other words, the teacher is a key role in effective language learning. Teachers have a role in the process of growth and development of student's self-concept, skill, knowledge, intelligence and attitudes, and student's outlook. Therefore the teacher figure is what we need to help the growth and development of students following the expected education goal. In this case, besides subject matter knowledge, the teacher should have pedagogical competence because it is the main competence to make the learning process is active and effective.

According to Aimah, Ifadah, and Bharati (2017), the reality faced problem by the English teacher is developing the pedagogical skill of foreign language, and "pedagogical competence needs to build through practices in the classroom setting and students with various characteristics".

This problem is also justified by students' perception when the researcher met students who study at SMA Islam NU Pujon in the twelfth grade. The researcher asks verbally about students' perception toward their English teachers' pedagogical competence. The first respondent perceives that the English teacher is less able to determine learning strategies based on the students' character and less able to develop information technology and communication in the teaching and learning process. While the second respondent perceives that English teacher give difficult evaluation tests occasionally and it makes the students confused.

According to Nuryovi, Wiharna & Sriyono (2017), teachers who are loved by the students are easier to transfer their knowledge in teaching and learning process, because the students have a good perception of their teachers (and vice versa). In this case, students' perception of teachers' pedagogical competence is very influential in the learning process.

Students' perception is crucial and their perception presents methodological challenges (Etuk, Afangideh & Uya, 2013). It is can aid the teacher to realize and reflect on their teaching strategies, classroom management skills, teaching method, and knowledge of the English subject.

Students are one of the important components in the teaching and learning process, where they have a goal to achieve their dreams. The teacher and students must interact well. In other words, the teacher must be effective in managing and teaching students, as well as motivating so that students feel excited, happy, and enthusiastic. Thus students are expected to be more active in learning activities and study hard. According to Stronge (2010), teachers who have good classroom

management, planning & implementing instruction well, monitoring students' progress, and motivate students continuously can improve students' achievement. In this case, the presence of teacher competencies, especially pedagogical competence, will show good learning outcomes. The research has evidenced that teachers who have pedagogical competence can increase up to 50% difference in student achievement as compared to teachers who lack pedagogic competence (Sanders & Rivers, 1996; in Akram, 2019)

The success of the teaching and learning process can be assessed on students by looking at the student's learning outcomes on report card studies and so on. according to Djamarah, Syaiful & Zain (2010), in the report card studies, there is a series of numbers where it is clear evidence of the success of teaching and learning. In this case, good grades obtained during the learning process, such as assignments, daily tests, midterm, and final exams are an important part of student achievement.

All students are an important aspect of inclusion in school, in which they should participate in the planning, implementing, and evaluating the teaching they receive (Ministry of Education, 2006). In this case, student achievement and students' perception is needed in the education world.

As has been noted that the problem and importance of students' perception of pedagogical competence in the teaching and learning process and student achievement, the researcher wants to comprehend and analyze it, and determine the correlation between students' perception toward teachers' pedagogical competence and their achievement. Therefore, the researcher is intended to study

the correlation between students' perceptions toward teachers' pedagogical competence and their achievement in English subject at SMA Islam NU Pujon.

1.2 Statement of the Problem

The research problem in this study can be formulated as follow:

1. How are the students' perception of teachers' pedagogical competence in English subject at SMA Islam NU Pujon?
2. How is the student achievement in English subject at SMA Islam NU Pujon?
3. Is there a significant correlation between students' perceptions toward teachers' pedagogical competence and their achievement in English subject at SMA Islam NU Pujon?

1.3 Objective of the Study

This study is conducted by the researcher with purposes:

1. To comprehend and analyze the students' perceptions of teachers' pedagogical competence in English subject at SMA Islam NU Pujon.
2. To know the students' achievement in English subject at SMA Islam NU Pujon.
3. To determine the correlation between students' perception toward teachers' pedagogical competence and their achievement in English subject at SMA Islam NU Pujon.

1.4 Research Hypothesis

The hypothesis of this research are:

Alternative hypothesis (Ha) : there is a significant correlation between students' perception of teachers' pedagogical competence and their achievement in English subject at SMA Islam NU Pujon.

Null hypothesis (Ho) : there is no significant correlation between students' perception of teachers' pedagogical competence and their achievement in English subject at SMA Islam NU Pujon.

1.5 Scope and Limitation

The scope of this research is the students' perception of English teachers' pedagogical competence at SMA Islam NU Pujon (XII MIPA 1, XII MIPA 2, XII IPS 1, and XII IPS 2). The researcher focuses on teachers' pedagogy in planning, implementing, and evaluating because there are students perceives that English teacher less able to determine strategies based on students' character, less able to manage the classroom, and sometimes give difficult evaluation test and it makes the students' confused. It is also focused on student achievement by giving them a test because there are still students get a lower score in their learning outcome.

1.6 Significance of the Study

Practically, this research is demanded the students' understanding of their teachers' pedagogical competence. It also makes the students achieve optimal learning completeness to accomplish a better achievement. For the English teacher, it is to realize how the importance of English teachers to have pedagogical competence, to increase creativity in developing English language

teaching materials so that it is not monotonous to use just one teaching method, teaching strategy, and so on. While for the Institution, it is can be a reference for the university to pay more attention to the students' quality, apply well their knowledge and competence in the teaching and learning process as future teachers/lecturer.

Theoretically, this research is expected to provide some information for other researchers about the correlation between students' perceptions toward teachers' pedagogical competence and student achievement in English subject. The researcher hopes that this study can be a reference for further researchers, especially in the same field of study.

1.7 Definition of Key Term

In order to avoid a rising of misunderstanding, the researcher defined about several terms used in this research.

Perception is students' opinion in seeing an object, English teacher, and information in their school environment.

Pedagogical competence is the ability of the English teacher in managing the classroom, in which the English teacher has the qualification to run the teaching and learning process well and understanding the students in the English class.

Student achievement is the result obtained by students from what they have learned in English learning activities.

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents the conclusion concerning the research finding and provides suggestion for the teacher, students, and further researchers.

6.1 Conclusion

Based on the research finding and discussion on the study of the correlation between students' perception of teachers' pedagogical competence and student achievement in English subject at SMA Islam NU Pujon, the researcher concluded that:

1. Students' perceptions of English teachers' pedagogical competence in the twelfth grade at SMA Islam NU Pujon are included in the medium category.
2. Student achievement in the twelfth grade at SMA Islam NU Pujon in English subject is also in the medium category. Although, there are still 15 students who get scores below the minimum criteria.
3. There is a significant positive relationship between students' perceptions of teachers' pedagogical competence and their achievement in English subject at SMA Islam NU Pujon. This means that the higher the English teachers' pedagogical competence, the higher the students' English achievement.

6.2 Suggestion

Based on the conclusion of this study, the researcher proposes some suggestions for the teacher, students, and further researcher.

6.2.1 For the English teachers

By proving that there is a significant relationship between teachers' pedagogical competence and students' English achievement, it hoped that English teacher can improve their quality so that they become competent teachers by participating in training, learning seminars to improve the attractive learning process and develop teacher competence.

6.2.2 For the students

Students are expected to improve their learning abilities in English subject inside and outside the classroom because by learning students will be able to understand and comprehend the lesson, and by motivating themselves to achieve what is expected and not only depending on the teacher.

6.2.3 For the further researchers

There is still study that discusses the correlation between students' perception of teachers' pedagogical competence and student achievement in English subject, so it is hoped that further researchers can study and develop this research with the same title but in different methods to contribute better thinking, especially in the education field.

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