

**A CORRELATIONAL STUDY TEACHERS' PEDAGOGICAL
COMPETENCE TOWARD STUDENTS' MOTIVATION AT SMA
NEGERI 9 MAKASSAR**



A THESIS

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Makassar Muhammadiyah University in Partial Fulfillment of the Requirement
for the Degree of Education in English Department*

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**UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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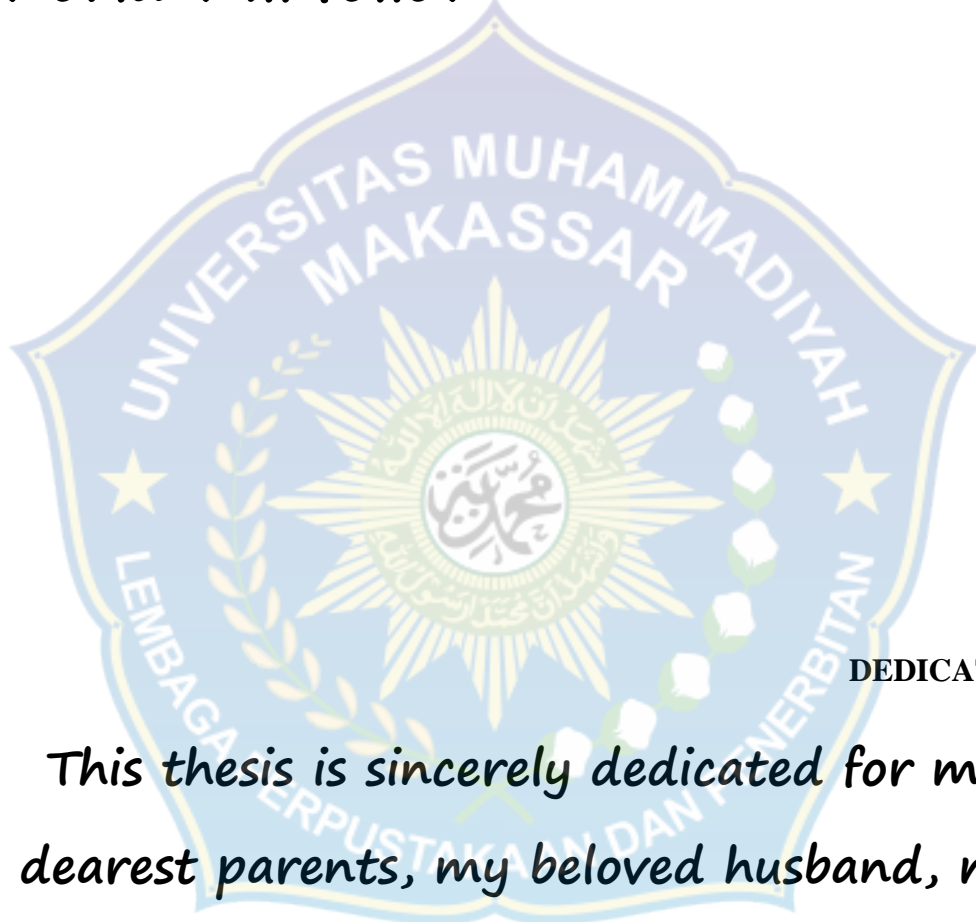
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MOTTO

Prioritizing the affairs of the hereafter, then the affairs of the world will follow.



DEDICATION

This thesis is sincerely dedicated for my dearest parents, my beloved husband, my beloved sisters and brother, my family and my friends.

ABSTRACT

AndiSyamriAyu. 2018. *A Correlational Study Teachers' Pedagogic Competency Toward Students' Motivation at SMA Negeri 9 Makassar. (Supervised by Nurdevi Bte Abdul and Muh AstriantoSetiadi)*

This research presents a correlation study dealing with the study on Teachers' Pedagogical Competence on Students' Motivation Based on Students' Perception. The objectives of this research are to find out: (i) the English teachers' pedagogical competence level at SMA Negeri 9 Makassar based on the students' perception. (ii) The students' motivation level in learning English at SMA Negeri 9 Makassar. (iii) Whether or not there is a significant correlation between teachers' pedagogical competence toward students' motivation in learning English at SMA Negeri 9 Makassar. This research employed correlation design. The population of this research was the Eleventh grade students of SMA Negeri 9 Makassar. This research took 140 students as the sample of 5 different English teachers who taught at SMA Negeri 9 Makassar. The data were collected by using IPKG questionnaire which was adapted and developed in accordance to K-13 and Motivation questionnaire. The data were analyzed by applying descriptive statistics and inferential statistics. In order to find out the correlation, the data were analyzed by using Pearson Product Moment and then to test the hypothesis, the data were analyzed using independent sample t-test. All data were computed through SPSS 2.0.

The results of this research showed that the English teachers' pedagogical competence level at SMAN Negeri 9 Makassar based on the students' perception are 77% as good, 12.3% as very good, and 10.7% moderate. While the students' motivation on learning English at SMA Negeri 9 Makassar are also high, with percentages of 63.1% high motivation, 9.8% very high motivation, 23.7% moderate, and there were 4 students (3.3%) low motivation. It means, there was a significant correlation between teachers' pedagogical competence toward students' motivation in learning English at SMAN Negeri 9 Makassar with 0.510.

Key word: *Teacher pedagogic, Students' motivation and Correlation*

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This creation is dedicated to all. May the almighty Allah always bless us.

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Andi Syamri Ayu.

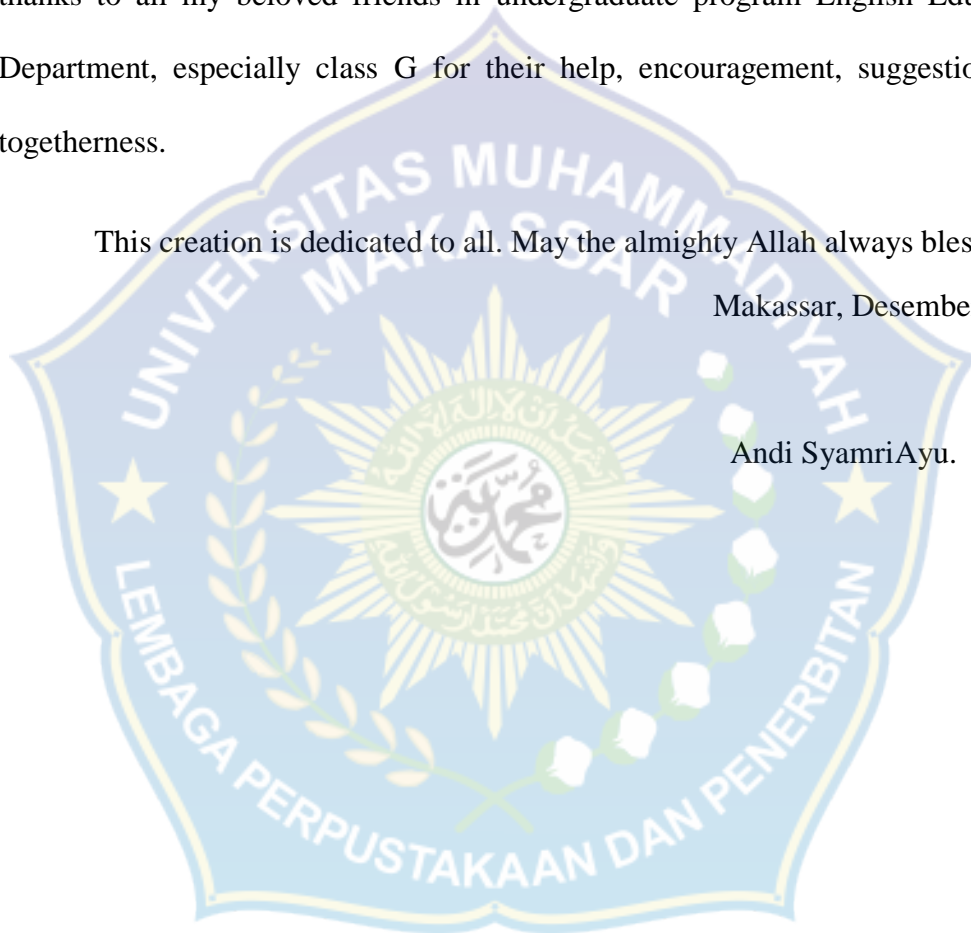


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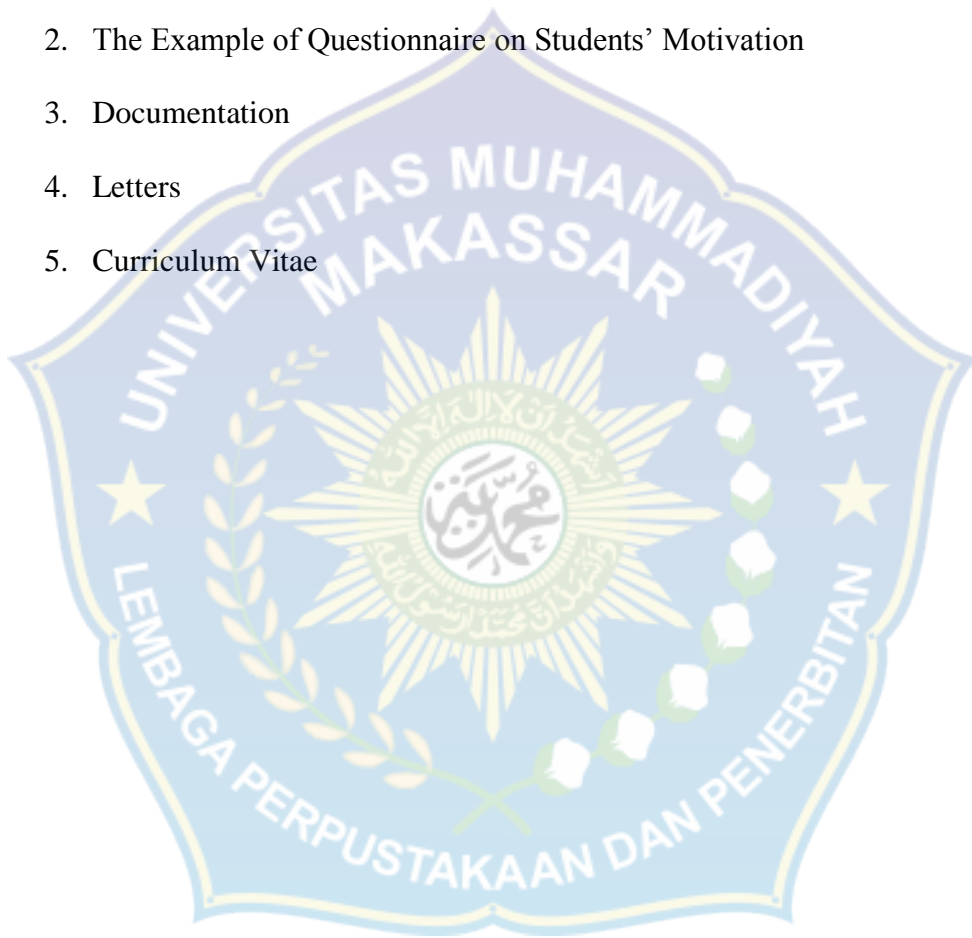
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CHAPTER 1

INTRODUCTION

This chapter deals with background, problem statement, objective research, significances research, and scope of the research.

A. Background

Like other countries, Indonesia has experienced educational reforms and changes over the past few decades. The national education system shows progress and decline of education as well as a history of changes (Purwadi&Muljoatmodjo,2000). Curriculum decentralization in 1994 (Bjork, 2003), education standardization through national examination (Nurdin, 2006), and the release of a new law on teacher professionalism in 2005 (Lie, 2006) are examples of that changes.

Education in Indonesia since curriculum decentralization in 1994has become one of the most important avenues for preparing quality human capital. One of the responsible agents in education is teacher in school. Teacher holds important role, not only preparing students mentally, a teacher is also expected to prepare students with excellent knowledge. Potential students need to be guided by teacher to give them exposure and knowledge to ensure that they can contribute towards society (Bahari&Buang, 2011).

English teachers in Indonesia recently are facing a big challenge expected not only to make students pass the examination but also to make students master the target language. Unfortunately, from the ideal fact on the field even tough

students are able to pass the national examination; they failed in mastering the language. Calculating the amount of time in senior high school, students are supposed to have studied English for 606 hours, and with this amount of time it is expected that high school graduates will be able to use the language fairly (Dardjowidjojo, 2000). Recent studies on the conditions of ELT practices and English teachers in Indonesia conducted in Java surprising if not worrying facts from English classrooms, which indicate that English teachers have not themselves mastered the language they are teaching (Dardjowidjojo, 2000). English teachers in Indonesia depend a lot of textbooks and curriculum guidelines but often without having full understanding of the philosophy behind those materials or methods. Concerning to that matters, teachers performance need to be questioned.

Teachers 'competence so far influences the level of students' motivation and achievement. Students will be motivated and they will have a good achievement when they are facing with teachers who show positive attitudes in teaching. Positive attitudes in this case include highly-motivated, open-minded, cheerful and always giving encouragements to the students (Wiseman, et.al, 1999). Students with high motivation level will be able to grasp the subject being taught faster than students who are unmotivated. Since they have motivation in learning, the achievement of these students will be more than unmotivated students. Effective teaching and learning from a professional teacher will be needed to boost students' motivation and achievement.

Teachers' competence in teaching can solve the problem. English teachers should be grammatically, sociolinguistically, discursively, and strategically proficient in the target language (Hedgcock, 2002). A good English teacher needs to have a competence to teach in the classroom. Good English teachers 'competence and suitable teaching approaches had a highly significant relationship to the levels of student motivation, academic achievement and overall perception on the effectiveness of the lessons (Good, 1987). Students will be motivated and their achievement will be much better if they have interest to the subject. Teacher is expected to master on pedagogical knowledge related to the subject being taught so that he/she can design a good strategy that increase student motivation and achievement. Teachers who are weak in their pedagogical knowledge will implement a more traditional type of teaching, where the students will only learn through recitation method (Ryan & Cooper, 2013).

Teacher competency is the basis of a teacher characteristic that is the deciding factor in the success or failure of a teacher doing a job or in a particular situation (McClelland, 1993). Teacher who is ready to teach means that he/she has a competency in teaching. And teacher with a good competency will success in teaching the students. Students will be motivated and their achievement level will be high since the teacher gives them positive input.

According to UU No. 14, 2005 about Teachers and Lectures, article 10 paragraph (1) teacher competency includes pedagogical competency, personal competency, social competency, and professional competency that are acquired through professional education. A research which has been done by Ahmad and

Setyaningsih in 2012 about teachers' professionalism, and also another research from Setyaraharjo and Irtanto in 2013 indicated that the weakness from the four competencies existed especially in pedagogical competency and personality competency.

A research about students' perception about their teachers' competence is needed. Since like it or not, students always consciously or unconsciously assess their teachers. And their motivation in learning sometimes comes from their judgment about their teachers' competence. Moreover, It is not a new thing students' has their own favorite teacher in school. The way their teachers behave inside or outside of the classroom, and also the way their teacher transferring the teaching material can determine their level of competence.

Students' perceptions are also needed for teachers in order to improve their competency in teaching. From the students' perception teachers can reflect lots of things, such as how to teach the students properly, what kind of behavior that students prefer in learning, and so on. Realizing that student's perceptions the object of teaching in which they can act as the reflection of their teacher competence, it is necessary that this research need to be conducted.

SMA Negeri 9 Makassar is a famous school in Makassar. English teachers from this school are famous of their quality in teaching, and students who want to study in both schools are increasing every year. That is why Researcher believes the schools can be the representative to find out the correlation between teachers' pedagogical competence toward students' motivation in learning English

B. Problem Statement

Realizing the lack of motivation and achievement for students in teaching and learning English, it is important that teachers' competence in teaching and learning is given more attention. The importance of students' perception in improving their teacher competency is also need to be considered. Therefore, a study about teachers' competence in teaching English at senior high school level based on the students' perception need to be done.

Based on the problem statement above, research questions can be formulated

1. What is the English teachers' competence in terms of pedagogical competence shown by English teacher at SMA Negeri 9 Makassar?
2. What is the students' motivation in learning English shown by the students at SMA Negeri 9 Makassar?
3. Is there any significant correlation between English teachers' competences in their pedagogical competence with students' motivation in learning English at SMA Negeri 9 Makassar?

C. The objective of the Research

Objectives of study in this research are to find out

1. The English teachers' competence in terms of pedagogical competence at SMA Negeri 9 Makassar?
2. Investigate students' motivation in learning English at SMA Negeri 9 Makassar?

3. Whether or not there is a significant correlation between English teachers' pedagogical competence with students' motivation in learning English at SMA Negeri 9 Makassar?

D. Significance of the Research

The research provides information and suggestion which can be helpful to the world of teaching and learning specifically in English. Teachers can use this research as information in order to improve their way of teaching in the classroom. This research also can help in categorizing the level of teachers' competence at SMA Negeri 9 Makassar. Moreover, it is also can be used as a reference to the other researcher who wants to conduct a study related to teachers' competences.

E. Scope of the Research

The scope of the study is only limited by three points in the process of conducting this research and they are:

1. **By discipline**, this research is under Applied Linguistic. This research uses teaching English as Foreign Language (TEFL) as the major of developing theory.
2. **By content**, this research focuses on pedagogical competence of English teacher in curriculum 2013.
3. **The research only limited** to study about the English teachers' competence at SMA Negeri 9 Makassar, and its' relation to students' motivation

CHAPTER II

REVIEW OF RELATED LITERATURE

This Chapter deals with some related studies, some pertinent ideas. It is also and conceptual framework.

A. Previous Related Studies

Many studies had been conducted related to teachers' competence in terms of teaching in the classroom. There are studies that relate to the importance of teachers to boost students' motivation and achievement. Some of them are as follows:

Rosnani (2012) found out the importance of teachers to use suitable pedagogical knowledge and skills in teaching and learning. Moreover teachers' competence in terms of knowledge, skills, attitudes and interests play an important role in producing and creating effective teaching and learning method. In the study Rosnani used descriptive type study which used a survey method that had been done to a group of Living Skills subject teachers in primary schools in PetalingUtama, Petaling Jaya, and Selangor area. This study involved 100 teachers from 20 schools in Selangor area. The finding of this study showed that the of teachers' competence in terms of skills aspect were on the moderate level, subjects were less prepared to use the suitable pedagogical knowledge and skills in the teaching and learning.

Risan (2014) conducted a research which was aimed to identifying teachers' pedagogical competence at SMAN 1 Alla. The study took 4 teachers

from senior high school 1 Alla. The study analyzed seven sub competence of pedagogical competence of teacher. Those competences covered a) knowing the characteristics of learners, b) mastering the learning theories and principles of learning that educates, c) developing curriculum, d) learning activities to educate, e) understanding and developing the potential of learners, f) communicating with students, g) evaluating the students learning. The study found out that the certified teachers had done better than uncertified teachers in terms of their pedagogical competence.

Asnawi(2014) conducted a study which aimed to describe the profile of English teachers' personal competence at Madrasah Aliyah in Soppeng Regency. Four English teachers from every Madrasah Aliyah participated in this research. This research analyzed three sub competencies of personal competence of teacher. The three sub competences are: a) behaving in accordance with the norms of religious, social, and national culture in Indonesia, b) performing mature personalities and models, c) demonstrating work ethics, responsibilities, and pride as English teacher. The result indicated that teachers still needed improvement on their personality competence.

Setyaningsih and Ahmad (2012) conducted a research about "Teacher Professionalism: A Study on Teachers' Professional and Pedagogic Competencies at Junior, Senior, and Vocational High School in Banyumas Regency, Central Java Indonesia. This research mostly discussed about teachers' professionalism. Moreover, this research focused on both teachers' professional and pedagogic competence. The same research was also conducted by Setyaraharjo and Irtanto

(2013), the research which entitled “The Competency of Teachers as Human Resources at Senior High School in Kediri, East Java, Indonesia resulted that the rate of teachers’ competencies had satisfactorily in line with standard categories, especially the professional and social competencies.

Harunnisa (2016) conducted a research about “Students’ perception on English Teachers’ Competencies and Their Learning Achievement in Makassar.” She found out that the teachers’ competencies influenced the students’ achievement. The research was conducted in all senior high school with accreditation A and B in Makassar.

Based on the previous research studies, it can be concluded the Similarity all focus to examine the competence of teachers. And the differences is that there is a focus of researching competence of teachers based on student achievement, and anyone researching about the competence of the teacher who is seen in terms of professional and social.

B. Some Pertinent Ideas

1. The Concept of Teaching

Teaching can be defined as an activity of transferring knowledge. It involves interactive activity between students and teacher, primarily involving classroom talk. Wells (1982) described teaching as cluster of activities that are noted about teachers such as explaining, deducing, questioning, motivating, taking attendance, keeping record of works, students’ progress and students’ background information. Moreover, Morrison (1926) stated that teaching is an intimate contact

between a more mature personality and less mature personality which is designed to further the education of the latter.

Teaching process cannot be run successfully without the involvement of teacher and student. Teacher has important role to play in teaching. Teacher's role here can be many things; teacher can be act as a facilitator, mentor, guide, manager, etc. On the other hand student becomes the object of teaching. Teacher ability to teach should be judged on the basis of student learning. Teacher should be held accountable for student learning despite poor parenting, negative attitudes, and other social ills. Furthermore, Student will learn better with the best teaching.

2. The Role of Teaching

There are several roles of teachers that proposed by Harmer (1991), they are controller, organizer, assessor, prompter, participants, resource, tutor, and observer.

- a. Controller, when teachers act as controller, they are in charge of the class and of the activity taking place in a way that is substantially different from a situation in where students are working activity. Controller here means when teachers take the roll, tells students things to do, organize drills and various others way exemplify the qualities of a teacher-fronted classroom. In many educational contexts, this is the most teacher role. Many teachers fail to go beyond the role since controlling is the role they used to and are most comfortable with.
- b. Organizer, one of the most important roles that teachers have to perform is organizing students to do various activities. This often involves giving the

students information, telling them how are they going to do the activity, putting them into pairs group, and finally closing things down when it is time to stop.

- c. Assessor, one of a things that students expect from their teachers is an indication of whether or not they are getting their English right. This is where the teachers have to act as an assessor, offering feedback and correction and grading students in various ways. When the teachers act as assessor, offering feedback on performance, handing out grades, and so on, the teachers can make some important points.
- d. Prompter, when students are involved in a role-play activity, for example, they lose the thread of what is going on, or they are 'lost of words' such as: they may still have the thread but being unable to proceed productively for lack of vocabulary. They may not sure how to proceed. In this situation, teachers just hold back and let them work things out for themselves or instead, encourage them forward in a tactful and supportive way.
- e. Participants, the traditional picture of teachers during students discussion, role-play, or group decision-making activities, is people who 'stand back' from the activity, letting the students get on with it and only intervening later to offer feedback or correct mistakes. However, there are also times when teachers might want to join in an activity not as a teacher, but also a participant in their own right.
- f. Resource, in some activities in the classroom, teachers may take part, or try to control them or even turn up to prompt them. However, students may still

have need of teachers as a resource. Sometimes, students want to know information in the middle of an activity about that activity or they might want information about where and how to look for something such as; a book or a website. This is where teachers can be one of the most important resources they have.

- g. Tutor, when students are working on longer projects, such as pieces of writing or preparations for a talk or a debate, teacher can act as a tutor, working with individual or small-group, pointing them in directions they have not yet through of taking. In this situation, teacher can combine the roles of prompter and resources as a tutor.
- h. Observer, when observing students, teachers should be careful not to be too intrusive by hanging on their every word, by getting too close to them, or by officiously writing things down, all the time. It's often useful, when taking notes on students' performance, to have not only for what students get wrong but also what they do right, either in their use of actual language or in their use of conversational strategy.

3. Teachers' Competence

a. Definition of Competence

Competence can be defined as knowledge, specific to the skills and abilities controlled by someone who has become a part of him so that he can perform cognitive behavior, effective and psychomotor as well as possible (Risan, 2014). Competence also can be defined as a set of intelligent action, the full responsibility of a person as a condition of society deemed capable of carrying out

the tasks in the field of a particular job (Mulyasa, 2009). Furthermore, competence involves some aspects; they are knowledge, understanding, ability, values, attitudes, and interest (Setyaningsih& Ahmad, 2012).

Teachers' competence determines whether teaching and learning process success or not. Teachers themselves have been filled with skills and knowledge during their teacher training in university. And it is their responsibility to improve and develop their skill in teaching. Asnawi (2014) stated that the competence is a set of knowledge received during a teachers' education together with, skills that are based on the knowledge, it is developed during through practice and reflection, and teachers' personal qualities.

From the statements above can be conclude that teachers' competence is the set of ability which involving skill and knowledge of teacher to conduct teaching process in a specific way so that the teaching process will be more effective and efficient.

b. Kinds of Teachers' Competence

Teachers' competence is a key factor to be success in teaching and learning process. Referring to the Government Regulation no. 74 of 2008 as cited in Risan (2014), it is stated that there are four competencies that should be mastered by the teacher, they are: pedagogical competence, personal competence, social competence, and professional competence. These competencies are assessed through certification. Moreover, professional competence is the central of all competencies because it covers the four competencies.

1) Pedagogical competence

Pedagogical competence is directly related to the mastery of educational disciplines and other disciplines related to the duties as a teacher. Pedagogical competence also means that teacher must have knowledge or capability to plan and conduct the teaching process and assessment effectively in the field. Moreover, teachers have to master and implement the knowledge of education, both in method and teaching (Asnawi, 2014).

2) Personal competence

Personal competence is the ability of a personality to be a solid, stable, mature, wise, dignified, and role models for students. Personal competences of teachers have contributed greatly to the success of education, especially in learning activities. Each teacher is required to have sufficient personal competence even this would be the underlying foundation of other competencies (Mulyasa, 2009).

3) Social competence

Social competence is the ability of teachers as part of society to communicate and interact effectively with students, staff, parents/guardians, and the surrounding community. Teachers are required to have adequate social competence because teachers are also social beings who in life cannot be separated from the social life of the community and the environment. Especially in relation to education that is not limited in learning at school but also education that occurs and takes place in the community (Mulyasa, 2009).

4) Professional competence

Professional competence is the ability to master the learning material broadly and deeply. Asnawi (2014) stated that professional competence is the core of teachers' competence because it covers the pedagogy competence and the knowledge of the subject being taught. Dardjowidjojo (2000) stated that professionalism in the work is determined by three important factors, namely: having a special skill that is prepared by the expertise of the education program or specialization, having the ability to improve the ability, and obtaining an adequate income in return for such expertise.

4. Pedagogical Competence

Pedagogical competence or pedagogical aspect can be defined as the ability of an individual to use a coordinated, synergistic combination of tangible resources (instruction materials such as books, articles, and cases and technology such as software and hardware) and intangible resources (e.g. knowledge, skills, and experience) to achieve efficiency and/or effectiveness in pedagogy (Madhavaram, Laverie, 2010). Or in a specific way, Akhyak et al., (2013) stated that pedagogical competence is the ability of learners to manage learning. This competency can be seen from the ability to plan teaching and learning program, the ability to execute the interaction or manage the learning process, and the ability to make an assessment.

According to National Education of Ministry number 16 of 2007 as cited in Wijayanto (2014) concerning standards of academic qualifications and competences of teachers stated that teachers' pedagogical competence in

curriculum 2013 is classified into 7 sub-competencies: a) knowing the characteristics of learners, b) mastering the learning theories and principles of learning that educates, c) developing curriculum, d) learning activities that educates, e) understanding and developing the potential of learners, f) communicating with students, g) evaluating the students learning.

According to Chalmers stated that Pedagogical competence refers to educational and teaching qualifications. When assessing pedagogical competence, the quality of teaching should be the primary consideration. Scope, breadth and depth are also important, as should the ability to plan, initiate, lead and develop education and teaching, as well as the ability to provide research-based teaching on the basis of research in the relevant subject, subject didactics and teaching and learning in higher education. The ability to interact on issues related to teaching and learning in higher education with individuals active both within and outside the university is also included in the concept of pedagogical competence.

Pedagogical competence is based on sound, broad and current knowledge within the subject area, as well as knowledge of student learning and subject-based teaching and learning issues. It also presupposes a reflective and critical approach to teaching, learning and pedagogical development over time, as it is tied to one's own professional role

According Rodzevičiūtė (2006). Pedagogical competences can be found in concrete terms with the other subcategories, such as communication and relationship competences or classroom management. Through this holistic approach, we were able to distinguish between general pedagogical competences,

such as methodological and assessment competences and special skills that correspond to other categories, such as information technology, classroom management, career management. In turn, each type of competence can be observed by specific sets of behaviors expected from teachers. After analyzing the pedagogical competences taxonomies, we obtained a comprehensive and actual representation. This representation allows a better understanding of the general and secondary categories of pedagogical competences. The holistic approach of different perspectives on pedagogical competences taxonomies provides a better understanding of the specific categories. The current approach is a starting point for the other research centered on pedagogical competences.

According to Adnan Hakim Pedagogic Competence is the ability of a person to exercise or perform a job or task that is based on skills, knowledge and attitudes supported by work in accordance with the demands of the job. According to Spencer (1993) that, competency is an underlying characteristic of a person related to the effectiveness of individual performance on the job or the basic characteristics of individuals who have a causal relationship or a cause and effect with the criteria referenced, effective or excellent or superior performance in the workplace or at certain situations .

The concept that taking about one's competence required in the learning management called the pedagogical competence. Competence is always related to the ability of a teacher associated with the level of understanding of learners, learning process and self-actualization. According Mulyasa (2007) that, pedagogical competence is the ability to manage the learning of learners includes

an understanding of learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential

a. Mastering the characteristics of learners.

Mastering the learner characteristics associated with the ability of teachers to understand the condition of the students. Students in the modern world are the subject of education in the learning process. Students are not seen as the object of education, because the students are figure of individuals who need attention and simultaneously participate in the learning process. Students also have their own characteristics different from one another in terms of interests, talents, motivation, and absorptive capacity to learn, level of development, level of intelligence, and have their own social development.

Teachers need to master and understand the psychological theories of learning and educational psychology in order to determine the characteristics of students. Humans learn, grow and thrive from the experience gained. Every child is born with different abilities, talents and interests. These differences are the factors that influence children's learning achievement (Semiawan, 2002). The use of appropriate method is also an important aspect in order to understand the characteristics of the students. Wijayanto (2014) stated 6 indicators in mastering characteristics of learners based on curriculum 2013, they are:

- 1) Teachers can identify the characteristics of each learner in the class
- 2) Teachers ensure that all learners have the same opportunity to actively participate in learning activities

- 3) Teachers can set up a class to provide equal learning opportunities to all students with disabilities and different learning abilities
- 4) Teachers try to find the cause of deviant behavior of students in order to prevent such behavior does not harm other students
- 5) Teachers help develop the potential of learners and overcome shortcomings.
- 6) Teachers pay attention to students with certain disabilities so that they can follow the teaching and learning process without any disturbance from other students.

b. Mastering the learning theories and principles of learning that educates.

Teachers influences students in many ways, not only behavior, teachers also influence students in terms of achievement. Students' achievement is determined by teachers in the classroom. Teaching can make a child to be someone else, in terms of what he did and that can be achieved. These changes are usually caused by people who are outside himself as a teacher (Janawi, 2011).

As cited in Risan (2014), team of methodical didactic assert of the principles that need to be considered controlled by the teachers, including the principle of attention, the principle of activity, the principle of apperception, the principle of demonstration, the principle of repetition, the principle of correlation, the principle of concentration, the principle of individualization, the principle of socialization, and the principle of evaluation.

- 1) Principle of attention concerns to the students in lessons by teachers both inside and outside of the classroom. In order to arouse the attention of the

students, teachers should teach enjoyable, using props/tools/media of teaching, as much as possible reduce/eliminate that cause students lose focus on the teaching process.

- 2) Principle of activity concerns with the activity between teachers and students, and students and students. The learning process is considered good if the learning interaction exists between the teacher and the students, even intertwined interaction between teachers and students and other students.
- 3) The principle of apperception is a perception that is used by teachers in the beginning of the lesson. Apperception is the process of engagement symptoms experienced life as a process of awareness with new impression received.
- 4) Principle of demonstration, this principle can be associated with either media or technology education using a miniature or demonstrate other hand gestures in the process of learning. Materials shall be presented in the best way for the observation of the students.
- 5) The principle of repetition, is the principle which hold periodic exercises, these exercises can be daily tests, homework and other assignments. This principle needs to be carried out carefully and regularly, so that students will not get bored with the tasks given by the teachers.
- 6) The principle of correlation is the principle of establishing relations with other subjects. Teachers need to connect lesson with other lessons.
- 7) The principle of concentration is the principle of centralization on main problem. Focus particular attention to encouraging the emergence of a focus on a particular subject matter.

- 8) The principle of individualization, it means the principle of adjustment on the nature and talents of each child. Teachers need to give special attention to students with interest, talents, and the rhythm of their own development.
- 9) The principle of socialization is the principle to create or customize the surrounding environment.
- 10) The principle of evaluation, a principle to conduct evaluations objective assessment. The evaluation is done periodically and become the feedback learning process.

Wijayanto (2014) mentioned that according to curriculum 2013, there are 6 characteristics of mastering the learning theories and principles of learning that educates, they are:

- 1) Teachers provide opportunities for learners to master the age-appropriate learning materials and learning capabilities through the learning process and activity settings are varied
- 2) Teachers always ensure a level of understanding of learners to specific learning materials and adjust subsequent learning activities based on the level of understanding
- 3) Teachers can explain the reason for the implementation of activities/activities that do well accordance with the plans and different related learning success
- 4) Teachers use variety of techniques to motivate learners and willingness to learn
- 5) Teachers plan learning activities that are related to another, with due regard to the purpose of learning and learners' learning process

- 6) Teachers pay attention to the response students who have not/do not understand the material being taught and learning to use it to improve the design of subsequent learning.

c. Curriculum development or instructional design

Curriculum in Indonesia has been changed periodically. In the course of history, the curriculum changes from 1984, 1990, 1994, 2000, 2004, 2008, and 2013. Curriculum changes seen from the subject matter focus, for example, integrated curriculum, correlated curriculum, competency based curriculum, school level curriculum, and curriculum 2013. Changes in curriculum and focus also give a large change in the learning process and approach used in the learning process. Curriculum changes need to consider three basic components that is a component of general education, specialist, and professional education (Hamalik, 2004).

Wijayanto (2014) stated 4 sub-competencies of curriculum development in accordance with curriculum 2013, they are:

- 1) Teachers can prepare the syllabus according to the curriculum
- 2) Teachers design lesson plans in accordance with the syllabus to discuss specific teaching materials so that learners can achieve basic competency set
- 3) Teachers follow the sequence of learning materials with attention to learning objectives
- 4) Teachers select learning materials appropriate to the learning objectives, precise and sophisticated, according to the learners' learning abilities, can be

implemented in the classroom and in accordance with the context of everyday life.

d. Creating learning activities that educate

Various approaches have been made by educators, school, and policy makers to bring the educational learning. Before teachers organize learning techniques that educate, every teachers must understand the purpose of the learning itself. The teachers' good competence in setting learning process will create a situation in which enabling students to study. Learning condition which is set by the teachers enables the students to study without any pressures; they feel stimulated to study, and enable them to communicate with their teachers.

According to Wijayanto (2014), curriculum 2013 has stated clearly about the learning activities that educate, they are:

- 1) Teacher conducts learning activities in accordance with well-arranged plan. The implementation of those activities indicates that teacher understand the goal of the implementation.
- 2) Teacher conducts learning activities which aimed to help the learning process of students, not to test in which makes the student feels under pressure.
- 3) Teacher informs new information (for example additional lesson) in accordance with students' level and age in learning.
- 4) Teacher takes students' mistakes as a process of learning.
- 5) Teacher conducts teaching and learning process in accordance with curriculum, and it has to be connected to the students' daily life content.

- 6) Teacher in teaching conduct vary teaching and learning process in which suitable with students' level.
- 7) Teacher needs to manage the class effectively without dominating or busy with himself so that the time can be effectively used.
- 8) Teacher needs to be able to integrate technology in teaching and learning process to motivate the students.
- 9) Teacher need to give many opportunities to students to ask, to practice and to interact with other students.
- 10) Teacher arranges the teaching and learning process systematically.
- 11) Teacher uses interesting media in teaching to boost students' motivation.

e. Understanding and developing the potential of the learners

Teachers and school have a very important role in improving students' potential. Teachers need to be able to see students' potential and need to be aware of their development. Wijayanto (2014) stated that according to curriculum 2013 there are six indicators for understanding and developing the potential of the learners, they are:

- 1) Teachers analyze the result of study by any form of assessment of each students to determine the level of progress of each
- 2) Teachers design and implement learning activities that encourage learners to learn according to skills and learning patterns, respectively
- 3) Teachers design and implement learning activities to bring the power of creativity and the ability to think critically from the learners.

- 4) Teachers actively assist learners in the learning process by giving attention to each individual
- 5) Teachers can identify correctly about the talents, interest, potentials, and learning difficulties of each students
- 6) Teachers provide learning opportunities to students in accordance with their perspective ways of learning.

f. Communication with the students

Communication with students is very important for teaching and learning process. Communication itself is a process of delivering energy from sensory organs to the brain (Janawi, 2011). Communication is intended to provide information, entertain, or influence. A good communication should be done in teaching and learning process, since it makes learning create harmonious atmosphere. Wijayanto(2014) argued that there are six indicators related to communication with students in accordance to curriculum 2013, they are:

- 1) Teachers use questions to determine comprehension and maintain participation of learners, including providing open-ended questions that require students to respond with their ideas and knowledge
- 2) Teachers pay attention and listen to all questions and response learners without interrupting, except when necessary to assist or clarify questions/response.
- 3) Teachers respond to students questions accurately, completely, and cutting-edge, appropriate learning objectives and curriculum content without embarrassing them.

- 4) Teachers present the learning activities that can foster better cooperation among students
- 5) Teachers listen and give attention to all students' answer both right and wrong are considered to measure the level of understanding of students
- 6) Teachers give attention to the question and respond from students and the answer is relevant for students

g. Assessment and evaluation

Conducting assessment and evaluation is a process to conclude and interpret the facts and make a professional judgment basis for taking policy on the collection of information about students (Sumarna, 2004). Assessment can be done in several ways such as examination, observation, portfolios, projects, products and data from interviews. Wijayanto (2014) said that in accordance to curriculum 2013 there are five indicators for assessment and evaluation, they are:

- 1) Teachers prepare assessment tools appropriate to the learning objectives to achieve certain competencies as written in the lesson plan
- 2) Teachers carry out assessment with various techniques and types of assessment, in addition to the formal assessment conducted in school and announce the results and their implications to students about the level of understanding of the learning materials that have been and will studied
- 3) Teachers analyze assessment results to identify the topic/basic competencies that are difficult to know the activities and weakness of each students for the purpose of remedial and enrichment.

- 4) Teachers utilize input from learners and reflect for future learning can improve and prove it through notes, journal of learning, instructional design, additional material, etc
- 5) Teachers use the result of assessment as a learning process of drafting to do next.

5. Students Motivation

Motivation is very important for students to learn. Without motivation to learn students would not be able to perform their best in learning and at the end of that, their achievement will be low. Brown (2000) defines motivation as the extent in which students make choices about two things: First, goals to pursue, and second, the efforts that they will devote to that pursuit. Moreover, he stated that motivation is an inner drive, impulse, emotion or desire that moves one to particular action.

Motivation to learn a second language is the extent to which the individual works strives to learn the language because of a desire to do so and the satisfaction experienced in this activity (Harmer, 1991). Students who are likely high motivated tend to be more active than others who are not. Students' motivation can be base by two things, extrinsic motivation and intrinsic motivation (Decy& Ryan, 1985).

a. Extrinsic Motivation

Extrinsic motivation refers to a motivation which comes from outside of students. It may come from their teachers, friends, environment, etc. it also denotes to a need to become an incentive and escape from penalty (Sheikh

&Mahmood, 2014). In extrinsic motivation, Teachers hold important role to motivate students to learn. The way teachers run the class, applying the right strategy to teach, and mingle with students affect students' motivation to learn. Teachers who appreciate and respect their students are more likely loveable by the students, and it motivates them to learn and show their best in learning. Dornyei(2002) stated that extrinsic motivation involves performing behavior as a means to receive extrinsic rewards (e.g. good grade) or to avoid punishment.

b. Intrinsic Motivation

Intrinsic motivation states that learning itself has its own incentive. It means students readily and willingly attempt to learn what they consider it is value or significant for them. The students have the inner wish to learn and they do not have the requirement for peripheral outcomes (Sheikh & Mahmoud, 2014). Intrinsic motivation also deals with behavior performed for its own sake in order to experience pleasure and satisfaction. It is different with extrinsic motivation, in intrinsic motivation, teachers do not have a direct impact on students' motivation, since they are from divergent credentials and the only way to motivate them are by making the classroom a compassionate environment.

C. Conceptual Framework

The theory that underpins the study upholds the assumption that the teachers' competence influences students' motivation in learning English. Teachers' competence in which teacher competence in accordance to Law No. 14, 2005 about Teachers and Lectures; article 10 paragraph (1) teacher competency includes pedagogical competency, personal competency, social competency, and

professional competency that are acquired through professional education. The focus of this research is in pedagogical competence and personality competence. It is assumed that teacher who is good in these two competencies will likely be able to motivate students to learn.

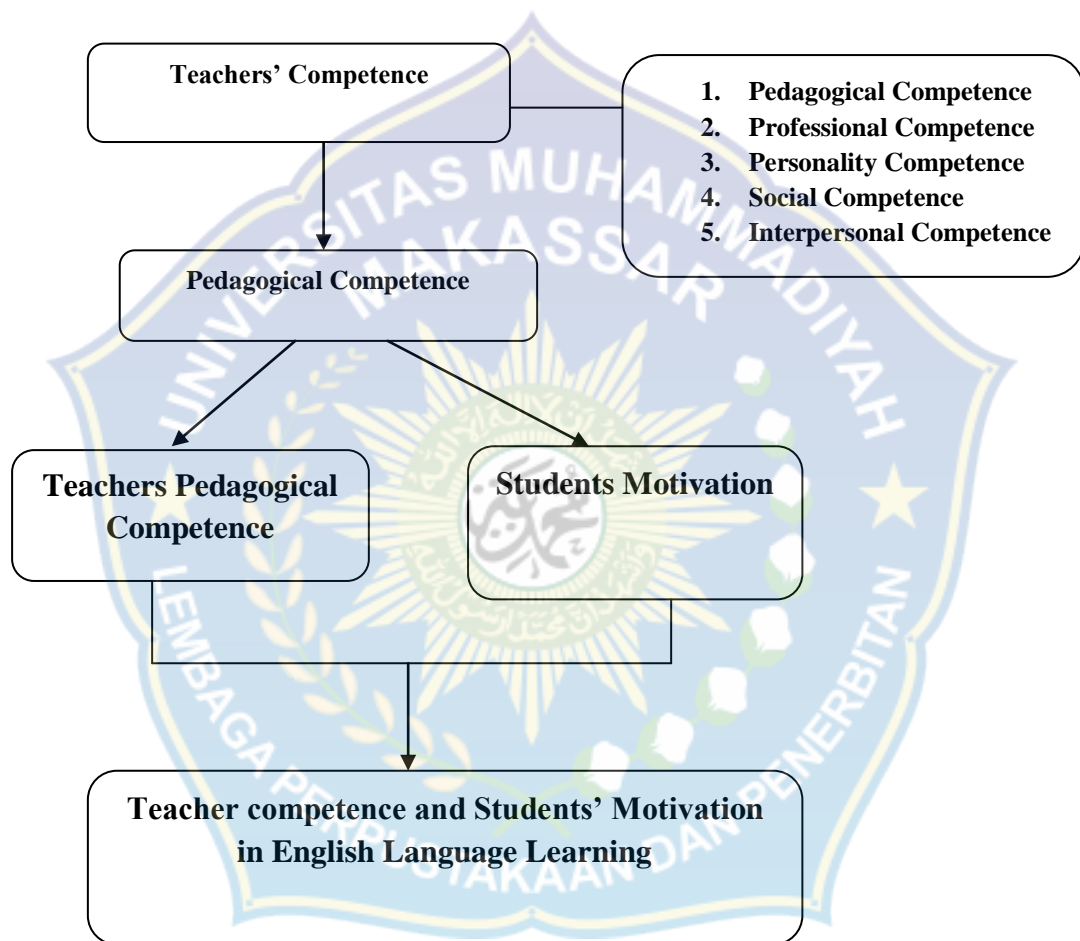


Figure 2.1 The Conceptual Framework

D. Hypothesis

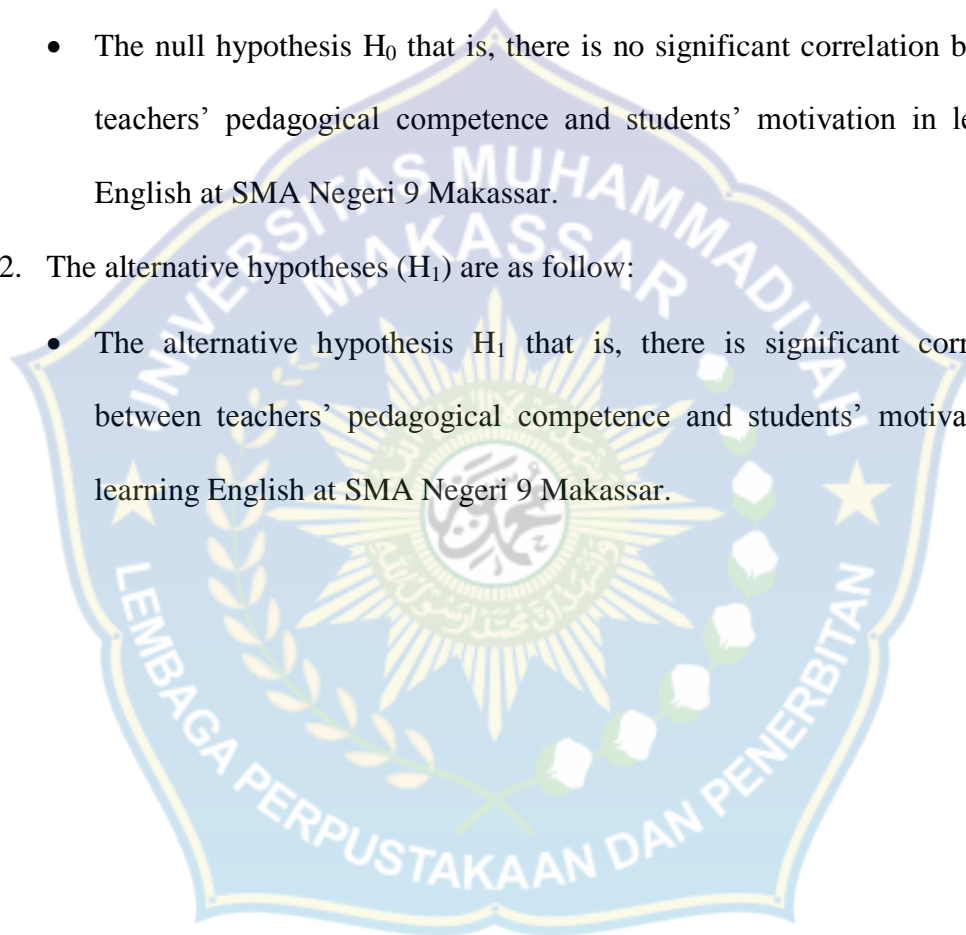
Bridging the teachers' pedagogical competence and their correlation with students' motivation in learning English, the researcher formulates the following hypothesis:

1. The null hypotheses (H_0) are as follow:

- The null hypothesis H_0 that is, there is no significant correlation between teachers' pedagogical competence and students' motivation in learning English at SMA Negeri 9 Makassar.

2. The alternative hypotheses (H_1) are as follow:

- The alternative hypothesis H_1 that is, there is significant correlation between teachers' pedagogical competence and students' motivation in learning English at SMA Negeri 9 Makassar.



CHAPTER III

METHOD OF THE RESEARCH

This chapter deals with the description of research design, definition of variables, population and sample, instrument of the research, procedures of data collection, and technique of data collection. The following is description of each part.

A. Research Design

In this research, the researcher applied correlation research design. Correlation research design was a design that involves the collection of data in order to determine whether there was a relationship or not and also the degree of the relationship between two or more quantifiable variables (Gay et al., 2006). This research did not deal with which one influences another because it was only a descriptive research which wanted to describe the correlation between teachers' pedagogical and students' motivation in learning English based on the students' perception. Moreover, this research used inferential statistic to find out the significant correlation between teachers' competence (pedagogical competence) and students' motivation.

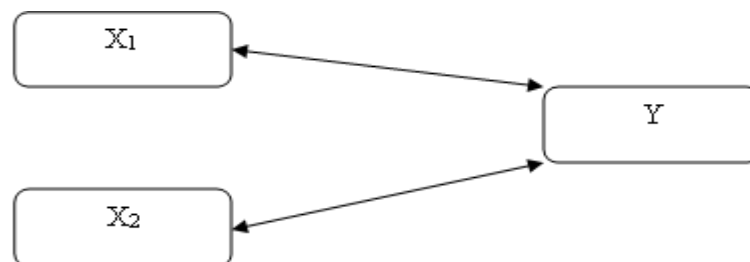


Figure 3.1 Research Design

Note:

X : Pedagogical Competence

Y : Students' Motivation

B. Research Variables and Operational Definition

This research had two predictors and one criterion variable. The predictor variables are teachers' pedagogical competence (X) and teachers' personality. The criterion variable was students' motivation (Y).

C. Population and Sample

1. Population

The population of this research was all students in the eleventh grade students of SMA Negeri 9 Makassar. There were total 5 classes (3 science classes and 2 social classes) at SMA Negeri 9 Makassar. Each class consisted of 28 students; the total population at SMA Negeri 9 Makassar was 140.

2. Sample

The sample of this researcher used cluster total sampling. The researcher took 3 eleventh science classes and 2 eleventh social classes as the total sample because all English teachers (in this case, the amount of English teacher in SMA Negeri 9 Makassar was 5 teachers) was taught each class in eleventh science and social class.

D. Instrument of the Research

The researcher administered questionnaires as the instrument in collecting the data to answer the research questions; the researcher used two kinds of questionnaires as the instruments in order to answer the research questions. The first questionnaire was IPKG (Instrumen Penilaian Kinerja Guru) based on K-13 which was developed and was adapted from atmowardoyo et al, (2016). The second instrument was students' motivation questionnaire that was adapted from Gardner and Lambert (1972) namely, Attitude Motivation Test Battery (ATMB).

1. The IPKG questionnaire

The IPKG questionnaire in this research contained one aspect of teachers' competence. They were teachers' pedagogical competence. The pedagogical aspect consisted of 45 statements (25 positive statements and 20 negative statements)

The questionnaire used Likert-scale, so respondent was chosen one of the five options available. Each numbers notes certain measurement for example: 1 = always, 2 = often, 3 = sometimes, and 4 = rarely, 5 = never.

2. Students' motivation questionnaire

The questionnaire for students' motivation consisted of 30 questions. It was adapted from Gardner and Lambert (1972). The questionnaire covered many aspects namely: persistence, optimist, enjoyable, interest in autonomous. Each aspect had their own indicators, such as persistence, the students were able to do their assignments in a long time until they could finish their assignments well.

Furthermore, the questionnaire consisted of 15 positive statements and 15 negative statements.

In this questionnaire the researcher used Liker-scale that consisted of four options. Each number noted certain measurement such as: strongly agree (SA), agree (A), undecided (U), disagree (DA), and strongly disagree (SDA).

E. Procedure of Collecting Data

Procedure of study in this collecting data could be seen as follows:

1. First the researcher distributed two questionnaires to the students in several steps.
2. The researcher had two meetings in distributing the two questionnaires, in order to avoid students' tiredness of giving two kinds of questionnaire at once. First, the IPKG questionnaire was distributed in the first meeting after the teacher terminates the class. Researcher gave explanation before distributing the questionnaire for 5 minutes. Second, at the second meeting, researcher distributed the students' motivation questionnaire; it was same before the class ended.
3. The researcher also explained about the questionnaire for 5 minutes approximately.

F. Technique of Data Analysis

The two questionnaires of this research were analyzed through following procedures:

1. The IPKG questionnaire

a. Scoring

Liker-Scale applies on the IPKG questionnaire. And the scores on the five-point scale format ranging from always to never. It could be seen on table 3.1 below.

Table 3.1 Liker-scale of IPKG

Positive Statement Score	Statements	Negative Statement Score
5	Always	1
4	Often	2
3	Sometime	3
2	Rarely	4
1	Never	5

b). Interpreting the score

The teachers' pedagogic competence questionnaire consisted of 40 statements (25 positive statements and 20 negative statements). If the students answered all the positive statements with always along with all negatives ones with never, he or she got 225. And the one who answers all positive statements with never along with all negative statements with always got 45. The classifications of the students' response are interpreted by using rating score as table 3.2 below.

Table 3.2 Rating Score of Teachers' level of IPKG Classification

No	Score	Category
1	189 – 225	Very Good
2	152– 188	Good
3	115– 151	Moderate
4	78 – 114	Poor
5	45 – 77	Very Poor

2. Students' motivation questionnaire

a. Scoring

The data from students' motivation questionnaire also used Liker scale. And the scores on the five-point scale format ranging from strongly agree to strongly disagree as seen on table 3.3 below.

Table 3.3 Liker Scale of Students Motivation

Positive Statement Score	Statements	Negative Statement Score
5	Strongly agree	1
4	Agree	2
3	Undecided	3
2	Disagree	4
1	Strongly disagree	5

b. Interpreting the score

The students' motivation questionnaire consisted of 30 statements (15 positive statements and 15 negative statements). If the students answered all

the positive statements with strongly agree along with all negatives ones with strongly disagree, he or she got 150. And the one who answers all positive statements with strongly disagree along with all negative statements with strongly agree got 30. The classifications of the students' response were interpreted by using rating score as follow:

Table 3.4 Rating Score of Motivation Classification

No	Score	Category
1	126– 150	Very High Motivation
2	101 – 125	High Motivation
3	76 – 100	Moderate
4	51 – 75	Low Motivation
5	30 – 50	Very Low Motivation

3. Calculating the correlation

The researcher used the Person's Product Moment with the analysis of SPSS 2.0 to determine the degree of correlation between teachers' pedagogic competence to students' motivation in learning English. And finally to interpret the result of the correlation analysis, the standard correlation for each variable was as follow

Table 3.5 Standard of Correlation Product Moment

No	Standard of "r"	Interpretation
1.	Lower than + 0.35 or - 0.35	Low or none
2.	Between + 0.35 and + 0.65 or between - 0.35 and - 0.65	Moderate
3.	Higher than + 0.65 or - 0.65	High

Source: (Gay et al, 2006)



CHAPTER IV

FINDING AND DISCUSSION

This chapter is divided into two sub-chapter, they are ‘finding’ and ‘discussion’. Finding describes what researcher found when conducting the research. It does not only consist of Table and Chart related to English teachers’ pedagogical and personal competence but also consist of students’ motivation in learning English and their correlation. Discussion describes the explanation of the result of the study in terms of English teachers’ pedagogical and students’ motivation and how this result connected to another research.

A. Findings

1. Students’ Perception on English Teachers’ Pedagogical Competence in Teaching

The finding of this research dealt with the English teachers’ pedagogical competence in teaching based on their students’ perception. A questionnaire about pedagogical competence had been distributed to the 122 students in which taught by 5 English teachers at SMA Negeri 9 Makassar.

Based on the result from the questionnaire it was found out that most of the English teachers who taught at SMA Negeri 9 Makassar were fairly good based in pedagogical competence based on their students’ perception. The classification of students’ perception on their English teachers’ pedagogical competence in teaching at SMA Negeri 9 Makassar can be seen as follow.

1. Teacher 1

Table 4.1 The classification of Teacher 1 Pedagogical Competence Based on the Students' Perception.

Interval Score	Frequency	Percentage	Description
189 – 225	10.7	8.6%	Very Good
152– 188	89.3	89.3%	Good
115– 151	-	0 %	Moderate
78 – 114	-	0 %	Poor
45 – 77	-	0 %	Very Poor
Total	100	97,9%	

Table 4.1 showed the interval, frequency, percentage and description of the teacher 1 pedagogical competence based on the students' perception. It told us that there were 3 students (10.1%) indicated that their teacher had very good on pedagogical competence, 25 students (89.3%) indicated that the teacher had good on pedagogical competence.

2. Teacher 2

Table 4.2 The classification of Teacher 2 Pedagogical Competence Based on the Students' Perception.

Interval Score	Frequency	Percentage	Description
189 – 225	10.7	8.6%	Very Good
152– 188	89.3	89.3%	Good
115– 151	-	0 %	Moderate
78 – 114			Poor
45 – 77			Very Poor
Total	100	97.9%	

Table 4.2 showed that from 28 students, there were 3 students (10.7%) believed that their English teacher had very good on pedagogical competence, 25 students (89.3%) indicated that their teacher had good on pedagogical competence.

3. Teacher 3

Table 4.3 The classification of Teacher 3 Pedagogical Competence Based on the Students' Perception

Interval Score	Frequency	Percentage	Description
189 – 225	4	16 %	Very Good
152– 188	17	68 %	Good
115– 151	4	16%	Moderate
78 – 114	-	0 %	Poor
189 – 225	-	0 %	Very Poor
Total	25	100%	

Table 4.3 told us that most students believed that their teacher had good pedagogical competence, since there were 17 students (68%) indicated the teacher had good pedagogical competence, and only 4 students (16 %) believed that the teacher had very good pedagogical competence and 4(16%) also students had Moderate pedagogical competence.

4. Teacher 4

Table 4.4 The classification of Teacher 4 Pedagogical Competence Based on the Students' Perception.

Interval Score	Frequency	Percentage	Description
189 – 225	4	25%	Very Good
152– 188	9	56.3%	Good
115– 151	3	18.7%	Moderate
78 – 114			Poor
45 – 77			Very Poor
Total	16	100%	

Table 4.4 showed Teacher 4 pedagogical competence level based on the students' perception. It showed that there were only 4 students (14.3%) thought that the teacher had very good pedagogical competence, 22 students (78.6%) believed that this teacher had good pedagogical competence and only 3 students (10.7%) thought that the teacher had Moderate pedagogical competence.

5. Teacher 5

Table 4.5 The classification of Teacher 5 Pedagogical Competence Based on the Students' Perception.

Interval Score	Frequency	Percentage	Description
189 – 225	1	4 %	Very Good
152– 188	18	72 %	Good
115– 151	6	24 %	Moderate
78 – 114			Poor
45 – 77			Very Poor
Total	25	100%	

Students' perception on Teacher 5 about the pedagogical competence could be seen on the Table 4.5 above. From the table we could conclude that the teacher had very good pedagogical competence (4 %) with only 1 student, it was indicated from 18 students (72 %) thought that the teacher had good pedagogical competence and there were 6 students (24 %) believed the teacher had moderate pedagogical competence level.

Table 4.6 below concluded the full score description of all English teachers who taught at SMA Negeri 9 Makassar, they were as follow:

Table 4.6 The Complete Classification of English Teachers' Pedagogic Competence Based on Their Students' Perception at SMA Negeri 9 Makassar

Interval Score	Frequency	Percentage	Description
189 – 225	15	12.3%	Very Good
152– 188	94	77%	Good
115– 151	13	10.7%	Moderate
78 – 114			Poor
45 – 77			Very Poor
Total	122	100 %	

Table 4.6 showed us that majority of the students believed that their teachers had good pedagogical competence. It could be told from the students' response, there were 94 students (77 %) thought that their teachers had good pedagogical competence level, 15 students (12.3%) even believed that the teachers had very good pedagogical competence level and there were only 13

students (10.7%) thought that the teachers had moderate pedagogical competence level and there was no teacher get poor or very poor category from their students. So it could be concluded that the English teachers of SMA Negeri 9 Makassar had a good pedagogical competence level according to their students' perception.

The mean score and standard deviation of the English teachers' pedagogical competence were represented below

Table. 4.7 The Mean Score and Standard Deviation of Teachers' Pedagogical Competence

Category	N	Mean	Minimum	Maximum	Std. deviation
Pedagogical Competence	122	173.4	127	215	16.4

Based on the table 4.7 it showed that there were total 122 students, and the mean score was 173.4, Minimum 127, Maximum 215, and the standard deviation was 16.4 (see appendix).

2. Students' Motivation in Learning English

The finding in this part was about the students' motivation in terms of learning English at SMA Negeri 9 Makassar. A motivation questionnaire had been distributed to 122 students in which these students had been taught by 5 English teachers.

Based on the questionnaire, it was found out that majority of the students categorized as high motivation in learning English. Some students categorized as very high motivation and the other students categorized as moderate students.

There were no students who were categorized as low motivation and very low motivation. The detailed could be seen as follow:

1. Teacher 1

Table 4.8 The classification of Teacher 1 Students' Motivation in Learning English.

Interval Score	Frequency	Percentage	Description
126– 150	3	10.7%	Very High Motivation
101 – 125	22	78.6%	High Motivation
76 – 100	3	10.7%	Moderate
51 - 75			Low Motivation
30 – 50			Very Low Motivation
Total	28	100%	

Table 4.8 revealed that most students categorized as high motivation in learning English since from total 28students, there were 22 students (78.6%) had high motivation, 3 students (10.7%) could be categorized as very high motivation, and the other 3 students (10.7%) could be said has moderate motivation in learning English.

2. Teacher 2

Table 4.9 The classification of Teacher 2 Students' Motivation in Learning English.

Interval Score	Frequency	Percentage	Description
126– 150	5	17.9%	Very High Motivation
101 – 125	18	64.3%	High Motivation
76 – 100	4	14.3%	Moderate
51 - 75	1	3.5%	Low Motivation
30 – 50			Very Low Motivation
Total	28	100%	

Table 4.9 indicated that most students who've been taught by teacher 2 had high motivation in learning English. It was shown by 18 students (64.3%) categorized as high motivation, 5 students (17.9%) categorized as very high motivation, and the rest 4 students (14.3 %) categorized as moderate and 1(3.5%) student categorized as Low Motivation.

3. Teacher 3

Table 4.10 The classification of Teacher 3 Students' Motivation in Learning English.

Interval Score	Frequency	Percentage	Description
126 – 150	2	8 %	Very High Motivation
101 – 125	20	80 %	High Motivation
76 – 100	3	12 %	Moderate
51 – 75			Low Motivation
30 – 50			Very Low Motivation
Total	25	100%	

Table 4.10 presented different result from two previous tables, they were very high motivation, high motivation and Moderate. There were 2 students (8 %) categorized very high motivation and 20 students (80%) categorized high motivation and there were 3 students (12 %) categorized moderate.

4. Teacher 4

Table 4.11 The classification of Teacher 4 Students' Motivation in Learning English.

Interval Score	Frequency	Percentage	Description
126 – 150	2	12.5%	Very High Motivation
101 – 125	14	87.5%	High Motivation
76 – 100			Moderate
51 – 75			Low Motivation
30 – 50			Very Low Motivation
Total	16	100%	

Table 4.11 presented almost the same thing with previous table, where only two categorizes marked by the students. The two categorizes were very high motivation and high motivation. Based on the table there were 2 students (12.5 %) could be said as very high motivation students and there were 14 students (87.5 %) categorized as high motivation students in learning English.

5. Teacher 5

Table 4.12 The classification of Teacher 5 Students' Motivation in Learning English.

Interval Score	Frequency	Percentage	Description
126 – 150	0	0 %	Very High Motivation
101 – 125	24	96%	High Motivation
76 – 100	1	4%	Moderate
51 – 75			Low Motivation
30 – 50			Very Low Motivation
Total	25	100%	

Table 4.12 revealed three different categories from the students' motivation level in learning English. 25 students categorized in three different level of motivation in learning English, there were 24 students (96%) placed in high motivation, 1 students (4%) had moderate motivation in learning English.

Table 4.13 below concluded the full score description of Students' motivation level in learning English at SMA Negeri 9 Makassar, they were as follow:

Table 4.13 The Complete Classification of English Students' Motivation in Learning English at SMA Negeri 9 Makassar

Interval Score	Frequency	Percentage	Description
126 – 150	12	9.8 %	Very High Motivation
101 – 125	77	63.1 %	High Motivation
79 – 100	29	23.8 %	Moderate
55 – 78	4	3.3 %	Low Motivation
30 – 54			Very Low Motivation
Total	122	100%	

Table 4.13 described students' motivation in learning English from 122 students who had been taught by 5 English teachers at SMA Negeri 9 Makassar. The majority of students in this case, there were 77 students (63.1%) who had high motivation in learning English. there were 12 students (9.8%) who had very high motivation, and there were 29 students (23.8%) who had moderate. from this point and 4 students (3.3%) who had low motivation in learning English, it could be concluded that the students' motivation level who had been taught by 5 English teacher was mostly have high motivation in learning English.

The mean score, median, modus, and standard deviation of the questionnaire could be seen as follows.

Table 4.14 The Mean Score and Standard Deviation of Students' Motivation

Category	N	Minimum	Maximum	Mean	Std. deviation
Motivation	122	66	140	106.4	14.5

Based on table 4.14 it could be said that the number of students was 122 students, the mean score was 106.4, minimum was 66, maximum was 140, and the standard deviation was 14.5 (see appendix 6).

6. Correlation

Table. 4.15 Table correlation

		StudentsPerceptionpedagogic	Studentsmotivation
StudentsPerceptionpedagogic	Pearson Correlation	1	.510
	Sig. (2-tailed)		.577
	N	122	122
Studentsmotivation	Pearson Correlation	.051	1
	Sig. (2-tailed)	.577	
	N	122	122

The correlation of the variables was tested with Pearson Product moment formula through SPSS 2.0. There were one predictor and one criterion variable, they were indicated by X for predictor variables, and criterion variable was indicated by Y. The X^1 variable in this case was Teachers' Pedagogical Competence, meanwhile Y went the Students' Motivation in learning English.

The correlation result based on computation from SPSS 2.0 was indicated that X or teachers pedagogical competence had a moderate correlation to Y or students' motivation in learning English. It was shown by the Pearson Correlation is 0.510 at the 0.05 moderate significant level. So, it could be concluded that teachers' pedagogical competence correlates to students' motivation in learning English.

B. Discussion

In this section of this research, the researcher presents the theoretical arguments and further interpretation of the findings which are presented systematically based on the findings.

1. Teachers' Pedagogical Competence to the Students' Motivation in Learning at SMA Negeri 9 Makassar.

Teachers' pedagogical competence is very vital for every teacher. It is believed that the students motivation or achievement in learning depend on how good do teachers in this competency. The research had been conducted at SMA Negeri 9 Makassar, one of popular school in Makassar. And based on the research finding, it could be said that the English teachers had a good pedagogical competence since then it influenced the students' motivation in learning. A questionnaire had been distributed to all students who had been taught by five English teachers. Judging from the questionnaire, all students believed that their English teachers had a good pedagogical competency. It was marked by 94 students (77%) from total 122 students indicated that their English teachers had a good pedagogic competence, 15 students (12.3%) indicated that their English

teachers had very good competence, and only 13 students (10.75%) thought that their English teachers had moderate competence.

The result from the students' questionnaire indicated that the highest score was 215 and the lowest score was 127. Moreover, the students believed that their English teachers had a good pedagogic competence. They believed that their English teachers had a good competency since the teachers always used an interesting technique to teach them. It made them far away from feeling bored. It was also stated by Wijayanto (2014) that teachers need to use a variety of technique to motivate students to learn.

2. Students' Motivation in Learning English of SMA Negeri 9 Makassar.

Motivation in learning is very important for the students. The level of students' motivation can be from anywhere and anyone. Teachers' competences are one source of students' motivation. Teachers with enough competence will likely boost their students' motivation. Good (1987) said that students' motivation and their teachers are linked together. Teachers with good ability will likely motivate their students to learn.

Based on the questionnaire analysis it was found that most students of SMA Negeri 9 Makassar who were taught by 5 English teachers had good motivation in learning. There were 77 students (63.1%) from total 122 students got high motivation, even 12 students (9.8 %) got very high motivation, and there were 29 students (23.7%) could be said moderate. And there were only 4 students (3.3%) could said low motivation.

The highest score was 140 and the lowest score was 66. The majority of the students said that they were motivated to study English because English was international language, moreover they believed when they graduated they could join prestigious university when they had good English. They loved to work on English assignment. Moreover, sometimes they also practiced their English at home (for example, practicing their speaking through singing an English song) even though it was not every night.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research. The first section deals with conclusion based on the research findings, and second section contains suggestions based on the conclusion.

A. Conclusion

Based on the previous chapter, the researcher can conclude that the level of teachers' pedagogic competence at SMA Negeri 9 Makassar were good based on their students' perception. It was indicated by the result of the questionnaire that had been distributed to 122 students which resulted that 94 students (77%) agreed that their English teachers had a good pedagogic competence.

The students' motivation in learning English at SMA Negeri 9 Makassar was high. It was shown by the result of the questionnaire in which said that 77 students (63.1%) categorized as high motivation students. The Pearson Product Moment test indicated that there was a correlation between teachers' pedagogic competence and students' motivation in learning English. The correlation was moderate with 0.510 for teachers' pedagogical competence and students' motivation. The computed t-test of indicated that the first H_1 hypothesis in this case, there was significant correlation between teachers pedagogical competence and students' motivation was accepted because of the t-test score was 20.4 > than t-table 1.962..

Based on the questionnaire related to pedagogic, the students mostly appreciated their English teachers, because of using interesting technique in teaching, integrating the teaching material with another learning tool, such as laptop, LCD, and also jokes to boost students' motivation in learning. The students' motivation was high based on the questionnaire because most of them loved English. They only complained about the amount of assignment given to them. They also expected that their teachers supposed to be at school even though the teachers did not teach on that day. Finally, the level of task given to the students needed to be suitable with their ability.

B. Suggestions

Based on the conclusion above, the researcher would like to give suggestion as follows:

1. Since there is significant correlation between teachers' competence and students' motivation in learning. All teachers not only English teacher should consider the use of media technology in their teaching process, because it helps making the teaching and learning process more interesting. The mastery of teaching technique and jokes are also very important to anticipate students' boredom in teaching. Moreover, teachers are expected to consider about giving task to the students, the task supposes to be not too hard and not too easy, and also teachers need to give suggestion about how the students have to manage their time regarding to lots of task given by the teachers.
2. It is suggested to the next researchers to conduct deeper or further research on English teachers' competencies not only on pedagogic and personal

competence but also another teacher competency. It is also important to conduct a research on teachers' competence not only in senior high school level but also another level such as junior high school.



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