

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

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Abstract

Improving student outcomes can be influenced by the basic role of the teacher, one of them is pedagogical competence. It is crucial because reflected in the curriculum and learning process implementation, and English teacher is a key role in effective language. The purpose of this study was to analyze the students' perception of English teachers' pedagogical competence, to know the students' achievement, and to determine the correlation between students' perception toward teachers' pedagogical competence and their achievement in English subject at SMA Islam NU Pujon. Being designed in a correlational study, the sample was 92 students at twelfth grade and used simple random sampling technique. The instrument in this study was the questionnaires and tests. The result of the responses from students regarding the questionnaire and test were in the medium category, and 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 a 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

Keywords: students' perception, pedagogical competence, students achievement

INTRODUCTION

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, Muijs & 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 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 to 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. It is because to make the students develop their potential.

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. Moreover, Students' perception can aid the teacher to realize and reflect on their teaching strategies, classroom management skills, teaching method, and knowledge of the English subject

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 perceived that the English teacher gave difficult evaluation tests occasionally and it made the students confused.

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. 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. The success of students in achieving learning outcomes (achievement) is very important, in which students can develop themselves. According to Karadag (2017), several factors can support student success to reach their achievement, they are (1) intelligence factor, (2) motivation factor, (3) attitude factor, (4) teacher factor, (5) parents involvement factor, (6) learning style factor, and (7) school environment factor.

Practically and theoretically, this study brings some significance to the students and English teachers. It 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.

The relevant study has been done by Imelda, Samsul & Melda (2019). This study found teachers' performance is in a high level and there was a significant and positive correlation between students' perception of teachers' teaching performance and their achievement at SMK N 1 Kempas. The second study was done by Akram (2019), which measures the relationship between teacher effectiveness score and student achievement in English and mathematics. This study found a moderate positive relationship between teacher effectiveness score and student achievement at the secondary school level. Another study by Zulia (2016) published a report about a correlational study between students' perception of teacher competencies towards student achievement. The result of this study showed that the students' perception of teacher competence is in good condition. Moreover, there is a relationship between students' perception of teacher competence and their achievement. The other, Syahrul (2016) used qualitative descriptive to know English teachers' pedagogical competence and quantitative descriptive to analyze the questionnaire based on the second-grade students' perspectives. The result showed

that the English teacher at MTs Negeri 1 Jenepono gets a score from students' perceptions of pedagogical competence is 31 including the medium category.

This study also conducted the same study but in a different instrument and different focus. The previous study is focused on students' perception of teachers' teaching performance, teacher effectiveness, and teacher competencies, while this study focuses on students' perception toward teachers' pedagogical competence and their achievement. To make the data accurate, this study used test to know the students' learning outcomes, not documentation. Furthermore, this study was conducted in senior high school at the twelfth grade that has a different subject from other studies.

The purpose of this study was to analyze the students' perception of English teachers' pedagogical competence, to know the students' achievement, and to determine the correlation between students' perception toward teachers' pedagogical competence and their achievement in English subject at SMA Islam NU Pujon.

METHOD

This study used a correlational study, Correlational study is the measurement of the sample by seeking a relationship between two variables or more variables and how close they are. The subject of this study was the twelfth-grade students at SMA Islam NU Pujon. 92 students took part in this study.

The instruments were questionnaire and test, where the questionnaire used close-ended questions and the kind of question was used Likert scale. In the questionnaire, there were five available answer choices for students that can be chosen by giving the checklist. The questionnaire was distributed via WhatsApp group (google form questionnaire) due to coronavirus disease. The answer is always (5), often (4), rarely (3), sometimes (2), and never (1). From 23 questions, there were 20 valid questions. The result of the reliability showed that the value of Cronbach's Alpha coefficient is 0.944. It means that the instrument is reliable to use. Furthermore, the test used an objective test (multiple choice) and asked the English teacher at SMA Islam NU Pujon as an expert judgment to give judgment of the test because it is important to consider and improve the test before trying it out to the students. There were 25 valid multiple-choice from 30. The result of the reliable test on the instrument showed that the value of Cronbach's Alpha is 0.865. It means that the instrument is reliable to use because 0.836 is greater than 0.60.

To achieve the objective of this study, there were several steps to collect data. They were; (1) design the questionnaire and test for students. (2) determined twelfth-grade students. In this case, using a simple random sampling technique, from 120 students to 92 students. (3) shared the link of questionnaire and test to the students, used googleform because of the pandemic covid-19 era. (4) collects the questionnaire and test filled out by XII students. The data were analyzed in quantitative. Starting from tabulating data, analyze data of questionnaire and test using the descriptive quantitative analysis technique with percentages were classified into 3 categories (high, medium, and low), conducted a normality test by using *Kolmogorov Smirnov*, conducted a correlation analysis by using *bivariate correlation* in SPSS, and concluded the finding data.

RESULTS AND DISCUSSION

Several tables are used to present the result of the study following students' perception of English teacher pedagogical competence, students achievement, and their correlation.

Students' Perception of English Teachers' Pedagogical Competence

Pedagogical competence is measured by six indicators/ aspects including mastering the character of students, mastering teaching materials, mastering class management, mastering learning methods and strategies, utilizing information technology and communication for learning purposes, carrying out assessment and evaluation of learning processes, and outcomes. The items were made from those indicators.

The questionnaire consists of 20 items and was given to 92 students from twelfth grade where each alternative answer was always, often, rarely, sometimes, and never. The student's highest score is 97, and the lowest score is 63. From the result of the questionnaire, it is divided into three categories, namely high, medium, and low. The way to determine the categories is done by entering into the predetermined categorization formula (Sudijoyo's formula in Ratnaningrum, 2016) the result of the analysis are presented in table form as follows

Table 1 Frequency distribution of questionnaire result on students' perception of teachers' pedagogical competence in English Subject at SMA Islam NU Pujon

No	Category	Interval	Frequency	Percentage
1	High	$X > 86$	16	17,4%
2	Medium	$71 < X < 86$	65	70,6%
3	Low	$X < 71$	11	12%
Total			92	100%

Based on table 1, it can be explained that the students' perception of teachers' pedagogical competence at SMA Islam NU Pujon in detail there are 16 students (17,4%) in the high category, 65 students (70,6%) in the medium category, and 11 students (12%) in the low category. The most frequent in the medium category, therefore it can be included that the students' perception of teachers' pedagogical competence in teaching English at SMA Islam NU Pujon is in the medium category. This is in line with the results of research conducted by Syahrul (2016) which states that the English teacher gets a score from students' perceptions of pedagogical competence is 31 including the medium category.

Student Achievement

Students' English learning achievement is measured by the material that has been taught by an English teacher with three indicators including offering help, application letter (there is passive voice). The test consists of 25 numbers (multiple-choice test) and was given to 92 students from twelfth grade where each alternative answer was a, b, c, d, and e. The student's highest score is 96, and the lowest score is 52.

At SMA Islam NU Pujon, the minimum criteria (KKM) is set at 70 in English. Looking at student learning outcomes, it can be seen that there are still some students who get scores below the KKM. The way to determine the categories is done by entering into the predetermined categorization formula.

Table 2 Frequency Distribution of Student Achievement Results in English Subject at SMA Islam NU Pujon

No	Category	Interval	Frequency	Percentage
1	High	$X > 86$	18	20%
2	Medium	$67 < X < 86$	59	64%
3	Low	$X < 67$	15	16%
Total			92	100%

Based on table 2, it can be explained that the student achievement in English subject at SMA Islam NU Pujon in detail there are 18 students (20%) in the high category, 59 students (64%) in the medium category, and 15 students (16%) in the low category. The most frequent in the medium category, therefore it can be included that the student achievement in English subject at SMA Islam NU Pujon is in the medium category.

There are still students who get scores below the minimum criteria in the twelfth grade at SMA Islam NU Pujon. Students get scores below the minimum criteria in English subject are caused by several factors. The factors that caused it can come from the less interested student (lack of student motivation) in learning English, it can also be caused by a lack of teacher ability to master and transfer their knowledge (Karadag, 2017).

Result of Analysis The Correlation between Students' Perception of Teachers' Pedagogical Competence and Students Achievement

Students' perception of English pedagogical competence data and student achievement were obtained through questionnaires and tests, then a requirements analysis will be carried out, namely the data normality test.

Data Normality Test

The data normality test is used to determine whether or not the normal range of the variable score on students' perception of English teacher pedagogical competence and student achievement. The method used to test the normality in this research is *Kolmogorov Smirnov* in SPSS.

Table 3 Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		92
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	8,88967937
Most Extreme Differences	Absolute	,072
	Positive	,038
	Negative	-,072
Kolmogorov-Smirnov Z		,690
Asymp. Sig. (2-tailed)		,727

a. Test distribution is Normal.

b. Calculated from data.

From the results of table 4.3, a significance value of 0.727 is obtained, so the normality assumption is fulfilled because of the significant value of $0.727 > 0.05$.

Correlation Analysis

The researcher used *bivariate Pearson product-moment correlation* in SPSS to analyze the students' perception of teachers' pedagogical competence and student achievement.

Table 4 Correlation Between Students' Perception Toward Teachers' Pedagogical Competence and Student Achievement In English Subject At SM Islam NU Pujon

	students' perception of English teacher pedagogical competence	student achievement
students' perception of English teacher pedagogical competence	1	,373**
Pearson Correlation		,000
Sig. (2-tailed)		
N	92	92
student achievement	,373**	1
Pearson Correlation		,000
Sig. (2-tailed)		
N	92	92

** . Correlation is significant at the 0.01 level (2-tailed).

Based from table 4.4, the test results are obtained using the *product-moment* in the following table:

Table 5 Result of the Correlation Calculation

Hypothesis	Score/ value	Notes
There is a significant correlation between students' perception of teachers' pedagogical competence and their achievement in English subject at SMA Islam NU Pujon	Sig = 0.000 r = 0.373	Ho is rejected Ha is accepted

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.

Based on the results of the hypothesis testing data analysis using the Pearson Product Moment correlation, the correlation coefficient value was 0.373 and the significant value was 0.000. It can be seen that 0.000 is less than 0.05 ($0.000 < 0.05$), it means that there is a correlation between students' perception of English teachers' pedagogical competence and student achievement. Therefore, variable students' perception of English teachers' pedagogical competence and their achievement in this study shows a significant positive relationship.

This means that the higher the students' perception of English teachers' pedagogical competence, the higher the students' English achievement.

The result of this research is in line with Lindmeier (2011) stated that teachers who have pedagogical knowledge can give contributes to the success of the process and learning outcomes of students. In this case, the teacher who has good pedagogical competence will be able to manage the learning as attractively as possible, so that students will listen more and pay more attention to what the teachers say and in the end will improve student learning outcomes. It is because the purpose of learning outcomes is the success and understanding of the students of the material being taught.

Pedagogic competence is one of the absolute competencies that must be mastered by teachers because to achieve learning objectives and to obtain satisfactory student learning outcomes, qualified and competent teachers are needed in their fields. This supports by Rahman (2017), An English teacher is required not only to transfer their knowledge but also to be able to manage the learning, to make it more interesting, deeply understand the students, designing learning, implementing learning, designing and applying instructional evaluation, developing students to actualize their potential and utilize information technology and communication for learning purposes. This ability greatly determines the success of the teacher in implementing and managing the learning. Even though students have their characteristics, enthusiasm for learning, comprehension, and enjoyment of each, but by mastering the pedagogical competence the teacher can teach heterogeneous students well and are even able to improve student learning achievement. This is in line with the results of research conducted by Akram (2019) which states that there is a positive relationship between teacher pedagogical score and students' English achievement.

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 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.

Based on the conclusion, there was a correlation between students' perception of teachers' pedagogical competence and their achievement. Although, the reality faced problem by English teacher is developing the pedagogical skill in foreign language because needs to build through English practices in the classroom setting. But the correlation is positive, it means that the English teacher should develop their pedagogical skill because it is can improve or enhance students' English achievement.

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