STUDENTS' PERCEPTION TOWARD SOCIAL COMPETENCE OF ENGLISH TEACHER AT SMP NEGERI 02 REJANG LEBONG

THESIS

This Thesis is submitted to fulfill the requirement for the "Sarjana" degree in English Language Education

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Hal   : Pengajuan Sidang Munaqasah Kepada

Kepada Yth.

Bapak Dekan Fakultas Tarbiyah IAIN Curup

Di Tempat

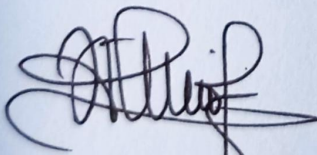*Assalamualaikum Warahmatullahi Wabarakatuh*

Semoga bapak selalu dalam kesehatan dan lindungan dari Allah SWT. dalam setiap urusannya. Setelah mengadakan pemeriksaan dan juga perbaikan yang penting, maka kami berpendapat bahwa skripsi atas nama **Viona Lorenza(20551073)** sebagai Mahasiswa dari Program Studi Tadris Bahasa Inggris, dengan judul **"Students' Perception Toward Social Competence Of English Teacher at SMP Negeri 02 Rejang Lebong"** sudah dapat diajukan dalam Sidang Munaqasah di Institut Agama Islam Negeri (IAIN) Curup.

Demikian Permohonan ini kami ajukan, besar harapan kami agar bapak dapat menyetujui hal ini. Terima kasih.

Wassalamualaikum Warahmatullahi Wabarakatuh
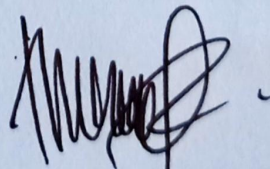
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PREFACE

All praises to Allah SWT that the writer had finally finished writing her thesis entitled "Students' Perception Toward Social Competence of English Teacher at SMP Negeri 02 Rejang Lebong". This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far being perfect, therefore the writer really appreciates some suggestion and critics. for being perfect in the future.Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup,   08 January 2025
The Researcher

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Assalamu'alaikum Wr.Wb

      Alhamdulillahirabbil'alamin, all of praise and thanks are due to Allah SWT who has given the researcher mercy, blessing and guidance so the researcher can finish this research completely. May the peace and blessings of Allah be upon Muhammad SAW, the messenger of Allah and his family and companions and who follows them righteousness until the day of judgement.

      The researcher finished this thesis entitled **"Students' Perception toward Social Competence of English Teacher at SMP Negeri 02 Rejang Lebong"**. This thesis is presented in order to fulfill of the requirement for the degree of strata in English study program IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance.contribution and motivation from others, because of those reason, the writer would like to presents her deepest appreciation to:

1. Mr. Prof.Dr. Idi Warsah, M.Pd.I as the rector of IAIN Curup.

2. Dr. Sutarto, M.Pd as Dean of Tarbiyah Faculty.

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4. Special thanks for my parents, my father Mr. Adi Candra and my mom Mrs. Nopri Hanita who always love me in any way, and my beloved sister Kanza Zalvani

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8. Researcher also say to my aunt Mrs. Tri Apriani, S.E and my uncle Mr. Pedi Dosebranda, S.Pd.I who has helped me a lot with material things and given

me continued encouragement so that I can become a successful person. For all time Allah SWT will give his bless for you. Aaamiinn

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10. My beloved partner Muhamad Reza and Family thank you for contributing a lot from the beginning of the research, both energy, thoughts, and time to the author. Thank you for supporting, listening to my complaints, and encouraging me to never give up.

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Finally, the writer need construction suggestion for being perpect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in other school for acknowledgment above, and those are not mentioned, may Allah give them the best reward. Aamiin.

Curup, 15 January 2025

The Researcher

Viona Lorenza
Nim. 20551073

MOTTO AND DEDICATION

"We Will Get Happy In The Future"
By: Viona Lorenza

I dedicate this thesis with respect to:

1. **To my beloved parents, Mr. Adi Candra, and Mrs. Nopri Hanita, for their prayers, love, support, enormous advice, financial support so far until this thesis can be completed and I will never return.**

2. **To my beloved sister Kanza Zalvani, and my family who always provide motivation, support and love..**

3. **My Advisior Mrs. Dr. Leffi Noviyenty, M.Pd. and my Co- Advisior Mrs. Meli Fauziah, M.Pd who has provided guidance, support and suggestions to the author in completing this thesis.**

4. **To my beloved friends Afta, Astria, Afriya, Dela, Dike, Meka, Waini, Sadia, Klara, Okta and Rio Zhang and TBING class B, KKPM and PPI encouraging me to achieve success.**

ABSTRACT

Students' Perception Toward Social Competence of English Teacher at SMP

Negeri 02 Rejang Lebong

By: Viona Lorenza

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Advisor : Dr. Leffi Noviyenty, M.Pd

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This research aims to determine students' perceptions of the social competence of English teachers at SMP Negeri 02 Rejang Lebong. This research uses quantitative methods which are presented in quantitative descriptive to describe it. The research subjects were class IX students and two English teachers as objects, to see their social competence at SMP Negeri 02 Rejang Lebong. This research instrument used a questionnaire with a population of 281 students which was distributed to 122 students. The results of the research show that students' perception toward social competence of English teachers at SMP Negeri 02 Rejang Lebong has a positive perception with an average score of 90% with positive perception results and research results to what extent the students' perception on teacher social competence affect their English learning at SMP Negeri 02 Rejang Lebong also had positive results with an average score of 86%. So it can be concluded that the results of both questionnaires have the same criteria, namely "Very Good". This research shows the importance of English teachers' social competence in increasing student motivation and learning outcomes. Therefore, it is recommended that teachers increase positive interactions with students and develop effective communication skills. In addition, students need to utilize feedback from teachers for improvement. Implementation of these recommendations is expected to increase learning motivation, English learning outcomes and build positive relationships between teachers and students.

Keywords: Social Competence, English Teacher, Students' Perception

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CHAPTER I
INTRODUCTION

A. Background of the Research

Professionalism of a teacher is a must realizing a knowledge-based school, research an understanding of learning, curriculum and human development including learning styles. As a professional, teachers must prepare themselves in various ways abilities before, during and after carrying out activities education and learning. Ability before implementing activities are very important because this is the main capital. When 43carrying out the process, of course at that time the teacher gets the realitythere are abilities that he doesn't yet have so he has to keep trying to plan to improve the quality of his abilities. After carry out learning educational activities that must be carried out teachers are realizing plans to improve the quality of competence himself.[1]

According to Law Number 14 of 2005 concerning Teachers and Lecturers article 10 paragraph (1)Teacher competence includes pedagogical competence, personality competence, social competence,and professional competencies obtained through professional education: 1.Pedagogical Competence: Explanation in Law No 14 of 2005 concerning Teachers and Lecturers, Pedagogical competency is the ability to manage participant learning educate, 2. Personality Competence: Explanation in Law Number 14 of 2005 concerning Teachers and Lecturers, Personal

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[1] Muhammad Saroni, *Personal Branding Guru*, (Yogyakarta: Ar-Ruzz Media, Cet. L, 2011), h 94

competence is the ability of a strong personality, noble character, wise and authoritative and a role model for students.3. Social Competence: Explanation in Law Number 14 of 2005 concerning Teachers and Lecturers, Social competence is the teacher's ability to communicate and interact effectively effectively and efficiently with students, fellow teachers, parents/guardians of students, and local communities, 4. Professional Competence: Explanation in Law Number 14 of 2005 concerning Teachers and Lecturers, Professional competence is the ability to master subject matter broadly and deep.[2]

Teachers in the eyes of society and students are necessary role model in his daily life. Teachers need it have social skills with the community in the context of implementing the process effective learning. Social abilities include the teacher's internal abilities communicate, work together, be sympathetic and have a kind soul pleasant. Teachers must be able to communicate well verbally and in writing and gestures, using communication and information Technology ,interact effectively with students, fellow educators, education staff, parents/guardian students and interact politely with the surrounding community.

Educational problems in Indonesia show that the education system still focuses more on cognitive and academic aspects, while social and emotional aspects are often neglected. This is in line with the findings in World Education Needs, which emphasizes that social competencies, such

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[2] Undang-Undang RI No. 14 Tahun 2005 *Tentang Guru dan Dosen*. Bandung: Citra Umbara,2006), H. 4

as cooperation and communication, are still less of a priority than cognitive skills. More broadly, The Future of Education and Skills 2030 report shows that a similar trend is occurring in many countries, where education systems still focus more on academic achievement than on developing the social and emotional skills essential for 21st century life.

Social competence is very important in the teaching profession, because teachers must be able to interact effectively with students, parents and colleagues. Teachers' social competence can influence student learning outcomes, because teachers who have good social competence can create a positive and supportive learning environment. Previous research on teacher competence focused more on pedagogical and professional competence, so that research on social competence can make a significant contribution to the research field. By choosing social competency research topics, researchers can contribute to developing teacher competency and improving the quality of education.

The social competence of a teacher is "a necessity in realizing a knowledge-based school, namely an understanding of learning, curriculum and human development including learning styles".[3] In general, schools have teachers with social competence will apply learning by carrying out human relations good and harmonious, to replace the way of teaching where the teacher only speak and students just listen. In such an atmosphere, students are actively involved in solving problems, looking for

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[3] Kariman, Profesi Keguruan, (Jakarta: Rineka Cipta, 2002, h. 14

resources information, evaluation data, as well as presenting and defending views and the results of their work to colleagues and others. Meanwhile, teachers can work intensively with other teachers in planning learning, both individual and team, such as making decisions about school design, collaboration on curriculum development and participation in assessment process.

Competence in Indonesian Law No. 14 of 2005 concerning teachers and lecturers and Republic of Indonesia Law No. 20 of 2003about the national education system is a set of knowledge skills, and behaviors that must be possessed, internalized and mastered by teacher or lecturer in carrying out their duties as an educator. Competence the teacher in question includes: pedagogical competence, competence personality, social competence and professional competence obtained through professional education[4] However, of the four competencies, Social competence is prioritized, because teachers have it social competence is not only required to master the field of science, teaching materials, learning methods, motivating students and having high skills and broad insight into the world education, but must also have a deep understanding of nature of humans and society. A teacher is something necessity in realizing a knowledge-based school, that is understanding of learning, curriculum, and human development socialize with friends, neighbors, community, teachers and parents. The quality of education is said to be good if the teaching and

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[4] [4]Undang-Undang Ri No.14 Tahun 2006, Tentang Guru Dan Dosen,(Bandung: Citra Umbara,2006), H. 4

learning activities are good. Good teaching and learning activities go hand in hand. increasing teacher performance. One form of effort to improve teacher performance from the government is to increase teachers' adequate security and welfare through certification. Referring to the provisions of Article 42 paragraph (1) of Law Number 20 of 2003.

Regarding the National Education System, it is stated that educators must have minimum qualifications and certification in accordance with the level of teaching authority, be physically and mentally healthy, and have the ability to realize national education goals. The implementation of teacher certification began in 2007 after the publication of Regulation of the Minister of National Education Number 54 of 2022 Article 5 concerning Prospective Students must meet the following requirements: a. status as an In-Service Teacher and is still active carry out duties as a teacher for 3 (three) years final, b. have a Bachelor's (S-l) or Diploma academic qualification Four (D-IV), c. have a Unique Educator and Education Personnel Number, d. the maximum age is 58 (fifty eight) years old the year concerned, e. physically and mentally healthy, f. free of narcotics, psycho tropics and other addictive substances, g. well-behaved and h. registered in the Ministry's basic education data system.

In formal education the teacher is very important factor for students, because teachers are often used as role models. Therefore, Teachers should have competence suitable for development students' full potential. Based on Law no. 14 2005 concerning Teachers and Lecturers in Chapter IV Article

10 states, there are four teacher's personality competence, that is Pedagogical Competence, Competence Personality, Professional Competence, and Social Competence.[5] From these four competencies must be possessed by a teacher, whether required or not, teachers must do it sincerely. These four competencies are mutually exclusive relate and influence each other. However, of these four competencies, Social competence is rarely paid attention to by teachers even though this social competence very important. However, the reality is that there are not teachers in the field yet pay attention to social competence.[6] When a teacher can be said to have social competence, a teacher has the ability to communicate with students and their environment (such as parents, neighbors and fellow friends).If these abilities are not met then a teacher has not fulfilled the professionalism of a teacher. In the current era, we still encounter many teachers who are not yet professional, such as only giving assignments to students without interacting first because interacting with fellow students with teachers is a professional form of a teacher who has fulfilled communication skills. Increasing teacher competency can be done in various ways, including through teacher academic qualifications, education and training, certification tests, and providing opportunities for improving learning.

From this research, it turns out that there is a relationship between students' perceptions of the english teacher's social skills and their learning

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[5] Undang-Undang Ri No.14 Tahun 2006, Tentang Guru Dan Dosen,(Bandung: Citra Umbara,2006), H. 4

[6] Undang-Undang Ri No.14 Tahun 2005, Tentang Guru Dan Dosen.

performance. Research shows that teachers who have high social competence can significantly improve students' English reading abilities. Teachers who have good social skills can communicate effectively with students, increase learning motivation, and create a pleasant learning atmosphere. Thus, students' perceptions of the social skills of English teachers can influence their learning performance. Therefore researchers interested in researching the social competency abilities of a teacher who is certified and has completed postgraduate higher education as a junior high school teacher, where these social competency abilities are mandatory for a teacher to develop in a good and successful learning class. Here, my research subject, a teacher who is certified and has completed Masters education and devoted himself to teaching at SMP 02 Rejang Lebong for more than 5 years.

From the results of the researcher's observations, it can be concluded that the researcher is interested in conducting research at SMP Negeri 02 Rejang Lebong to see the social competency abilities of a teacher who has been certified and has completed a master's degree. So this research is entitled **"STUDENTS' PERCEPTION TOWARD SOCIAL COMPETENCE OF ENGLISH TEACHER AT SMP 02 REJANG LEBONG"**

B. Research Questions

The problem that would be investigated in this study are :

1. How is students' perception of the social competence of English teacher at SMP Negeri 02 Rejang Lebong?

2. What is the impact of perception on student learning motivation at SMP Negeri 02 Rejang Lebong?

C. Objective of the Research

Based on the research questions above, the objectives of this research are to find out:

1. The students' perceptions of the social competence of English teachers at SMP Negeri 02 Rejang Lebong

2. The impact of perception on student learning motivation at SMP Negeri 02 Rejang Lebong

D. Delimitation of Research

The researcher delimits this research to get more specific data. In this research, the researcher focuses on the students perception toward social competence of English teachers in nine grade at SMP Negeri 02 Rejang Lebong.

E. Operational Definition

1. Students Perception

According to Sarlito perception is the ability to organize observation. Perception is a process that begins with a vision and ends with a response that occurs within the individual, allowing them to be aware of everything in their surroundings through their senses.[7] Perception understood as a process where an individual have the ability to give a respon from message, information, thoughts, feelings and experiences

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[7] Sarlito Wirawan Sarwono, (1976), *Psikologi Umum, (Jakarta: Bulan Bintang*, p. 90 Reynaldi. (2020), English *Students' Perception On The Utilization Of Social Media Platform In Online Learning Classroom* (IAIN, Thesis), p. 7

accepted through their five sense and use it to give interpretations, opinions, suggestions and information based on his experiences.

In this research, what the researcher means by perception is the respond from the students toward social competence of english teacher at SMP Negeri 02 Rejang Lebong. It is positive or negative based on their experiences.

2. Social Competence

Social competence is a special ability or skill absolutely possessed by teachers in the field of teaching with expertise. This specialist is able to carry out its duties and functions optimally. Social competence is the basic capital that a teacher must have owned and embedded in his daily personality behavior both in the school and community environment.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. Perception

a. Definition of perception

The definition of perception are taken from some experts. Perception is a response regarding the experiences that a person has had about the external world and involves the recognition of stimuli.[8] Perception refers to any process which avails understanding what is happening about himself or herself with the help of the sensory information or senses.[9] Perception is shaped starting from the eye, then the eye catches stimulation, feels something that is experienced and produces a psychological process to bring up or express an opinion as perception. Perception is a stimulus technique that is received and chosen by someone so that it can be expressive.[10]

Perception also has mean as, something process by which organism interpret and organize sensation to product a meaningful experience of the word.[12]Sensations usually refer to the immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, nose, and tongue oe skin perception. It means better

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[8] Alfred Otara, "Perception: A Guide for Managers and Leaders," *Journal of Management and Strategy* 2, no. 3 (2011): 21–24, https://doi.org/10.5430/jms.v2n3p21.

[9] Neriman Aral, "Visual Perception in Specific Learning Difficulties," *Children Australia* 3, no. 3–4 (1978): 6–11, https://doi.org/10.1017/s0312897000006421.

[10] Altman Valenzi, *Organizational Behavior: Theory and Practice* (Orlando: Academic Press, Inc, 2015).

describes one's ultimate experience of the word and typically involves further processing of sensory input. In practice, sensation and perception are virtually impossible to separate, because they are part of one continuous process.[11]

Perception can generally be defined as a cognitive process that involves the interpretation and organization of sensory information received by the human senses. This perception allows humans to perceive and understand the surrounding environment, as well as giving meaning to the experiences and events they experience. The perception process involves several stages, including sensory perception, cognitive perception, and emotional perception.

Moreover, there are three aspects are needed before making a perception to something there are:1. Conception. It is a process to collect opinion and thingking about an object through information or communication 2. Opinion. It is a process a employ direct contact regulary and systematically by doing a research, 3. Observation. It is an introduction function to understand real object throught direct contact.[12] So, from three aspects above can make the perception to semething, but between two ore more persons are different because determined by individual responses.

Besides that they are some problems that influence in giving perception, perception has closed relation: first, Education background, second, intellectually, third, psychology condition

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[11] Sarlito Wirawan, *Pengantar Sosiologi Umum*, Jakarta Bintang, 1976, p.36
[12] *Ibid*.

include, living problem, healthy and environment influence.[13] So, perception has closed relation to education, intellectually, psychology, living problem, healty and environment. According to Richard, Perception is classified into three types, they are:1. Visual perception, which is perception that is gained by seeing, because it is form of visual information and stimuli from outside, 2. Auditory perception is perception related to hearing, 3. Speech perception that is a perception which deals with the spoken language, speech perception is expressed by our verbal ability.[14] From three types above it can be concluded that persons will give the response of perception by seeing, hearing and last give opinion perception by speaking response. It can be conclude that perception is experinces about an object event or something else related to what is obtained by summarizing information and interpreting message. How a person interprets and perceives their experiences. In this research, perception means the interpretation of the subjective experience of English teachers' social competence. students see, hear, and feel when teachers teach children in class. Reflects students' mindset about likes, dislikes, and also the benefits obtained during learning activities. Then describe it using words into sentences.

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[13] Sarlito, ET, AL, (in Lia Hajar thesis) *Longman dictionary of Applied Linguistics*, Logman Ltd, Hongkong:1992, p.12

[14] Richard, ET, AL, (in Lia Hartini Hajar thesis) *Longman dictionary of Applied Linguistics*, Logman Ltd, Hongkong:1992,p.12

2. **Teacher Competence**

Competency is a set of knowledge, skills and required behavior owned, internalized, controlled and actualized by teachers in carrying out their duties professionalism in line with educational needs in schools (curriculum), demands of society and developments in science and technology. According to Law Republic of Indonesia No.14 of 2005 concerning teachers and lecturers in article. It is stated that the competencies that teachers must have include: pedagogical competence, personality competence, social competence, and competence professional. These four types of competencies can be described as: following:

1) Pedagogical competence, is the teacher's ability to manage student learning which includes:

   a. Understanding the insight or foundation of education. Teachers have a background behind scientific education so that they have academic expertise and intellectual. Refers to a learning-based management system subject (subject), the teacher should have a match between the settings scientific background with the subject being developed. In addition, teachers have knowledge and experience in organizing classroom learning. Authentically, these two things can be proven with an academic diploma and teaching expertise diploma (teaching certificate) from the educational institution government accredited.

a. Understanding of students. Teachers have an understanding of psychology child development, so that you know exactly the right approach done to their students. Teachers can guide children through difficult times at a child's age. In addition, teachers have knowledge and understanding of the child's personal background, so can identify the problems faced by children and determine the right solution and approach.

b. Curriculum/syllabus development. Teachers have the ability to develop national education curriculum adapted to specific conditions school environment.

c. Learning planning. The teacher has a learning system plan that utilize existing resources. All learning activities from start to finish can be planned strategically, including anticipation possible problems that could arise from the planned scenario.

d. Implementation of educational and dialogical learning. Teacher creates learning situations for children that are creative, active and fun. Give spacious room for children to be able to explore their potential and abilities so that they can be trained and developed.

e. Utilization of learning technology. In organizing learning, the teacher uses technology as a medium, provides materials learn and administer using information technology. Get children used to interacting using technology.

f. Evaluation of learning outcomes. Teachers have the ability to evaluate The learning carried out includes planning, children's

responses, learning outcomes children, methods and approaches. To evaluate, teachers must be able to plan appropriate assessments, take measurements correctly, and draw conclusions and solutions accurately.

g. Development of students to actualize various potentials he has. The teacher has the ability to guide children, create a place for children to recognize their potential and train for actualize its potential.

With the pedagogical competence possessed by a teacher, it is hoped that he can managing educational learning, taking into account the characteristics of children students, the characteristics taught, and also the direction of current education held.

2) Personality competency, referring to national education standards, Personality competencies include:

a. Has a steady and stable personality, whose indicators act in accordance with legal norms, social norms, proud as an educator, and Have consistency in acting in accordance with norms.

b. Has a mature personality, with characteristics, showing independence in acting as an educator who has a work ethic.

c. Have a wise personality, which is shown by good actions beneficial for students, schools and society and shows openness in thinking and acting.

d. Having an authoritative personality, namely behavior that has a positive influence towards students and have respected behavior.

e. Have noble morals and be a role model, by showing action which is in accordance with religious norms (faith and piety, honest, sincere, likes helpful) and have behavior that is modeled by students.[15] A teacher is a figure who should have an ideal personality, because the teacher's personality will be used as a role model (which must be imitated) by his students. The essence of a teacher's competence all boils down to the teacher's personality without being in it made up or engineered, the teacher's personality will appear more influence children's interest and enthusiasm in participating in learning activities, authoritative teacher personality, respect for students, honest, sincere and capable being exemplary has a very significant influence on success in learning whatever the subject.

3) Social competence, is the teacher's ability as part of community, including:

a. Communicate verbally, in writing and by signs.

b. Using communication and information technology functionally.

c. Mingle effectively with students, fellow educators, staff education, educational leaders, parents/guardians of students.

d. Communicate politely with local people by paying attention to norms as well as the applicable value system.

e. Applying the principles of brotherhood an the spirit of togetherness.

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[15] Jamal Ma'mur Asmani, 7 *Kompetensi Guru Menyenangkan Dan Profesional*, (Pati : Power Books, 2009), p. 60-117

This competency is related to the teacher's ability as a member community, having this competency can help teachers in supervising development of student learning by collaborating with related parties, for example with parents, colleagues, other teachers, and the community in general.

4) Professional competence is the teacher's ability

to master knowledge in the fields of science,

technology and arts which includes:

a. Mastering the concepts, structures and methods of science, technology and art covers teaching materials

b. Understand the relationship between related subjects

c. Apply scientific concepts in everyday life; And

d. Professional competence in a global context consistently preserving national values and culture.[16]

By having this competency, a teacher is expected to be able to guiding students to meet national educational standards in terms of objectives established education. It should be understood that it is actually fourth competencies (pedagogic, personality, social and professional), mentioned above in practice is a unity (holistic) that can be obtained through professional education, and with the four competencies that a teacher has can be said to be a professional teacher.

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[16] *Ibid.*

3. Social Competence

a. Definition Social Competence

Social competence is a special ability or skill absolutely possessed by teachers in the field of teaching with expertise. This specialist is able to carry out its duties and functions optimally. Social competence is the basic capital that a teacher must have owned and embedded in his daily personality behavior both in in the school and community environmen. According to Deci and Ryan's theory, teachers with high social competence can increase student motivation and involvement in learning.[17] Several researcher conducted studies on students' perceptions of teacher-student interactions during English lessons. One of these studies uses the Flemish Interaction Analysis Classification Theory (FIAC). The results of this research indicate that effective interaction between teachers and students has a significant impact on student motivation and learning outcomes. This research is related to ongoing research which aims to investigate the impact of English teachers' social competence on students' perceptions at SMP Negeri 02 Rejang Lebong. Therefore, this research can increase our understanding of effective interaction strategies and

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[17] Edward L Deci et al., "The " What " and " Why " of Goal Pursuits : Human Needs and the Self-Determination of Behavior Human Needs and the Self-Determination of Behavior," *Psychological Inquiry* 11, no. 4 (2009): 227–268, https://doi.org/10.1207/S15327965PLI1104.

the development of teachers' social competence.[18] In the teaching and learning interaction process, the teacher is the person who gives lessons and students are the people who receive lessons. In transferring knowledge to students requires proficiency or skills as a teacher. Without this, the teaching and learning interaction process is impossible can run conducively. This is where competence means ability absolutely necessary for teachers to carry out their duties as educators because According to Goleman, the teacher's social competence influences the quality of learning.[19] Social competence or interpersonal skills, research the ability to build relationships with other people, effectively in the form of communication skills, skills providing motivation, teamwork skills, leadership skills, ownership charismatic, mediation skills.[22]

Judging from Government Regulation No. 19 of 2005 concerning Standard National Education article 28 paragraph 3, this is; Social competence is the teacher's ability to communicate and interact effectively with participants students, fellow educators, education staff, parents and the community around.[20] Social competence in teaching and learning activities is closely related with the teacher's ability to communicate with the

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[18] Mutiara Mujjahidin, "Students' Perception towards Interaction Based on Flanders Interaction Analysis Categorize (FIAC) Theory by Used Teacher in English Subject (A Study at Eleventh Grade of MAN Rejang Lebong in Academic Year 2019-2020)" (IAIN Curup, 2020).

[19] Goleman Daniel, *Emotional Intelegence* (New York: A Division of Random House, Inc., 2006).

[20] Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pnedidikan

surrounding community school and the community around where the teacher lives.[21] Role and the way teachers communicate in society carries out a mission, namely a humanitarian mission, teaching, educating and humanizing humans. This social competence plays a rolecan increase teacher collaboration with parents and the community generally in overcoming student problems. Social competence is related to teacher competence towards teachers, teachers with students, teachers with teaching staff, teachers with guardians of students and teachers with the community.[22] This is an important part in carrying out the social competence of teachers in schools to motivate enthusiast educate or carry out educational activities at school, but if communication between teachers does not provide a harmonious feel so that's it of course teachers will experience obstacles in their hearts and minds carry out their own activities, as well as if the conditions are not conducive between teachers and students. In today's educational institutions. Teachers' social competence is only underestimated, so it is not surprising that teachers' social competence is still very low. Based on human nature as a social and ethical creature, hemust be able to treat students fairly and aim to achieve themoptimizing the personal potential of each student. He must understand andapply humanistic learning principles which assume successLearning is

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[21] Rusman Asrori, *Filsafat Pendidikan Islam* (Bukit Tinggi: CV. Pustaka Learning Center, 2020).

[22] Badawi, *Sosiologi Pendidikan*, (Jakarta: Epsilon, 2001), p 21

determined by the abilities of the student. The instructor is only tasked with serving them according to their individual needs. The social competence of a teacher is relatedthe ability to communicate with students and their environment (e.gparents, neighbors and fellow friends). Jhonson as quoted by Buchari et al that "social abilities includes the ability to adapt to work demands and surrounding environment when carrying out his duties as a teacher".[23] This competency has sub-competencies with essential indicators as following:

a. Able to communicate and interact effectively with students. This sub competency has an essential indicator, namely being able to communicate effectively with students, so that students find it easy understand the messages and lessons conveyed by the teacher and vice versaIt is easy for the teacher to understand what is said and expected by the participants educate. In this way communication is much more meaningful.

b. Able to communicate and interact effectively with fellow teachers and other educational staff. Communicate and interact with each other teachers and educational staff are demands of the teaching profession, every teacher and education staff can improve their teacher competency and education through

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[23] Nasir H S Bukhari and Wang Xiaoyang, "Critical Discourse Analysis and Educational Research," *Journal of Research & Method in Education* 3, no. 1 (2021): 8–17, https://doi.org/10.9790/7388-0310917.

professional dialogue, discussions, seminars, workgroups, visitations or comparative studies and the like.

c. Able to communicate and interact effectively with parents and guardiansstudents and the surrounding community can be used as basic capital for increase community participation in school programs. The more open communication means it will be easier to interaction order to fulfill parents' expectations for their children's education and allows for contributions of thought, energy and facilities potential can be assisted by parents, guardians and the surrounding community.[24]

In the national education standards article 28 paragraph 3 point (d) is stated that what is meant by social competence is the teacher's ability as a teacher part of society to communicate and associate effectively with students, fellow educators, education staff, parents or guardians of participants education and society. Professional teachers also have reliable social competence. This competency appears in his ability to interact and relate to others effectively (students, fellow teachers, people parents, school principals, and society in general) .According to Minister of National Education Regulation no. 16/2007, ability in this competency standard includes four main competencies, this is: 1) being inclusive and act objectively and not discriminate because of gender considerations gender, religion, race, physical condition, family background, and

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[24] Setyosa. *Op.cit*. p 31.

social status economy; 2) communicate effectively, empathetically and politely withfellow educators, educational staff, parents and the community, 3)residing in places of duty throughout the territory of the Republic of Indonesiahas socio-cultural diversity; 4) communicate with the communityown profession and other professions orally and in writing or in other forms.[25] Meanwhile, social competence is the teacher's ability as a part from the community who at least have the competence to:

a. Communicate verbally, in writing and signs.

b. Using communication and information technology functionally.

c. Mingle effectively with students, fellow educators, staffeducation, parents/guardians of students and mingle politely with the local community.

Teachers' social competence is closely related to teachers' internal abilitiescommunicate with the community, both in the school environment andin the teacher's neighborhood. In society, teachers warand the way of communicating certainly has differences with other people not a teacher. Mulyasa in Jejen Mustafah's book states, "There are many ways to do it carried out to develop social intelligence in the school environment. Method This includes discussions, role playing and direct visits to the community and diverse social environment."[26] Teacher social competence means the

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[25] Marselus R. Payong, *Sertifikasi Profesi Guru*. p. 61
[26] Jejen Mustafa, *MANAJEMEN PENDIDIKAN : Aplikasi, Strategi, Dan Inovasi* (Jakarta: Prenadamedia Group, 2015).

ability and skills of a teacher with social intelligence possessed in communicating and interacting with other people, this is students, effectively in implementing the process learning. There are at least seven social competencies that a person must have teachers so they can communicate and socialize effectively, both at school and in society.These seven competencies can be identified as follows:

1. Have knowledge of both social and religious customs

2. Have knowledge of culture and traditions

3. Have knowledge about the essence of democracy

4. Have knowledge about aesthetics

5. Have social appreciation and awareness

6. Have the right attitude towards knowledge and work

7. Loyal to human dignity[27]

With the social competence that English teachers have and are expected to be able to doovercome the problems experienced by students, namely the lack of character formation good for students, by looking at the indicators of teacher social competence, that is:

a. Be fair

b. Be patient

c. Be loving and affectionate

d. Authoritative

e. Distance yourself from disgraceful actions

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[27] Mulyasa, Enco. "Standar Kompetensi dan Sertifikasi Guru." (2007).

f. Have knowledge and skills

g. Educate and guide

h. Collaborative and democratic.[28]

A teacher has a big influence on the learning outcomes that can be achieveddemonstrated by the students. For that reason, if someone wants to beIf a professional teacher is a professional teacher, he should always be able to improveinsight into academic and practical knowledge through tiered educational pathwaysor up grading and/or in- service training with his colleagues. Teachers must develop social skills through training and workshops to encourage positive interactions with students. In addition, implementing alternative assessments such as practical assessments and self-assessments can help teachers understand students' abilities comprehensively. In this way, the quality of English teaching improves and good relationships are established between teachers and students.[29]

b. Type of the Social Competence

As social beings, teachers are intricately connected to the community and their environment. Consequently, teachers must possess sufficient social competence, particularly regarding education, which extends beyond the confines of school and encompasses learning experiences within the broader community. [30] For a teacher, social competence serves as a fundamental asset in fulfilling their teachingresponsibilities with

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[28] Akmal Hawi, *Kompetensi Guru Pendidikan Agama Islam* (Depok: PT. Rajagrafindo Persada, 2015).

[29] Hamzah B Uno, *Profesi Kependidikan*, (Jakarta: Bumi Aksara, Cet. Lll, 2008) h. 17

[30] Cica Kristama, Sarwo Edy, and Meli Fauziah, "Teachers' Conceptions of Alternative Assessment Strategies in English Teaching Skill," *Etheses IAIN Curup* (IAIN Curup, 2024).

professionalism. Effective communication between teachers and students is at the heart of educational activities. Therefore, social competence reflects three functional areas, including[31]:

1. Behavioral

   Social skills as the level or degree of personality, whereby a person demonstrates personal social knowledge and ability to manage social interaction social skills are linked to a person's ability to initiate interactions, as well as an adequate response to other's behavior.[32]

2. Cognitive

   Based on this definition, critical thinking and creative thinking are core cognitive competencies, although it should be noted that cognitive competency includes, but is not limited to these two types of thinking. Critical thinking refers to reasoning and making conclusions, and creative thinking means broadening one's lens, evaluating various ideas. and alternatives, and generate new and practical ideas.[33]

3. Emotional

   Emotional understanding was defined as "the understanding of emotional expressions, internal feelings, and the antecedents and

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[31] Andre Matthias Müller, Charlene Goh, and Li Zhen Lim, "COVID-19 Emergency ELearning and Beyond : Experiences and Perspectives of University Educators," *Education Sciences* 11, no. 19 (2021): 1–15, https://doi.org/10.3390/educsci11010019.

[32] Margarita Jurevičienė and Irena Kaffemaniene, "Concept and Structural Components of Social Skills," *Baltic Journal of Sport and Health Sciences* 3, no. 86 (2019): 50–42, https://doi.org/10.33607/bjshs.v3i86.266.

[33] Rachel C F Sun and Eadaoin K P Hui, "Cognitive Competence as a Positive Youth Development Construct : A The Cientific WorldJOURNAL Review Article Cognitive Competence as a Positive Youth Development Construct : A Conceptual Review," no. June (2014), https://doi.org/10.1100/2012/210953.

consequences of emotions in the self and in others". In this period, children demonstrate significant development in recognizing and understanding basic (i.e. happiness, sadness, anger, fear) and complex (i.e. pride, shame, anxiety) emotions.[34]

B. Review Of Previous Studies

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researcher in which they are relevant to our research. Relevant research is used to know the same and the difference about the variable of the research. To avoid plagiarism from previous research, there are some researches that have been conducted relates to this research as follows.

The first is the research "Indonesian English Teachers' Social-Emotional Competence and Students' English Learning Motivation". This study was carried out to determine the correlation between the social-emotional competence of the English teachers and the English learning motivation of their students. The sample was 111 students of secondary school. This study provides not only the correlation but also the survey results of teachers' social-emotional competence and students learning motivation as well as the contribution of the teachers' competence to their students' motivation. The instruments used in this study were two questionnaires that were given to the students to assess their learning motivation and the social-emotional competence of their English teachers. The results of the

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[34] Esra Dereli, "Prediction of Emotional Understanding and Emotion Regulation Skills of 4-5 Age Group Children with Parent-Child Relations," *Journal of Education and Practice* 7, no. 21 (2016): 42–54.

study presented that there was a fairly significant correlation between the two variables, with teachers' social-emotional competence contributing 23.1% to students' learning motivation. The results also showed that the self-management of teachers' social-emotional competence gave the highest contribution to students' motivation.[35]

The second, the research is "Teacher social competence, student learning motivation, and learning outcomes in English subject". This study aimed to investigate the correlation between teacher social competence, student learning motivation, and learning outcomes in English subject. The population of this study is all the students of Junior High School 1 Purbalingga academic year 2019/2020. The sample in this study is 90 students. The sampling technique is stratified convience sampling. In collecting data, there were some research instruments used; questionnaires and documentation. The research data were analyzed by Peason product- moment correlation. Based on the analysis and statistical quantification, it was found that the results of the study were (1) there is a positive and significant correlation between teacher social competence and student learning outcomes as shown by the value of Pearson correlation coefficient 0.919; (2) there is a positive and significant correlation between student learning motivation and student learning outcomes as shown by the value of Pearson correlation coefficient 0.908; (3) there is a positive and significant correlation between teacher social competence and student learning motivation as shown by the value of Pearson correlation coefficient. In conclusion, teacher social

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[35] Larasati Anisa, "Indonesian English Teachers ' Social-Emotional Competence and Students ' English Learning Motivation" 4, no. 1 (2019): 83–94.

competence correlation is higher than students learning motivation. Therefore, the teachers should work on their social skill to improve student learning outcomes. On the other hand, the students needs to motivate themselves.[36]

The third is the research is "Students' Perception on English Teacher's Competences at SMK Negeri 1 Sawan. The purpose of this study was to investigate students' perceptions of English teacher competences at SMK Negeri 1 Sawan. Pedagogy, personality, social, and professional competence were among the competencies assessed. The mixed method was used in this study. The data for this study were gathered quantitatively and qualitatively through the use of an online questionnaire and an interview guide. In the academic year 2020/2021, twelfth-grade students were given an online questionnaire. The questionnaire was completed by 152 students. The interviews were conducted with fifteen students. According to the findings of this study, students had 1) a positive perception of their English teacher's pedagogy competence, 2) a very positive perception of their English teacher's personality competence, 3) a positive perception of their English teacher's social.[37]

The conclusion that the difference between the three previous studies and the current research is that they come from different research locations and different research subjects. Previous research overall highlights the importance of teachers' social competence in influencing students' motivation,

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[36] Qurrot Ainy and Hendi Pratama, "Journal of English Language Teaching Teacher Social Competence , Student Learning Motivation , and Learning Outcomes in English Subject," *Journal of English Language Teaching* 9, no. 1 (2020): 27–37.

[37] I Made Aryantara Tanjung and Putu Ade Krisna Juniarta, "Students' Perception on English Teacher's Competences at SMK Negeri 1 Sawan," *Jurnal Penelitian …* 2, no. 2 (2022): 261–253, https://jurnal.stkipahsingaraja.ac.id/index.php/jpmi/article/view/409%0Ahttps://jurnal.stkipahsingaraja.ac.id/index.php/jpmi/article/download/409/367.

perceptions, and academic success. However, my research focuses specifically on students' perceptions of English teachers' social competence and wants to know more to what extent the students' perception on teacher social competence affects their English learning at SMP Negeri 02 Rejang Lebong.

CHAPTER III
RESEARCH METHODOLOGY

A. Kind of the Research

This study conducted an analysis supported by quantitative. According to Creswell, quantitative research is a type of research that explains several problems by collecting numerical data that is analyzed using statistical methods.[38] "The purpose of this study is to find out social events. Therefore, the event of this study is students' perception toward social competence of english teacher at SMP Negeri 02 Rejang Lebong. A survey is one form of research that many people do about this research. One of the reasons why many researchers use this method is because this research is considered flexible and easy. A survey research is also to "measure or study attitudes, opinions, or achievements in which data are gathered by asking questions to a group of individuals".[39] This research used descriptive quantitative approach. According to Gay "quantitative descriptive or survey research involves collecting data in order to answer question about the current status of the subject or topic study".[44]

The researcher used this method because he thinks that using survey can ease his research and it can minimize the time. Using survey method is a simple method and it related with this study which is students' perception study".[40] The researcher used this method because he thinks that using survey can ease his research and it can minimize the time. Using survey method is a simple method and it related with this study which is students' perception. Thus, the researcher wants to know their perception and to collect their opinion, the researcher used this method. Based on

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[38] John W Cresswell, *Research Design : Qualitaitf, Quantitatif, and Mixed Method Aprproach*, 4th ed. (California: SAGE Publications, Inc., 2009).

[39] Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education* (London: Routledge, 2007).

[40] L. R Gay, *Educational Research : Competencies for Analysis and Applications*, 10th ed. (Boston: Pearson Education, Inc, 2012).

Sugiyono, survey research was used to find out the data from certain place naturally, but researchers do such a way of treating to collect the data, for example distributing the questionnaire, test interview, etc.[41] According to Sukardi, the implementation of survey research would be variant complexity, from using unpretentious analysis technique to using relation analysis among complex variables.[42] It can be concluded that survey research is a research design which is used to collect the data from participants' perceptions and information.

B. Population and Sample of the Research

1. Population of the Research

According to Creswell, a population is a group of individual who have the same characteristics that differentiate them from other groups.[43] The target population for this research is students in class Nine of SMP 02 Rejang Lebong for the 2024/2025 academic year.

Table 3. 1 Population of the Research

Class	Total
IX A	30
IX B	33
IX C	31
IX D	31
IX E	32
IX F	30
IX G	30
IX H	34

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[41] Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, n.d.).
[42] Sukardi. (2007). *Metodologi Penelitian Pendidikan*. Yogyakarta: Bumi Aksara
[43] Cresswell. Op.cit. p 196

IX I	30
Total	281

2. **Sample of the Research**

In taking samples in this research, the researcher reduced the research subjects by providing the characteristics of the research subjects, is:

a. Public Middle School with A Accreditation

b. Teachers who have completed Masters education.

c. Teachers who are certified and

d. Teachers who have served at the school for more than five years (The first teacher taught for 30 years and the second teacher taught for 28 years at SMP Negeri 02 Rejang Lebong)

Creswell said that a sample is a population from which researchers can obtain data.[44] The sample is part of the population that is the object or subject of research using sampling techniques. Based on the statement above, the researcher took 122 students from the member population because the research subjects included in the characteristics were two teachers and they taught in classes IX A, IX C, IX D and IX I. Other than classes A, C, D and I are not taught by teachers according to the criteria mentioned above. So this class is not sample . It can be seen that the population is 281 respondents and the number of samples used in this research is 122 people. The sampling technique is purposive sampling or also called judgment sampling, which is the process of selecting samples

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[44] *Ibid.*

that are believed to represent a certain population. In other words, the researcher chose the sample using these criteria because it used 4 classes taught by 2 English subject teachers so that each student would have a different perception or opinion.

C. Technique of Collecting Data

To obtain the data, the researcher used questionnaire. The data was taken by the students' answered by some statement that the researcher made. Here the researcher was also helped by the instruments as follow:

1. Questionnaire

In this research, the researcher used questionnaire. Researcher distribute questionnaire to selected participant, ensuring that they represent a specific sample of the population. The purpose of the questionnaire is to collect data about students' perception regarding the research topic. Once the data is collected, it is analyzed quantitatively using a score assigned to each response, allowing researcher to draw conclusion based on the measurable results. The questionnaire were designed in the form of closed-ended statements to easy the researcher collected the data. In general, there are two types of questionnaires: closed- ended questionnaires and open-ended questionnaires.[45] To generate statistical research, a closed-ended questionnaire is used. It has standard questions, so respondents simply have to provide a checklist, and an open-ended questionnaire is a set of questions with no reference

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[45] Sugiono. Op.cit. p 145

questions, so respondents must write down their own responses.[46] The researcher chose a closed-ended questionnaire because this is a quantitative study. After collecting the data, the researcher used the Likert Scale to examine the results. A likert scale is used to calculate an individual's or group's attitudes, perceptions, or opinions about social phenomena. In research, the researcher has determined a students perception, which is referred to as a research variable. The determination of the Likert Scale, on the other hand, should be dependent on the researcher's research factors. The study variable that would be measured by the researcher is described as a variable indicator, which serves as a starting point to arrange the instrument's items in the form of a question or statement, using the Likert Scale. The responses on the Likert Scale range from strongly positive tostrongly negative.Following the necessary quntitative analysis, each response can be assigned a score, such as:

a. Strongly agree   : 4

b. Agree   : 3

c. Disagree   : 2

d. Strongly disagree :1

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[46] Chaterine Dawson, *Practical Research Methods* (Oxford: How To Books Ltd., 2002).

D. Research Instruments

The Instrument used in this study was a questionnaire and interview. Thequestionnaire method in this study aims to find the required data.

1) Questionnaire

A questionnaire was required to collect data from the students or participants. The questionnaire aims to give the opportunity for the researcher to gather data from a number of people. The researcher utilized the Likert Scale to collect the data for this questionnaire, Likert scale usually have four potential choices (Strongly Agree "SA" (4), Agree "A" (3), Disagree "D" (2), Strongly Disagree "SD" (1).

The purpose of using closed-ended questions was to find out what students thought about perception toward social competence of english teacher. The researcher used the following procedures:

1. The researcher identified the students' perception toward social competence of english teacher at SMP Negeri Rejang Lebong.

2. The researcher next determined the question of the result of perception toward social competence of english teacher

3. The researcher made questionnaire for sample that consisted of 18 closed- ended questions.

4. The researcher used a validator to validate each question and ensure that it was accurate.

Meanwhile, during the validation phase, the researcher enlarged some questions in order to align them with the context and content.

This questionnaire was to encounter students' perception toward social competence of english teacher. The student simply signaled their choice by putting a sign (√) next to the selections to express their choice based on their view of social competence english teacher. The researcher used the Linkert Scale, which has four possibilities, to create the questionnaire.

Table 3. 2 Questionnaire Blueprintof Students' Perceptions of the Social Competence of English Teacher at Junior High School

No	Aspect	Indicators	Items	SA	A	D	SD
1.	Students' Perceptions of English Teachers'Social Competence	Behavioral	1. The teacher treats all students fairly.				
			2. The teacher displays confidence during class.				
			3. The teacher consistently enforces discipline in a fair and respectful way.				
			4. The teacher communicates politely and appropriately with students.				
			5. The teacher engages actively with students during class.				
			6. The teacher communicates clearly and effectively with students.				
		Cognitive	7. The teacher uses activities like ice breakers to engage students.				
			8. The teacher encourages discussion and participation during class.				
			9. The teacher uses language that is easy to understand and relevant				

			Items				
			to students' levels.				
			10. The teacher motivates students to participate in learning activities.				
			11. The teacher applies creative teaching methods to make learning interesting.				
			12. The teacher provides a clear explanation of learning materials.				
		Emotional	13. The teacher demonstrates empathy and concern for students' feelings.				
			14. The teacher effectively manages emotions while teaching.				

Table 3. 3 Questionnaire Blueprintof The Affect of Students' Perceptions of English Teachers Social Competence on Students' English

Learning

No	Aspect	Indicators	Items	SA	A	D	SD
1.	Affects of Students' Perceptions of English Teachers' Social Competence on Students' English Learning	Behavioral	1. I feel motivated to learn English because my teacher confidently interacts with students.				
			2. I am more disciplined in English class because my teacher sets clear expectations.				
			3. I engage more in English learning when my teacher communicates clearly during lessons.				
			4. My teacher demonstrates fairness and patience in interacting with students, which motivates me to learn English.				

			5. My teacher's ability to maintain discipline in class encourages me to stay focused on English learning.				
			6. My teacher's authority in the classroom positively impacts my behavior and engagement in English learning.				
		Cognitive	7. I find it easier to understand English materials when my teacher explains them clearly and encourages questions.				
			8. My teacher's interaction inspires me to explore English topics outside of class.				
			9. My teacher helps me think critically, improving my understanding of English concepts.				
			10. My teacher's clear communication helps me grasp complex English concepts more easily.				
			11. I am encouraged to participate in English class discussions because my teacher promotes a collaborative learning environment.				
			12. My teacher's feedback makes me reflect on and improve my English learning process.				
		Emotional	13. I feel supported and confident in engaging with English learning because my teacher values my contributions.				
			14. I am more confident in speaking English because my teacher provides constructive feedback.				

			15. I feel motivated to participate in English class because my teacher creates a positive atmosphere.				
			16. I feel respected and understood by my teacher, which motivates me to participate more actively in English class.				
			17. My teacher's empathy creates a supportive environment where I feel confident to express myself in English.				
			18. My teacher's encouragement makes me feel enthusiastic about learning English and exploring creative ways to improve.				

E. Validity of Instrument

1. Validity

In this study, researcher used expert validity to determine whether or not the blueprint was valid. The validity of instrument questionnaire means that the instrument used for collecting data is valid.[47] Content validity means if the research question has measured or investigated every aspect of the research question. In content validity, researcher need a validator to evaluate the questionnaire, where the instruments used in the questionnaire must be correlated with the points of the theory.

After the questionnaire instrument was made, the researcher then validated the questionnaire with one of the lecturers at IAIN Curup as expert validation. The researcher gave a questionnaire instrument to expert

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[47] Gay. *Op.Cit*. p 124

validation to get comments and feedback. There are three points stating the purpose added to show the clear purpose of the instrument, the accuracy of the statement.

2. Reliability

Reliability shows in one sense that an instrument can be trusted enough to be used as a data collection tool because the instrument is good. In this study, the reliability test was carried out used the Cronbach Alpha, namely by analyzing the reliability of the measuring instrument form one measurement. Nunnaly in Jumailiya, claims that this has resulted in a wide range of reliability. Most psychometric tests have a Cronbach's Alpha of 0.75 to 0.83, with at least one having a Cronbach's Alpha of 0.90.[48] The following a frequently acknowledged rule of thumb for describing internal consistency:

Table 3. 4 Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

(Source: Konting et al.2009)

The formula of Cronbach Alpha as follow

$$r_n = \left[\frac{n}{n-1}\right]\left[1 - \frac{\sum \sigma_1^2}{\sigma_1^2}\right]$$

[48] Jumailiyah, "Pengaruh Kualitas Item Terhadap Reliabilitas Alpha," *Jurnal Ilmiah IKIP Mataram* 4, no. 1 (2021): 18–24.

Where: $r_n = Instrument\ Reability$

$n = Question\ Item$

$\sum \sigma_1^2 = Number\ of\ question\ variants$

$\sigma_1^2 = Total\ Variants$

Using Ms. Excel, the researcher examined reliability between two questionnaires, where the first questionnaire was about students' perception of the English teacher's social competence and the second questionnaire was about the effect of the English teacher's social competence on students. The questionnaire obtained a perception questionnaire score of 0.88 and an effect questionnaire score of 0.87. This indicates that the items have strong internal consistency because the Cronbach Alpha table is greater than 0.88 and 0.87. In other words, the questionnaire items are reliable.

Table 3. 5 The Result of Reliable Perception Data

Cronbach's Alpha	N of Items
0,88	18

Table 3. 6 The Result of Reliable Affect Data

Cronbach's Alpha	N of Items
0,87	18

F. Technique of Data Analysis

The data analysis technique used in this research is analysis descriptive which is based on the percentage of answers given by respondents or samples. To find out the percentage of Student's Perceptions

Toward Social Competence of English Teachers at SMP Negeri 02 Rejang Lebong using the formula:[49]

$$P = \frac{F}{N} x \ 100\%$$

Information :

P   = Large percentage of alternative answers

F   = Frequency of alternative respondents' answers

N   = Number of research samples

The students' perceptions were sorted into five categories using Likert scales, as shown in the table above. A five point Likert scale was used to measure the level of student perception. Such scales are used in the questionnaire to determine the level of agreement or disagreement. The results of the questionnaire revealed the percentage, which was then classified into three categories.[50]

a. 70% - 100%   = Very Good

b. 60% - 69%   = Good

c. 10% - 59%   = Not Good

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[49] Rina Wati, *Penghantar Evaluasi Pendidikan* (Yogyakarta: Thema Publishing, 2021).
[50] *Ibid.*

CHAPTER IV

FINDING AND DISCUSSION

The researcher explain the finding and discussion of the questionnaire in this chapter. Researcher has obtained further information about students' perception toward social competence of English teachers at SMP Negeri 02 Rejang Lebong . The aim of this research is to see how students' perception the social competence of English teachers and the second objectives of this research is the what extent the students' perception on teacher social competence affect their English learning.

A. Finding

This finding is to respond to the research question of student' perception toward social competence of english teacher.

1. Students' Perception Toward Social Competence Of English Teacher at SMP Negeri 02 Rejang Lebong

To find out how students' perception toward social competence of english teachers researcher used a questionnaire to determine their perception of English teacher social competence. This questionnaire consists of a number of indicators that are based on theory (Candra Wijaya et al). This section of the chapter presents the results of research conducted from October 25 to October 29 2024. Researcher used a questionnaire which was distributed directly to students. The questionnaire was distributed and filled by 122 respondent and had 18 items. Each statement response in the questionnaire is given a scale

value based on the Likert scale value "Strongly Agree" which has a value of 4. "Agree" which has a value of 3, "Disagree" which has a value of 2. and "Strongly Disagree" which has a value of1.

Respondents must choose one of four alternative options for each item, namely: strongly agree, agree, disagree, strongly disagree. In this table the researcher uses frequency (F) as the frequency number for students in choosing one option. The percentage (%) is the result of data collection from student responses. To find out the percentage, researcher used a percentage formula. The frequency is divided by the total number of students, then multiplied by 100%.Thus, the maximum questionnaire score foris (Total Score/Maximum Score). Teacher one is class IX A, IX C, And IX D is (92x4=368) and Teacher two is clas IX I is (32x4=120). Based on the finding of students' perception toward social competence of English teacher and Effect of students' of English teacher social competence at SMP Negeri 02 Rejang Lebong, the explanation is in the table below:

Table 4. 1 The Result of Students' Perception of the Social Competence of English Teacher One

Class : IX A, IX C and IX D

Indicators	Items	SA		A		D		SD		
	.	F	%	F	%	F	%	F	%	%
Behavioral	1. The teacher treats all students fairly.	74	80,4%	18	19,6%	0	0	0	0	95%
	2. The teacher displays confidence during class.	58	63%	34	37%	0	0	0	0	91%

	3. The teacher consistently enforces discipline in a fair and respectful way.	66	71,7%	26	28,3%	0	0	0	0	93%
	4. The teacher communicates politely and appropriately with students.	68	73,9%	24	26,1%	0	0	0	0	93%
	5. The teacher engages actively with students during class.	51	55,4%	40	43,5%	1	1,1%	0	0	89%
	6. The teacher communicates clearly and effectively with students.	69	75%	23	25%	0	0	0	0	94%
Cognitive	7. The teacher uses activities like ice breakers to engage students.	57	62%	33	35,9%	2	2,2%	0	0	90%
	8. The teacher encourages discussion and participation during class.	41	44,6%	49	53,3%	2	2,2%	0	0	86%
	9. The teacher uses language that is easy to understand and relevant to students' levels.	58	63%	34	37%	0	0	0	0	91%
	10. The teacher motivates students to participate in learning activities.	58	63%	34	37%	0	0	0	0	91%
	11. The teacher applies creative teaching methods to make learning interesting.	73	79,3%	19	20,7%	0	0	0	0	95%
	12. The teacher provides a clear explanation of learning materials.	54	58,7%	36	39,1%	2	2,2%	0	0	89%
Emotional	13. The teacher demonstrates empathy and concern for students' feelings.	59	64,1%	33	35,9%	0	0	0	0	91%

	14. The teacher effectively manages emotions while teaching.	52	56,5%	33	35,9%	4	4,3%	3	3,3%	86%
	15. The teacher is professional in managing personal feelings during interactions with students.	53	57,6%	39	42,4%	0	0	0	0	89%
	16. The teacher shows responsibility for students' learning and well- being.	61	66,3%	31	33,7%	0	0	0	0	92%
	17. The teacher positively responds to students' participation in class.	70	76,1%	21	22,8%	1	1,1%	0	0	94%
	18. The teacher fosters an atmosphere of joy and enthusiasm during learning.	71	77,2%	19	20,7%	2	2,2%	0	0	94%
								AVERAGE TOTAL %		91%

The research results showed that students' perception of English teacher one reached a score of 91%, which was categorized as "Very Good". This means that most students have a positive view of the social competence and performance of their English teacher. They feel that their teacher have good teaching skills, can explain the material clearly, and create a comfortable learning environment. However, a score of 91% also shows that there is still room for improvement, such as increasing teacher-student interaction, varying teaching methods, and increasing teacher patience in dealing with student difficulties. Therefore, efforts need to be made to improve the quality of teaching and maintain student learning

motivation.Then, the questionnaire results for teacher two can be seen in the table 4.2 below:

Table 4. 2 The Result of Students' Perception of the Social Competence of English Teacher Two

Class   IX I

Indicators	Items	SA		A		D		SD		%
	.	F	%	F	%	F	%	F	%	
Behavioral	1. The teacher treats all students fairly.	19	63,3%	11	36,7%	0	0	0	0	91%
	2. The teacher displays confidence during class.	14	46,7%	16	53,3%	0	0	0	0	87%
	3. The teacher consistently enforces discipline in a fair and respectful way.	19	63,3%	11	36,7%	0	0	0	0	91%
	4. The teacher communicates politely and appropriately with students.	19	63,3%	11	36,7%	0	0	0	0	91%
	5. The teacher engages actively with students during class.	13	43,3%	17	56,7%	0	0	0	0	86%
	6. The teacher communicates clearly and effectively with students.	12	40%	17	60%	1	3,3%	0	0	84%
Cognitive	7. The teacher uses activities like ice breakers to engage students.	9	30%	14	46,7%	7	23,3%	0	0	77%
	8. The teacher encourages discussion and participation during class.	12	40%	18	60%	0	0	0	0	85%

	9. The teacher uses language that is easy to understand and relevant to students' levels.	15	50%	14	46,7%	1	3,3%	0	0	86%
	10. The teacher motivates students to participate in learning activities.	19	63,3%	11	36,7%	0	0	0	0	91%
	11. The teacher applies creative teaching methods to make learning interesting.	15	50%	14	46,7%	1	3,3%	0	0	87%
	12. The teacher provides a clear explanation of learning materials.	16	53,3%	13	43,3%	1	3,3%	0	0	88%
Emotional	13. The teacher demonstrates empathy and concern for students' feelings.	16	53,3%	14	46,7%	0	0	0	0	88%
	14. The teacher effectively manages emotions while teaching.	8	26,7%	19	63,3%	2	6,7%	1	3,3%	78%
	15. The teacher is professional in managing personal feelings during interactions with students.	19	63,3%	11	36,7%	0	0	0	0	91%
	16. The teacher shows responsibility for students' learning and well-being.	19	63,3%	11	36,7%	0	0	0	0	91%
	17. The teacher positively responds to students'	19	63,3%	11	36,7%	0	0	0	0	91%

participation in class.									
18. The teacher fosters an atmosphere of joy and enthusiasm during learning.	24	80%	5	16,7%	1	3,3%	0	0	94%
AVERAGE TOTAL %									88%

The research results showed that students' perceptions of English teacher two reached a score of 88%, which was categorized as "Very Good". This shows that almost all students have a very positive view of the social competence and performance of their English teacher. They feel very satisfied with the teacher's teaching abilities, teaching methods and interactions. Apart from that, students also feel comfortable and motivated in the learning process. This high score shows that the English teacher has succeeded in creating a learning environment that is effective, enjoyable, and supports student development. Furthermore, the explanation of the average conclusions between teacher one and teacher two would be explained below:

Table 4. 3 Students' Perception of the Social Competence

1. Students' Perception of the Social Competence of English Teacher	**Average**	91%	88%
	Average Total	90%	

It can be concluded that the results of the questionnaire show that students' perceptions of the two English teachers' social competence are very positive, with a high score of 90% including the "Very Good" criteria. This shows that the teacher succeeded in creating a supportive, effective and

enjoyable learning environment. Students feel comfortable, motivated and confident in learning. Teachers' social competencies such as communication, empathy and classroom management are considered very good. These results show the teacher success in improving the quality of learning and building good relationship with student. Furthermore, the results of the the impact of perception on student learning motivation would be explained below.

2. **The Impact of Perception Social Competence on Students' Learning Motivation at SMP Negeri 02 Rejang Lebong**

The following table presents the results of the analysis regarding the impact of perception social competence on student learning motivation and its benefits to the learning process. The results of this research were obtained from data collection through questionnaires distributed to students, with the aim of identifying the influence of teacher social competence on student engagement and learning outcomes.

Table 4.4

Table 4. 4 The Result of The Impact of Perception Social Competence on Students' Learning Motivation Teacher One

Class   : IX A, IX C and IX D

Indicators	Items	SA		A		D		SD		
	.	F	%	F	%	F	%	F	%	%
Behavioral	1. I feel motivated to learn English because my teacher confidently interacts with students.	63	68,5%	28	30,4%	1	1,1%	0	0	92%
	2. I am more disciplined in English class because my teacher sets clear expectations.	41	44,6%	51	55,4%	0	0	0	0	84%

	3. I engage more in English learning when my teacher communicates clearly during lessons.	47	51,1%	39	42,4%	6	6,5%	0	0	85%
	4. My teacher demonstrates fairness and patience in interacting with students, which motivates me to learn English.	67	72,8%	25	27,2%	0	0	0	0	94%
	5. My teacher's ability to maintain discipline in class encourages me to stay focused on English learning.	48	52,2%	43	46,7%	1	1,1%	0	0	87%
	6. My teacher's authority in the classroom positively impacts my behavior and engagement in English learning.	54	58,7%	37	40,2%	1	1,1%	0	0	87%
Cognitive	7. I find it easier to understand English materials when my teacher explains them clearly and encourages questions.	29	31,5%	55	59,8%	8	8,7%	0	0	80%
	8. My teacher's interaction inspires me to explore English topics outside of class.	37	40,2%	48	52,2%	7	7,6%	0	0	80%
	9. My teacher helps me think critically, improving my understanding of English concepts	52	56,5%	39	42,4%	1	1,1%	0	0	86%
	10. My teacher's clear communication helps me grasp complex English concepts more easily.	52	56,5%	39	42,4%	1	1,1%	0	0	87%
	11. I am encouraged to participate in English class discussions because my teacher promotes a collaborative learning environment.	45	48,9%	45	48,9%	2	2,2%	0	0	82%
	12. My teacher's feedback makes me reflect on and improve my English learning process.	47	51,1%	44	47,8%	1	1,1%	0	0	83%
Emotional	13. I feel supported and confident in engaging with English learning because my teacher values my contributions.	53	57,6%	38	41,3%	1	1,1%	0	0	89%

14. I am more confident in speaking English because my teacher	48	52,3%	36	39,1%	4	4,3%	4	4,3%	
provides constructive feedback.									85%
15. I feel motivated to participate in English class because my teacher creates a positive atmosphere.	60	65,2%	32	34,8%	0	0	0	0	91%
16. I feel respected and understood by my teacher, which motivates me to participate more actively in English class.	51	55,4%	41	44,6%	0	0	0	0	88%
17. My teacher's empathy creates a supportive environment where I feel confident to express myself in English.	65	70,7%	23	25%	4	4,3%	0	0	90%
18. My teacher's encouragement makes me feel enthusiastic about learning English and exploring creative ways to improve.	61	66,3%	31	33,7%	0	0	0	0	89%
							AVERAGE TOTAL %		88%

The results showed that the impact of perception social competence on students' learning motivation had a significant influence on their English learning, with 88% rated as "Very Good". This suggests that teachers' social competencies, such as communication skills, empathy, and classroom management, play a key role in improving student motivation, engagement, and learning outcomes. Students who have positive perceptions of social teacher competence tend to feel comfortable, motivated, and confident in learning English, thereby increasing learning effectiveness. Therefore, the development of teachers' social competence must continue to be improved to improve the quality of English language learning.Then, the results of the questionnaire for table 4.5 the impact be seen in the table below:

*Table 4. 5 The Result of The Impact of Perception Social Competence on
Students' Learning Motivation Teacher Two*

Class   : IX I

Indicators	Items	SA		A		D		SD		%
	.	F	%	F	%	F	%	F	%	%
Behavioral	1. I feel motivated to learn English because my teacher confidently interacts with students.	13	43,4%	16	53,3%	1	3,3%	0	0	85%
	2. I am more disciplined in English class because my teacher sets clear expectations.	11	36,7%	18	60%	1	3,3%	0	0	83%
	3. I engage more in English learning when my teacher communicates clearly during lessons.	8	26,7%	20	66,7%	1	3,3%	1	3,3%	79%
	4. My teacher demonstrates fairness and patience in interacting with students, which motivates me to learn English.	15	50%	15	50%	0	0	0	0	88%
	5. My teacher's ability to maintain discipline in class encourages me to stay focused on English learning.	14	46,7%	15	50%	1	3,3%	0	0	86%
	6. My teacher's authority in the classroom positively impacts my behavior and engagement in English learning.	15	50%	13	43,4%	2	6,6%	0	0	86%
Cognitive	7. I find it easier to understand English materials when my teacher explains them clearly and encourages questions.	13	43,3%	15	50%	1	3,3%	1	3,3%	83%
	8. My teacher's interaction inspires me to explore English topics outside of class.	7	23,3%	20	66,7%	3	10%	0	0	78%
	9. My teacher helps me think critically, improving my understanding of English concepts	16	53,3%	11	36,7%	3	10%	0	0	86%
	10. My teacher's clear communication helps me grasp complex English concepts more easily.	12	40%	14	46,6%	2	6,6%	2	6,7%	80%

	11. I am encouraged to participate in English class discussions because my teacher promotes a collaborative learning environment.	11	36,7%	15	50%	3	10%	1	3,3%	80%
	12. My teacher's feedback makes me reflect on and improve my English learning process.	9	30%	15	50%	6	20%	0	0	78%
Emotional	13. I feel supported and confident in engaging with English learning because my teacher values my contributions.	15	50%	14	46,7%	1	3,3%	0	0	87%
	14. I am more confident in speaking English because my teacher provides constructive feedback.	12	40%	13	43,3%	4	13,3%	1	3,3%	80%
	15. I feel motivated to participate in English class because my teacher creates a positive atmosphere.	13	43,4%	16	53,3%	1	3,3%	0	0	85%
	16. I feel respected and understood by my teacher, which motivates me to participate more actively in English class.	18	60%	12	40%	0	0	0	0	90%
	17. My teacher's empathy creates a supportive environment where I feel confident to express myself in English.	12	40%	17	56,7%	1	3,3%	0	0	84%
	18. My teacher's encouragement makes me feel enthusiastic about learning English and exploring creative ways to improve.	15	50%	12	40%	2	6,7%	1	3,3%	84%
							AVERAGE TOTAL %			83%

The research results show that the impact of perception social competence on students' learning motivation have a very significant influence on their English learning, with a score of 83% categorized as "Very Good". This shows that teachers' social competencies such as effective communication, empathy and classroom management really

support learning. Students feel comfortable and motivated because teachers are able to create a positive and supportive learning environment. This value shows that the teacher's social competence has had a significant positive impact on students' English learning outcomes. Therefore, the development of teachers' social competence needs to continue to be improved. Furthermore, the explanation of the average conclusions between teacher one and teacher two would be explained below:

Table 4. 6 The Impact of Perception Social Competence on Students' Learning Motivation

1. The Impact of Perception Social Competence on Students' Learning Motivation	Average	88%	83%
	Average Total	86%	

The results of the questionnaire showed that the impact of perception social competence on students' learning motivation a was very positive, reaching a score of 86% including the "Very Good" criteria. This shows that the teacher succeeded in creating a supportive, effective and enjoyable learning environment. This positive perception has a significant impact on student motivation, engagement and learning outcomes. Teacher with high social competence are able to improve the quality of learning, build good relationships and increase students' self-confidence. Therefore, it is important to continue to improve teachers' social competence and develop innovative teaching strategies.

B. Discussion

The result of the finding above, the researcher found that the result of the research problem formulation were How is students' perception of the social competence of English teacher and What is the impact of perception social competence on student learning motivation. Class IX students of SMP Negeri 02 Rejang Lebong have different perceptions and influences on the social competence of English teachers. Researchers found several discussions based on findings in the field. The following is:

Based on the findings, students' perception of the social competence of English teacher are two teacher who are included in the criteria. Researcher conducted research by distributing questionnaire to class IX students whose classes were taught by the teacher and seeing firsthand what the atmosphere in their class was like during class.

Based on the researcher's pre-observations at that time, the two teachers had social competence in interacting with other students during the learning process and at that time the researcher saw that if the class conditions were not conducive, the teacher would give a warning to the students. From the results of the researcher's pre-observation, teacher competency must be possessed by a teacher, therefore the researcher conducted research in the class of teachers which included four research criteria. To determine students' perceptions and affects on the social competence of English teachers at SMP Negeri 02 Rejang Lebong. In carrying out the analysis process, researchers used a questionnaire to find out how they perceived English teacher competency. The researcher gave a questionnaire to the students and then the students answered the questionnaire

according to the perception and effects they experienced when carrying out English language learning.

The results of this research show that of students have a positive perception of the social competence of English teacher and to what is the impact of perception social competence on student learning motivation at SMP Negeri 02 Rejang Lebong. These results are in line with previous studies which found that teachers' social competence has a significant impact on the quality of learning.[51] Data analysis shows that teachers' communication skills and empathy are the factors that most influence students' perceptions of teachers' social competence. This supports Goleman's Social Competence theory and other studies which find that teachers with high social competence can increase student motivation and engagement.[52] From the results of the research above, it is because students'' perception of the teaching competence of English teacher are good and what is the impact of perception social competence on student learning motivation. When students perceive the English teacher as an interesting and fun figure, the students' interest in taking the English subjects they teach would increase. Who states that interest is the main motivational tool, students would be motivated if interest grows within them.[53] Which is strong and produces something positiveif accompanied by positive feelings. So the perception that students have determines how students determine their attitudes, students who have a positive perception of the teacher's teaching competence, would often also have a positive attitude as well. Like students who have the

[51] Daniel, *Emotional Intelegence*.
[52] Deci et al., "The " What " and " Why " of Goal Pursuits : Human Needs and the Self-Determination of Behavior Human Needs and the Self-Determination of Behavior."
[53] Djamarah, Syaiful Bahri. (2008). Psikologi Belajar. Jakarta: Rineka Cipta

enthusiasm to pay attention to the English subject matter taught by the English teacher in class. Stated that a positive student attitude towards the teacher's teaching competence is a good initial sign for the learning process. This positive attitude from students would increase their motivation to learn.

This research found that the majority of students at SMP Negeri 02 Rejang Lebong had positive perception of English teacher, which is in line with the findings of Larasati Anisa that teachers' social-emotional competence influences students' English learning motivation. These results indicate that the English teacher at SMP Negeri 02 Rejang Lebong has met teaching competency standards.

This research has several similarities with the research of Larasati Anisa, that is research topic regarding the influence of teachers on students' English learning motivation, quantitative research methods, research scope at the school level, and research objectives to analyze the relationship between teacher competence and student learning motivation. However, there are several significant differences. This research focuses on students' perceptions of English teachers at SMP Negeri 02 Rejang Lebong, while Larasati Anisa focus on teachers' social-emotional competencies. Apart from that, the measurement instruments, populations and samples are also different. The results of this research show that the teacher's patience and teaching ability play an important role in shaping student perceptions, in contrast to Larasati

Anisa who found that teachers' social-emotional competence influences students' learning motivation.[54]

The results of this study support the findings of Qurrut Ainy that teacher social competence has a positive impact on student learning motivation. This research also shows that teachers' patience and teaching abilities play an important role in shaping students' perceptions. Therefore, it is necessary to develop effective English teaching strategies and increase teachers' social competence.

This research has similarities with the research of Qurrut Ainy which discusses the relationship between teacher social competence, learning motivation, and student learning outcomes in English subjects. Both studies used quantitative methods and focused on English language teaching at the school level.

However, there are significant differences. This research focuses on students' perceptions of English teachers at SMP Negeri 02 Rejang Lebong, while Qurrut Ainy studied the relationship between teacher social competence, learning motivation, and student learning out comes. In addition, this research uses an instrument to measure student perceptions, different from Qurrut Ainy et al. which uses instruments to measure teacher social competence and student learning outcomes.[55]

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[54] Anisa, "Indonesian English Teachers ' Social-Emotional Competence and Students ' English Learning Motivation."
[55] Ainy and Pratama, "Journal of English Language Teaching Teacher Social Competence , Student Learning Motivation , and Learning Outcomes in English Subject."

This research is in line with Dwi Aryantara Tanjung who found that students at SMK Negeri 1 Sawan had a positive perception of the competence of English teachers. Both studies used quantitative methods and focused on students' perceptions of English teachers. However, there were differences in research locations and student characteristics. This research was conducted at SMP Negeri 02 Rejang Lebong, while Tanjung was conducted at SMK Negeri 1 Sawan.[56]

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[56] Tanjung and Juniarta, "Students' Perception on English Teacher's Competences at SMK Negeri 1 Sawan."

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing and interpreting the data obtained in the previous chapter, conclusions and suggestions are the final part of this research. The conclusions below are answers to the research questions in this study, while the suggestion are intended to provide information to researchers who are interested in conducting further research in this area.

A. Conclusion

Based on the results and discussion in chapter IV, the researcher draw conclusion. Most of the students' perceptions toward social competence of English teachers have a total average of 90% and what is the impact of perception social competence on student learning motivation has a total average of 86%, both of which have positive perceptions. This was shown by respondents who expressed satisfaction with the quality of effective teaching communication and good relationships between teachers and students. The results of this research also show that the quality of English teachers' teaching at SMP Negeri 02 Rejang Lebong has met teaching competency standards. However, there is still a need to improve and develop teaching strategies to increase student motivation and achievement. In this way, the quality of English education at SMP Negeri 02 Rejang Lebong can continue to be improved.

B. Suggestion

      Ultimately, these suggestions are aimed at a better future. This suggestion is conveyed specifically as follows:

1. The Teacher

      Training or workshops need to be held to improve teachers' communicative abilities, developing innovative and interactive teaching methods can increase student motivation and regular evaluation of the quality of teaching and student perceptions needs to be carried out to monitor progress. In this way, the quality of English teaching at SMP Negeri 02 Rejang Lebong can continue to be improved.

2. The Students

      Students need to be more active in interacting with teachers and friends, such as asking questions, discussing and participating in class activities.

3. The Reseacher

      For future researchers, it would be better to expand the scope of research by including other variables that influence students' perceptions of English teachers. The use of mixed research methods (quantitative and qualitative) can also deepen understanding of research results.

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APPENDICES

APPENDIX 1 Surat Dinas Penanam dan PTSP
   Surat Izin Penelitian
   Surat Keterangan Selesai Penelitian

PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
Basuki Rahmat No.10 ☎ Telp. (0732) 24622 Curup

S U R A T I Z I N
Nomor : 503/348 /IP/DPMPTSP/X/2024

TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG

Dasar :
1. Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
2. Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor : **1771/In.34/FT/PP.00.9/10/2024** tanggal 04 Oktober 2024 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL	:	Viona Lorenza/Kota Agung , 18 Februari 2002
NIM	:	20551073
Pekerjaan	:	Mahasiswa
Program Studi/Fakultas	:	Tarbiyah /TBI
Judul Proposal Penelitian	:	"Students Perception Toward Social Competence Of English Teacher at SMPN 02 Rejang Lebong"
Lokasi Penelitian	:	SMPN 02 Rejang Lebong
Waktu Penelitian	:	09 Oktober 2024 s/d 04 Januari 2024
Penanggung Jawab	:	Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :
a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup
Pada Tanggal : 09 Oktober 2024

An.Kepala Dinas Penanaman Modal dan
Pelayanan Terpadu Satu Pintu
Kabupaten Rejang Lebong
Sekretaris)

AGUS, SH
Pembina
NIP. 19780810 200904 1 001

Tembusan :
1. Kepala Badan Kesbangpol Kab. RL
2. Wakil Dekan I Fakultas Tarbiyah IAIN Curup
3. Kepala Sekolah SMPN 02 Rejang Lebong
4. Yang Bersangkutan
5. Arsip

SURAT IZIN PENELITIAN
NO. : 421.3/249/PL/SMP.2/RL/2024

Berdasarkan Surat Dari Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu (DPMPTSP) Kabupaten Rejang Lebong :

Nomor	: 503 / 306 / IP / DPMPTSP / X / 2024	
Tanggal	: 09 Oktober 2024	
Prihal	: Izin Penelitian	

Memberikan Izin Kepada :

Nama	: VIONA LORENZA
Tempat Tanggal Lahir	: Kota Agung, 18 Februari 2002
NIM	: 20551073
Program Studi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah
Perguruan Tinggi	: Institut Agama Islam Negeri (IAIN) Curup

Untuk Melaksanakan Penelitian dengan Judul *"Students Perception Toward Social Competence Of English Teacher at SMPN 02 Rejang Lebong"* dari tanggal 09 Oktober 2024 s/d 04 Januari 2025 pada SMP Negeri 2 Rejang Lebong.

Demikian Surat ini dibuat untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Rejang Lebong
Pada tanggal : 25 Oktober 2024
Kepala Sekolah,

JUNAIDI, M.Pd
Pembina Tk.I /IVb
NIP. 19780426 200312 1 006

SURAT KETERANGAN SELESAI PENELITIAN
No. : 421.3/250/PL/SMPN2/RL/2024

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Pertama (SMP) Negeri 2 Rejang Lebong Kabupaten Rejang Lebong Propinsi Bengkulu menerangkan bahwa :

Nama	: VIONA LORENZA
Tempat Tanggal Lahir	: Kota Agung, 18 Februari 2002
NIM	: 20551073
Program Studi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah
Perguruan Tinggi	: Institut Agama Islam Negeri (IAIN) Curup

Telah selesai melakukan penelitian guna menyelesaikan Tugas Akhir Mahasiswa dengan judul *"Students Perception Toward Social Competence Of English Teacher at SMPN 02 Rejang Lebong"* dari tanggal 09 Oktober 2024 s/d 04 Januari 2025 pada SMP Negeri 2 Rejang Lebong.

Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Rejang Lebong
Pada Tanggal : 29 Oktober 2024
Kepala Sekolah,

JUNAIDI, M.Pd
Pembina Tk.I / IVb
NIP. 19780426 200312 1 006

APPENDIX 2 SK Pembimbing

Kartu Konsultasi Bimbingan Skripsi

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage http://www.iaincurup.ac.id E-Mail : admin@iaincurup.ac.id.

Nomor : 583 Tahun 2024

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	:	a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
		b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	:	1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
		2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
		3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
		4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
		5.	Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
		6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
		7.	Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tantang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan	:	1.	Permohonan Saudara Viona Lorenza tanggal 09 September 2024 dan kelengkapan persyaratan pengajuan Pembimbing Skripsi
		2.	Berita Acara Seminar Proposal Pada Hari Jumat tanggal 26 Juli 2024

M E M U T U S K A N :

Menetapkan

| Pertama | : | 1. | **Dr. Leffi Noviyenti, M.Pd** | **19761106 200312 2 004** |
| | | 2. | **Meli Fauziah, M.Pd** | **19940523 202012 2 003** |

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A	:	**Viona Lorenza**
N I M	:	**20551073**
JUDUL SKRIPSI	:	**Students' Perception toward Social Competence of English Teacher at SMPN 02 Rejang Lebong**

Kedua	:	Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berla ku ;

Ditetapkan di Curup,
Pada tanggal 13 September 2024
Dekan,

Sutarto

Tembusan :
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

DEPAN

KARTU BIMBINGAN SKRIPSI

NAMA	:	VIONA LORENZA
NIM	:	20551073
PROGRAM STUDI	:	Tadris Bahasa Inggris
FAKULTAS	:	Tarbiyah
DOSEN PEMBIMBING I	:	Dr. Leffi Noviyenty, M.Pd
DOSEN PEMBIMBING II	:	Mei Fauziah, M.Pd
JUDUL SKRIPSI	:	Students' Perceptions Toward Social Competence of English Teacher at SMP Negeri 02 Rejang Lebong
MULAI BIMBINGAN	:	04 - September - 2024
AKHIR BIMBINGAN	:	

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING I
1.	06/09/2024	Chapter 1 (Research Questions)	
2.	15/09/2024	Chapter II (teori)	
3.	18/09/2024	Chapter II (Indikator)	
4.	19/09/2024	Chapter III (Indikator)	
5.	20/09/2024	Acc Chapter I, II and. III dan Instrument	
6.	26/09/2024	Acc to Instrument ke Validator	
7.	12/12/2024	Revisian Chapter IV	
8.	19/12/2024	Revisian Chapter IV	
9.	09/01/2025	Revisian Chapter IV and V	
10.	13/01/2025	Revisian Penghitungan Angket Chapter IV	
11.	15/01/2025	Revisian Chapter V	
12.	15/01/2025	Revisian dan Acc Sidang Munaqasah	

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

CURUP, 16 ... January .... 2025.

PEMBIMBING I,

PEMBIMBING II,

NIP. 197611062003122004

Mei Fauziah, M.Pd.
NIP. 199406232020122003 .

- Lembar Depan Kartu Bimbingan Pembimbing I
- Lembar Belakang Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II

BELAKANG

KARTU BIMBINGAN SKRIPSI

NAMA	:	VIONA LORENZA
NIM	:	20551013
PROGRAM STUDI	:	Tadris Bahasa Inggris
FAKULTAS	:	Tarbiyah
PEMBIMBING I	:	Dr. Leffi Noviyenty, M.Pd
PEMBIMBING II	:	Meli Fauziah, M.Pd
JUDUL SKRIPSI	:	Students' Perception Toward Social Competence of English Teacher at SMP Negeri 02 Rejang Lebong
MULAI BIMBINGAN0	:	04 - September - 2024
AKHIR BIMBINGAN	:	

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING II
1.	04/09/2024	Chapter I (Research Questions)	
2.	15/09/2024	Chapter II (Teori)	
3.	18/09/2024	Chapter II (indikator)	
4.	19/09/2024	Chapter III (indikator)	
5.	20/09/2024	Acc Chapter I, II, dan III dan Instrument	
6.	26/09/2024	Acc to Instrument Validator (consult with Adv1	
7.	04/12/2024	Chapter IV	
8.	10/12/2024	Chapter IV	
9.	16/12/2024	Chapter IV and V	
10.	07/01/2025	Chapter IV and V	
11.	08/01/2025	Chapter IV and V (Disscusion)	
12.	16/01/2025	Acc Sidang Munaqasah	

KAMI BERPENDAPAT BAHWA SKRIPSI INI
SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN
CURUP

CURUP, 16 : January 2025.

PEMBIMBING I,

Dr. .... M.Pd
NIP.

PEMBIMBING II,

Meli Fauziah, M.Pd.
NIP. 199405232020122003

APPENDIX 3
EXPERT VALIDATOR

Table 1. Questionnaire Blueprint of Students' Perceptions of the Social

Competence of English Teachers at Junior High School

No	Aspect	Indicators	Items	SA	A	D	SD
1.	Students' Perceptions of English Teachers'Social Competence	Behavioral	19. The teacher treats all students fairly.				
			20. The teacher displays confidence during class.				
			21. The teacher consistently enforces discipline in a fair and respectful way.				
			22. The teacher communicates politely and appropriately with students.				
			23. The teacher engages actively with students during class.				
			24. The teacher communicates clearly and effectively with students.				
		Cognitive	25. The teacher uses activities like ice breakers to engage students.				
			26. The teacher encourages discussion and participation during class.				
			27. The teacher uses language that is easy to understand and relevant to students' levels.				
			28. The teacher motivates students to participate in learning activities.				
			29. The teacher applies creative teaching methods to make learning interesting.				
			30. The teacher provides a clear explanation of learning materials.				

		Emotional	31. The teacher demonstrates empathy and concern for students' feelings.				
			32. The teacher effectively manages emotions while teaching.				
			33. The teacher is professional in managing personal feelings during interactions with students.				
			34. The teacher shows responsibility for students' learning and well-being.				
			35. The teacher positively responds to students' participation in class.				
			36. The teacher fosters an atmosphere of joy and enthusiasm during learning.				

Notes:
SA   : Strongly Agree
A   : Agree
D   : Disagree
SD   : Strongly Disagree

<u>Validation Notes:</u>

The revisions to the initial draft of questionnaire primarily focused on improving

clarity and specificity in the items to better align with the theoretical framework.

Each item was carefully adjusted to ensure it accurately reflected one of the three

key domains of social competence: behavioral, cognitive, or emotional.

Additionally, emphasis was placed on critical components of social competence,

such as fairness, empathy, emotional management, communication, creativity, and

motivation. These changes ensure that the questionnaire effectively measures

students' perceptions of their English teachers' social competence, providing a more accurate reflection of the intended theoretical constructs.

Curup, September 18, 2024

Validator

Rizki Indra Guci, M.Pd.

Teachers' Social Competenceon Students' English Learning

No	Aspect	Indicators	Items	SA	A	D	SD
1.	Affects of Students' Perceptions of English Teachers' Social Competence on Students' English Learning	Behavioral	19. I feel motivated to learn English because my teacher confidently interacts with students.				
			20. I am more disciplined in English class because my teacher sets clear expectations.				
			21. I engage more in English learning when my teacher communicates clearly during lessons.				
			22. My teacher demonstrates fairness and patience in interacting with students, which motivates me to learn English.				
			23. My teacher's ability to maintain discipline in class encourages me to stay focused on English learning.				
			24. My teacher's authority in the classroom positively impacts my behavior and engagement in English learning.				
		Cognitive	25. I find it easier to understand English materials when my teacher explains them clearly and encourages questions.				
			26. My teacher's interaction inspires me to explore English topics outside of class.				
			27. My teacher helps me think critically, improving my				

			understanding of English concepts.				
			28. My teacher's clear communication helps me grasp complex English concepts more easily.				
			29. I am encouraged to participate in English class discussions because my teacher promotes a collaborative learning environment.				
			30. My teacher's feedback makes me reflect on and improve my English learning process.				
		Emotional	31. I feel supported and confident in engaging with English learning because my teacher values my contributions.				
			32. I am more confident in speaking English because my teacher provides constructive feedback.				
			33. I feel motivated to participate in English class because my teacher creates a positive atmosphere.				
			34. I feel respected and understood by my teacher, which motivates me to participate more actively in English class.				
			35. My teacher's empathy creates a supportive environment where I feel confident to express myself in English.				
			36. My teacher's encouragement makes me feel enthusiastic about learning English and exploring				

			creative ways to improve.				

Notes:
SA   : Strongly Agree
A   : Agree
D   : Disagree
SD   : Strongly Disagree

<u>Validation Notes:</u>
The changes made to the instrument enhance its ability to measure how teacher social competence impacts students' English learning by aligning with key theoretical aspects such as communication, motivation, empathy, and discipline. The revised statements focus specifically on English learning outcomes and comprehensively address the behavioral, cognitive, and emotional dimensions of teacher competence. These improvements make the questionnaire more relevant and effective for understanding students' perceptions of their teacher's social competence and its influence on their learning experience.

Curup, September 18, 2024

Validator

Rizki Indra Guci, M.Pd.

APPENDIX 4
THE RESULTS OF ANGKET DATA

No	Class	Behavior						Cognitive						Emotional					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	XI A	3	3	3	3	3	3	3	3	4	4	4	4	4	4	3	3	4	4
2	XI A	4	3	3	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4
3	XI A	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
4	XI A	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	XI A	4	4	4	3	3	3	4	3	3	4	3	4	3	3	3	4	3	2
6	XI A	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
7	XI A	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
8	XI A	4	4	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4
9	XI A	4	4	4	4	3	3	4	4	3	3	4	3	3	4	4	4	4	4
10	XI A	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
11	XI A	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
12	XI A	4	3	4	4	4	4	3	3	4	4	4	4	4	4	4	4	4	4
13	XI A	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
14	XI A	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4
15	XI A	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4
16	XI A	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
17	XI A	4	4	4	4	4	3	4	4	3	3	4	4	3	3	4	4	4	4
18	XI A	4	3	4	4	3	3	4	3	4	3	4	4	4	4	3	4	4	4
19	XI A	4	4	4	4	3	4	3	3	4	4	4	4	4	4	3	4	4	3
20	XI A	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4
21	XI A	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4
22	XI A	4	3	4	4	3	4	3	3	4	4	4	3	3	4	4	4	4	4
23	XI A	4	3	3	4	4	4	4	3	4	3	4	4	4	3	4	4	4	3

24	XI A	4	3	4	4	3	4	3	3	3	3	3	3	3	2	3	3	4	4
25	XI A	4	4	4	4	3	4	3	3	4	4	4	4	4	3	3	4	4	4
26	XI A	4	3	4	4	4	4	4	3	4	4	4	4	4	3	4	4	4	4
27	XI A	3	3	4	4	3	4	4	3	4	3	4	4	4	4	3	4	3	4
28	XI A	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
29	XI A	4	4	4	4	3	4	4	3	4	3	4	3	4	4	4	3	4	3
30	XI A	3	4	4	4	4	4	4	4	3	3	3	4	3	3	3	3	3	2
31	XI C	4	4	3	4	4	4	4	3	3	3	4	3	3	3	3	4	3	4
32	XI C	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	4
33	XI C	4	3	3	3	3	3	4	4	3	3	4	3	4	3	3	3	3	4
34	XI C	4	3	3	3	3	4	4	3	3	4	4	3	3	4	4	3	3	3
35	XI C	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3
36	XI C	4	4	4	4	4	4	4	4	3	4	4	3	4	4	4	4	4	4
37	XI C	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
38	XI C	4	4	4	4	4	4	3	4	4	3	4	3	4	3	3	4	4	3
39	XI C	4	4	4	4	4	4	4	3	4	3	4	3	3	3	3	4	4	4
40	XI C	3	4	4	3	3	4	4	3	3	3	4	3	3	3	3	3	4	4
41	XI C	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4
42	XI C	4	4	3	4	4	4	4	3	3	3	4	3	3	3	3	4	3	4
43	XI C	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4
44	XI C	3	4	4	3	3	4	4	3	3	3	4	3	3	3	3	3	4	4
45	XI C	3	3	3	4	3	4	4	3	3	3	3	3	3	3	4	3	3	3
46	XI C	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4
47	XI C	4	4	4	4	3	4	3	3	3	4	4	4	3	4	3	4	4	4
48	XI C	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4

49	XI C	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
50	XI C	4	4	4	4	4	4	4	3	4	4	4	4	4	3	4	4	4	4
51	XI C	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
52	XI C	4	4	3	4	4	3	4	3	3	4	4	3	4	4	3	3	4	4
53	XI C	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
54	XI C	4	4	4	4	4	4	4	4	3	4	4	3	4	4	4	4	4	4
55	XI C	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
56	XI C	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3
57	XI C	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
58	XI C	4	4	4	4	4	4	4	4	3	4	4	3	4	4	4	4	4	4
59	XI C	4	3	3	4	3	3	3	3	3	3	4	3	4	4	4	4	4	4
60	XI C	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3
61	XI C	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3
62	XI D	4	3	4	3	3	4	4	4	4	4	4	3	4	4	3	4	4	4
63	XI D	4	4	4	4	3	3	3	3	3	3	3	3	3	4	4	3	4	4
64	XI D	4	3	4	3	4	4	3	4	4	4	4	4	4	2	4	4	4	4
65	XI D	3	4	4	4	3	4	3	3	4	3	4	4	3	4	3	4	4	4
66	XI D	4	4	4	4	3	4	4	3	4	4	4	4	3	3	4	3	4	4
67	XI D	4	4	4	3	3	4	3	2	3	3	4	4	3	1	3	3	3	4
68	XI D	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	4	4
69	XI D	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
70	XI D	4	4	4	4	4	4	3	3	3	3	4	4	4	4	4	4	4	4
71	XI D	4	4	4	4	4	4	3	4	4	4	4	4	3	1	3	4	4	4
72	XI D	4	3	3	4	3	3	4	3	3	3	3	3	3	3	3	3	3	3
73	XI D	4	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3

No	Class																		
74	XI D	4	3	4	4	3	4	3	3	3	4	3	4	3	4	4	3	4	3
75	XI D	3	3	3	3	2	3	4	3	4	3	3	4	3	3	4	3	4	4
76	XI D	4	4	3	4	3	4	3	3	3	4	3	4	3	4	3	3	4	3
77	XI D	4	4	4	4	4	4	3	3	4	4	4	4	4	4	4	4	4	4
78	XI D	4	4	4	4	4	4	3	3	4	4	4	4	4	4	4	4	4	4
79	XI D	4	3	3	3	4	4	4	3	4	4	4	3	4	4	3	4	3	4
80	XI D	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
81	XI D	3	3	3	3	3	3	4	3	4	3	4	3	4	3	3	3	3	4
82	XI D	3	4	3	3	4	3	2	3	4	3	3	4	4	4	3	4	3	4
83	XI D	4	3	4	4	3	4	2	2	4	4	4	4	3	4	4	3	4	4
84	XI D	4	4	4	4	4	4	3	4	4	4	4	4	4	3	3	4	4	4
85	XI D	4	3	4	4	3	3	4	4	4	4	4	4	4	2	4	3	4	4
86	XI D	4	3	4	3	3	4	4	4	4	4	4	4	4	3	4	4	4	4
87	XI D	4	4	3	4	3	4	4	3	4	4	4	4	4	2	4	4	4	4
88	XI D	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	4	3	3
89	XI D	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4
90	XI D	4	4	4	4	4	4	3	3	3	4	4	3	4	4	4	3	3	3
91	XI D	4	4	4	4	4	4	4	3	4	4	4	3	4	1	3	4	4	4
92	XI D	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3
	JUMLAH	350	334	342	344	326	345	331	315	334	334	349	328	335	318	329	337	345	345
	MAX							368											
	%	95%	91%	93%	93%	89%	94%	90%	86%	91%	91%	95%	89%	91%	86%	89%	92%	94%	94%
	Avarage							91%											

The Result Questionnaire Students' Perception Teacher One

No	Class	Behavior						Cognitive						Emotional					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	XI I	4	4	4	4	3	4	4	3	4	3	4	4	3	3	3	4	4	4
2	XI I	4	4	4	4	3	4	4	3	4	3	3	3	4	2	4	4	4	4
3	XI I	4	4	3	3	4	4	2	3	3	3	3	3	3	4	4	3	3	4
4	XI I	4	3	4	4	4	3	2	4	4	4	3	4	3	3	3	4	3	3
5	XI I	3	4	4	4	3	3	2	4	4	4	4	4	4	4	3	4	4	4
6	XI I	3	4	3	4	3	3	2	3	3	4	4	4	3	3	4	3	3	2
7	XI I	4	4	4	4	3	4	3	4	4	4	4	3	4	1	4	4	4	4
8	XI I	4	4	4	4	3	3	3	3	4	3	4	3	3	3	3	4	4	4
9	XI I	4	4	4	4	3	4	3	4	4	4	4	4	4	2	4	4	4	3
10	XI I	4	3	3	4	3	2	2	4	1	4	2	2	4	3	4	4	3	4
11	XI I	4	3	4	3	3	3	2	3	4	3	3	4	3	3	4	3	3	4
12	XI I	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3
13	XI I	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4
14	XI I	3	3	3	4	4	4	3	4	4	4	3	3	4	3	3	3	4	4
15	XI I	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
16	XI I	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
17	XI I	4	3	4	3	3	3	3	4	3	4	4	3	4	3	4	3	3	3
18	XI I	3	3	4	3	4	4	3	4	3	4	4	4	4	3	3	3	4	4
19	XI I	3	4	4	3	4	3	3	3	3	3	3	4	3	3	4	4	4	4
20	XI I	4	4	4	4	4	4	2	3	3	4	4	4	4	4	3	4	3	4
21	XI I	4	3	4	4	3	3	4	3	3	4	3	4	4	3	3	4	4	4
22	XI I	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	4	4
23	XI I	4	3	3	4	3	3	4	3	4	4	4	4	4	3	4	4	4	4

24	XI I	3	4	4	3	4	3	3	3	3	3	3	3	3	3	4	4	4	4
25	XI I	3	3	3	3	3	4	3	3	3	4	3	3	4	4	4	4	4	4
26	XI I	3	4	3	4	3	3	4	4	3	3	3	3	3	3	4	4	3	4
27	XI I	4	3	3	3	4	3	3	3	3	4	3	3	3	4	3	3	3	4
28	XI I	4	3	3	4	3	3	4	3	4	4	4	4	4	3	4	4	4	4
29	XI I	4	3	4	4	3	4	3	4	4	4	3	4	4	4	4	4	4	4
30	XI I	3	3	4	4	4	3	3	3	3	4	4	4	3	3	4	3	3	4
	JUMLAH	109	104	109	109	103	101	92	102	103	109	104	105	106	94	109	109	109	113
	MAX										120								
	%	91%	87%	91%	91%	86%	84%	77%	85%	86%	91%	87%	88%	88%	78%	91%	91%	91%	94%
	Average										88%								

The Result Questionnaire Students' Perception Teacher Two

No	Class	Behavior						Cognitive						Emotional					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	XI A	4	3	3	4	4	4	3	4	4	4	4	3	4	3	4	3	4	4
2	XI A	4	3	4	4	3	4	2	4	2	4	3	3	4	2	4	4	4	3
3	XI A	4	4	4	4	4	4	3	4	4	4	4	4	4	3	4	4	4	4
4	XI A	4	3	3	4	4	3	3	3	3	4	3	2	4	4	4	3	3	3
5	XI A	4	4	3	4	3	4	3	3	4	4	3	4	3	4	3	3	4	3
6	XI A	4	3	3	4	4	3	3	3	4	4	4	4	4	4	4	4	4	4
7	XI A	4	4	4	4	4	4	3	3	4	4	3	3	4	4	4	4	4	3
8	XI A	4	3	3	4	4	3	3	3	4	4	3	3	4	4	3	3	4	4
9	XI A	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4
10	XI A	3	3	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4
11	XI A	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4
12	XI A	4	4	4	4	4	4	3	3	3	4	4	3	4	4	4	3	4	4
13	XI A	3	3	3	4	4	4	3	4	3	4	4	3	4	4	4	4	4	4
14	XI A	3	3	3	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4
15	XI A	4	3	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4
16	XI A	4	4	4	4	4	4	3	4	4	3	3	4	4	3	4	4	4	4
17	XI A	4	4	4	4	4	4	3	3	3	4	3	4	4	4	4	4	4	3
18	XI A	4	4	3	4	4	3	3	3	4	4	3	4	3	4	4	3	4	4
19	XI A	4	3	4	4	3	4	4	4	4	4	4	3	3	4	4	4	4	4
20	XI A	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
21	XI A	4	3	3	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4
22	XI A	3	4	3	3	3	4	3	4	3	3	3	3	4	3	4	4	3	4
23	XI A	4	4	3	4	3	2	3	2	4	4	2	3	4	4	3	4	3	3

24	XI A	3	3	2	4	3	3	3	3	3	3	3	3	2	3	3	3	3	4
25	XI A	4	3	4	4	4	4	3	4	4	3	3	3	3	4	4	4	4	4
26	XI A	4	4	3	4	4	3	4	3	4	4	2	3	4	4	3	4	4	4
27	XI A	4	3	4	3	3	3	3	4	4	4	4	4	3	4	3	4	4	4
28	XI A	4	4	4	4	4	4	4	4	4	4	4	3	4	3	4	4	4	4
29	XI A	3	3	2	3	3	3	4	2	3	3	3	4	4	4	4	4	3	3
30	XI A	2	3	2	4	3	3	3	3	3	2	3	3	3	3	3	3	3	3
31	XI C	4	3	3	4	3	3	3	3	3	3	3	3	3	3	4	3	4	3
32	XI C	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4
33	XI C	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4
34	XI C	4	4	3	4	4	3	4	3	3	3	4	4	4	4	4	3	3	3
35	XI C	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3
36	XI C	4	4	3	4	3	4	4	4	3	3	4	4	3	4	4	3	4	4
37	XI C	3	3	2	3	3	3	2	2	3	3	3	3	3	3	3	3	2	3
38	XI C	4	4	4	4	3	4	3	4	3	3	4	3	4	4	4	4	4	3
39	XI C	4	3	3	4	4	3	4	4	3	4	4	3	4	3	4	4	4	3
40	XI C	3	3	3	4	4	4	3	3	3	3	3	3	3	3	4	3	3	4
41	XI C	3	3	4	3	4	3	3	3	4	3	3	4	4	3	4	4	4	4
42	XI C	4	3	3	4	3	3	3	3	3	3	3	3	3	3	4	3	4	3
43	XI C	3	3	4	3	4	3	3	4	4	3	3	4	4	3	4	4	4	4
44	XI C	3	3	3	4	4	4	3	3	3	3	3	3	3	3	4	3	3	4
45	XI C	4	4	3	4	3	3	3	4	3	4	3	3	3	3	4	3	3	3
46	XI C	3	3	4	3	4	3	3	3	4	3	3	4	4	3	4	4	4	4
47	XI C	3	3	4	4	4	4	4	3	4	4	3	3	4	3	3	4	3	4
48	XI C	3	3	4	3	4	3	3	3	4	3	3	3	4	3	4	3	4	3

49	XI C	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
50	XI C	4	3	4	4	4	4	3	4	3	4	3	3	3	4	4	3	3	3
51	XI C	4	4	4	4	3	3	2	3	3	3	3	4	4	4	4	4	4	4
52	XI C	3	3	3	4	3	4	3	3	4	4	3	4	3	1	3	3	3	3
53	XI C	4	4	4	4	3	3	2	3	3	3	3	3	4	4	4	4	4	4
54	XI C	4	4	3	4	3	4	4	4	3	3	4	4	3	4	4	3	4	4
55	XI C	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
56	XI C	3	3	2	3	3	3	2	2	3	3	3	3	3	3	3	3	2	3
57	XI C	4	3	3	4	4	4	4	3	4	4	3	3	4	3	3	4	4	4
58	XI C	4	4	3	4	3	4	4	4	3	3	4	4	3	4	4	3	4	4
59	XI C	3	3	3	4	3	3	4	3	4	3	3	3	3	3	3	3	3	3
60	XI C	3	3	2	3	3	3	2	2	3	3	3	3	3	3	3	3	2	3
61	XI C	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3
62	XI D	4	3	4	3	3	3	3	1	3	3	3	4	3	3	2	3	3	4
63	XI D	4	3	4	4	4	3	3	4	3	3	3	3	4	4	3	3	4	4
64	XI D	4	4	4	4	3	4	3	3	4	4	3	4	4	4	4	3	4	3
65	XI D	4	4	4	4	4	3	4	3	3	3	4	4	3	4	4	4	4	3
66	XI D	4	3	4	4	3	3	4	4	4	4	3	4	4	4	4	4	4	4
67	XI D	4	3	3	4	4	4	2	3	3	4	3	3	4	3	3	3	4	3
68	XI D	4	3	4	3	3	4	4	2	4	3	4	4	4	2	4	4	4	3
69	XI D	4	3	4	3	3	4	4	3	3	4	2	4	4	4	4	3	4	4
70	XI D	4	3	3	4	4	3	3	3	3	4	4	3	4	3	4	4	4	4
71	XI D	4	4	4	4	4	4	4	3	4	3	3	4	4	3	4	4	4	4
72	XI D	3	3	3	4	4	3	3	4	3	3	4	3	3	3	3	3	2	3
73	XI D	3	3	3	4	4	3	3	4	3	3	4	3	3	3	3	3	3	3

No	Class																		
74	XI D	3	3	4	4	3	3	4	4	4	3	3	4	3	3	4	3	4	3
75	XI D	4	4	4	4	3	3	3	3	3	4	3	3	4	4	4	3	4	4
76	XI D	3	3	3	4	3	4	3	3	3	3	3	3	3	2	3	4	3	2
77	XI D	4	4	3	4	3	4	3	3	3	3	3	3	3	3	4	4	4	3
78	XI D	4	4	3	4	3	4	3	3	3	3	3	3	3	3	4	4	4	3
79	XI D	4	4	3	4	3	3	3	3	3	3	2	2	4	3	3	3	2	4
80	XI D	3	3	4	4	3	4	3	2	3	4	3	2	4	3	4	3	3	4
81	XI D	4	3	3	4	3	3	4	3	3	3	3	3	3	4	3	3	4	3
82	XI D	4	3	4	3	3	4	3	3	4	4	3	4	4	4	3	4	4	4
83	XI D	4	3	4	4	4	3	3	3	4	4	3	4	3	4	4	4	3	4
84	XI D	4	3	4	4	3	4	3	3	4	4	3	3	4	3	4	4	3	4
85	XI D	4	3	4	4	4	4	4	4	3	3	2	3	4	3	2	3	4	4
86	XI D	4	3	4	3	3	3	4	1	4	4	2	4	4	4	4	3	4	4
87	XI D	4	3	1	4	4	4	3	4	4	4	4	3	4	3	3	2	3	3
88	XI D	4	3	4	4	4	3	4	3	4	4	4	3	4	3	4	4	3	4
89	XI D	4	4	3	4	3	4	3	3	4	4	3	2	4	2	4	4	4	4
90	XI D	4	4	4	4	3	3	4	3	4	4	4	3	4	4	4	4	4	4
91	XI D	4	3	3	4	4	3	3	2	3	3	3	3	2	2	3	2	3	2
92	XI D	4	4	4	3	3	3	3	2	3	3	3	2	3	3	3	3	3	4
	JUMLAH	338	308	312	347	321	320	294	296	318	321	300	307	328	313	336	322	331	329
	MAX								368										
	%	92%	84%	85%	94%	87%	87%	80%	80%	86%	87%	82%	83%	89%	85%	91%	88%	90%	89%
	Avaragre								86%										

No	Class	Behavior						Cognitive						Emotional					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	XI I	3	4	3	4	4	4	3	3	4	4	4	4	3	4	3	4	4	4
2	XI I	3	4	3	4	3	3	4	3	4	4	4	3	4	3	3	4	4	4
3	XI I	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	4
4	XI I	4	3	3	3	3	2	4	2	2	3	2	3	2	2	3	4	3	3
5	XI I	4	3	3	3	3	4	3	3	3	2	2	3	4	3	3	3	3	3
6	XI I	3	2	1	3	2	2	3	2	3	2	3	2	3	2	3	3	3	2
7	XI I	3	3	4	4	4	4	4	4	4	3	3	4	3	4	4	4	3	4
8	XI I	3	3	3	4	3	4	4	3	3	3	3	3	4	4	3	4	4	3
9	XI I	4	4	3	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4
10	XI I	4	3	4	3	4	3	4	4	4	1	3	2	4	3	4	4	2	3
11	XI I	3	4	2	3	3	4	3	3	4	4	3	3	4	4	3	4	4	2
12	XI I	3	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3
13	XI I	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4
14	XI I	3	3	4	3	4	4	4	3	3	4	4	4	3	3	4	4	3	3
15	XI I	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4
16	XI I	3	3	3	3	3	3	1	3	3	1	1	3	3	3	3	4	3	1
17	XI I	4	3	3	3	3	3	3	3	3	3	3	3	3	4	3	4	3	4
18	XI I	2	3	3	3	3	4	3	3	4	3	3	3	3	3	3	3	3	3
19	XI I	3	3	3	3	3	4	3	3	2	3	3	2	3	3	4	3	4	3
20	XI I	4	3	3	4	3	3	2	4	4	4	4	3	4	3	4	4	3	4
21	XI I	4	3	3	4	3	3	4	3	4	4	4	3	4	3	4	3	4	3
22	XI I	4	4	4	4	4	4	3	3	2	3	3	2	3	3	3	4	3	3
23	XI I	3	3	3	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4

No	Class																		
24	XI I	4	4	4	3	4	3	3	3	3	3	3	3	3	4	4	3	3	4
25	XI I	3	3	3	3	3	3	3	3	4	3	3	3	3	2	3	4	3	3
26	XI I	4	4	3	3	4	3	4	3	4	4	3	2	3	1	3	4	3	4
27	XI I	4	4	3	4	4	3	3	3	3	3	3	4	4	4	3	3	3	4
28	XI I	3	3	3	4	4	4	3	3	4	4	4	4	4	4	3	4	4	4
29	XI I	3	3	3	3	3	4	3	2	3	3	2	2	3	2	2	4	3	3
30	XI I	3	4	3	4	3	3	3	3	4	3	3	4	4	3	4	3	3	4
	JUMLAH	102	100	95	105	103	103	100	94	103	96	96	93	104	96	102	108	101	101
	MAX											120							
	%	85%	83%	79%	88%	86%	86%	83%	78%	86%	80%	80%	78%	87%	80%	85%	90%	84%	84%
	Avarage											83%							

The Result of The Affect Students' Perception Teacher Two

APPENDIX 5
DOCUMENTATION

Documentation of Questionnaires Students' Perception Teacher One and Teacher Two

Name   : Zara Dianesa Putri
Class   : IXA
Teacher   : Bapak Suhardiman m. Pd
Date and Time : kamis / 29-10-2024

Fill in this questionnaire by ticking (☑) in the following column:

(SA) : if you strongly agree with the statement
(A) : if you agree with the statement
(D) : if you disagree with the statement
(SD) : if you strongly disagree with the statement

No	Aspect	Indicators	Items	SA	A	D	SD
1.	Students' Perceptions of English Teachers' Social Competence	Behavioral	1. The teacher treats all students fairly.	✓			
			2. The teacher displays confidence during class.	✓			
			3. The teacher consistently enforces discipline in a fair and respectful way.	✓			
			4. The teacher communicates politely and appropriately with students.		✓		
			5. The teacher engages actively with students during class.	✓			
			6. The teacher communicates clearly and effectively with students.	✓			
		Cognitive	7. The teacher uses activities like ice breakers to engage students.	✓			
			8. The teacher encourages discussion and participation during class.	✓			
			9. The teacher uses language that is easy to understand and relevant to students' levels.	✓			
			10. The teacher motivates students to participate in learning activities.	✓			
			11. The teacher applies creative teaching methods to make learning interesting.	✓			
			12. The teacher provides a clear explanation of learning materials.	✓			
		Emotional	13. The teacher demonstrates empathy and concern for students' feelings.	✓			
			14. The teacher effectively manages emotions while teaching.	✓			
			15. The teacher is professional in managing personal feelings during interactions with students.	✓			
			16. The teacher shows responsibility for students' learning and well-being.	✓			
			17. The teacher positively responds to students' participation in class.	✓			
			18. The teacher fosters an atmosphere of joy and enthusiasm during learning.	✓			

Student

Name : Levina Ayu Ningtyas
Class : Ixc
Teacher : Mr. Suhardiman
Date and Time : 23 - Oktober - 2024, Wednesday.

Fill in this questionnaire by ticking (☑) in the following column:

(SA) : if you strongly agree with the statement
(A) : if you agree with the statement
(D) : if you disagree with the statement
(SD) : if you strongly disagree with the statement

No	Aspect	Indicators	Items	SA	A	D	SD
1.	Students' Perceptions of English Teachers' Social Competence	Behavioral	1. The teacher treats all students fairly.	✓			
			2. The teacher displays confidence during class.	✓			
			3. The teacher consistently enforces discipline in a fair and respectful way.	✓			
			4. The teacher communicates politely and appropriately with students.	✓			
			5. The teacher engages actively with students during class.	✓			
			6. The teacher communicates clearly and effectively with students.	✓			
		Cognitive	7. The teacher uses activities like ice breakers to engage students.	✓			
			8. The teacher encourages discussion and participation during class.	✓			
			9. The teacher uses language that is easy to understand and relevant to students' levels.		✓		
			10. The teacher motivates students to participate in learning activities.	✓			
			11. The teacher applies creative teaching methods to make learning interesting.	✓			
			12. The teacher provides a clear explanation of learning materials.		✓		
		Emotional	13. The teacher demonstrates empathy and concern for students' feelings.	✓			
			14. The teacher effectively manages emotions while teaching.	✓			
			15. The teacher is professional in managing personal feelings during interactions with students.	✓			
			16. The teacher shows responsibility for students' learning and well-being.	✓			
			17. The teacher positively responds to students' participation in class.	✓			
			18. The teacher fosters an atmosphere of joy and enthusiasm during learning.	✓			

Student

Name : Denita Aprliani
Class : IX.D
Teacher : Suhardiman M.Pd
Date and Time : kamis 21 Okt 21

Fill in this questionnaire by ticking (☑) in the following column:

(SA) : if you strongly agree with the statement
(A) : if you agree with the statement
(D) : if you disagree with the statement
(SD) : if you strongly disagree with the statement

No	Aspect	Indicators	Items	SA	A	D	SD
1.	Students' Perceptions of English Teachers' Social Competence	Behavioral	1. The teacher treats all students fairly.	✓			
			2. The teacher displays confidence during class.	✓			
			3. The teacher consistently enforces discipline in a fair and respectful way.	✓			
			4. The teacher communicates politely and appropriately with students.	✓			
			5. The teacher engages actively with students during class.		✓		
			6. The teacher communicates clearly and effectively with students.	✓			
		Cognitive	7. The teacher uses activities like ice breakers to engage students.	✓			
			8. The teacher encourages discussion and participation during class.		✓		
			9. The teacher uses language that is easy to understand and relevant to students' levels.	✓			
			10. The teacher motivates students to participate in learning activities.	✓			
			11. The teacher applies creative teaching methods to make learning interesting.	✓			
			12. The teacher provides a clear explanation of learning materials.	✓			
		Emotional	13. The teacher demonstrates empathy and concern for students' feelings.		✓		
			14. The teacher effectively manages emotions while teaching.		✓		
			15. The teacher is professional in managing personal feelings during interactions with students.	✓			
			16. The teacher shows responsibility for students' learning and well-being.		✓		
			17. The teacher positively responds to students' participation in class.	✓			
			18. The teacher fosters an atmosphere of joy and enthusiasm during learning.	✓			

Student

Name : Afifa Kayla Putri
Class : ixi
Teacher : Sri Octer heriyani. M. P. d
Date and Time : 23 - 10 - 2024 - Rabu

Fill in this questionnaire by ticking (☑) in the following column:

(SA) : if you strongly agree with the statement
(A) : if you agree with the statement
(D) : if you disagree with the statement
(SD) : if you strongly disagree with the statement

No	Aspect	Indicators	Items	SA	A	D	SD
1.	Students' Perceptions of English Teachers' Social Competence	Behavioral	1. The teacher treats all students fairly.		✓		
			2. The teacher displays confidence during class.	✓			
			3. The teacher consistently enforces discipline in a fair and respectful way.	✓			
			4. The teacher communicates politely and appropriately with students.	✓			
			5. The teacher engages actively with students during class.		✓		
			6. The teacher communicates clearly and effectively with students.		✓		
		Cognitive	7. The teacher uses activities like ice breakers to engage students.			✓	
			8. The teacher encourages discussion and participation during class.	✓			
			9. The teacher uses language that is easy to understand and relevant to students' levels.	✓			
			10. The teacher motivates students to participate in learning activities.	✓			
			11. The teacher applies creative teaching methods to make learning interesting.	✓			
			12. The teacher provides a clear explanation of learning materials.	✓			
		Emotional	13. The teacher demonstrates empathy and concern for students' feelings.	✓			
			14. The teacher effectively manages emotions while teaching.	✓			
			15. The teacher is professional in managing personal feelings during interactions with students.		✓		
			16. The teacher shows responsibility for students' learning and well-being.	✓			
			17. The teacher positively responds to students' participation in class.	✓			
			18. The teacher fosters an atmosphere of joy and enthusiasm during learning.	✓			

Student

Name : Annisa Zifa Aulia
Class : IX A
Teacher : Suhardiman
Date and Time : kamis 24 oft 24

Fill in this questionnaire by ticking (☑) in the following column:

(SA) : if you strongly agree with the statement
(A) : if you agree with the statement
(D) : if you disagree with the statement
(SD) : if you strongly disagree with the statement

No	Aspect	Indicators	Items	SA	A	D	SD
1.	Effects of Students' Perceptions of English Teachers' Social Competence on Students' English Learning	Behavioral	1. I feel motivated to learn English because my teacher confidently interacts with students.	✓			
			2. I am more disciplined in English class because my teacher sets clear expectations.	✓			
			3. I engage more in English learning when my teacher communicates clearly during lessons.	✓			
			4. My teacher demonstrates fairness and patience in interacting with students, which motivates me to learn English.	✓			
			5. My teacher's ability to maintain discipline in class encourages me to stay focused on English learning.	✓			
			6. My teacher's authority in the classroom positively impacts my behavior and engagement in English learning.	✓			
		Cognitive	7. I find it easier to understand English materials when my teacher explains them clearly and encourages questions.	✓			
			8. My teacher's interaction inspires me to explore English topics outside of class.	✓			
			9. My teacher helps me think critically, improving my understanding of English concepts.	✓			
			10. My teacher's clear communication helps me grasp complex English concepts more easily.	✓			
			11. I am encouraged to participate in English class discussions because my teacher promotes a collaborative learning environment.	✓			
			12. My teacher's feedback makes me reflect on and improve my English learning process.	✓			
		Emotional	13. I feel supported and confident in engaging with English learning because my teacher values my contributions.	✓			
			14. I am more confident in speaking English because my teacher provides constructive feedback.	✓			
			15. I feel motivated to participate in English class because my teacher creates a positive atmosphere.	✓			
			16. I feel respected and understood by my teacher, which motivates me to participate more actively in English class.	✓	✓		
			17. My teacher's empathy creates a supportive environment where I feel confident to express myself in English.	✓			
			18. My teacher's encouragement makes me feel enthusiastic about learning English and exploring creative ways to improve.	✓			

Student

Name : Khalila Azzahra
Class : IX C
Teacher : Mr. Suhardiman
Date and Time : Wednesday - 23 Okt 2024

Fill in this questionnaire by ticking (☑) in the following column:

(SA) : if you strongly agree with the statement
(A) : if you agree with the statement
(D) : if you disagree with the statement
(SD) : if you strongly disagree with the statement

No	Aspect	Indicators	Items	SA	A	D	SD
1.	Effects of Students' Perceptions of English Teachers' Social Competence on Students' English Learning	Behavioral	1. I feel motivated to learn English because my teacher confidently interacts with students.	✓			
			2. I am more disciplined in English class because my teacher sets clear expectations.	✓			
			3. I engage more in English learning when my teacher communicates clearly during lessons.		✓		
			4. My teacher demonstrates fairness and patience in interacting with students, which motivates me to learn English.	✓			
			5. My teacher's ability to maintain discipline in class encourages me to stay focused on English learning.		✓		
			6. My teacher's authority in the classroom positively impacts my behavior and engagement in English learning.		✓		
		Cognitive	7. I find it easier to understand English materials when my teacher explains them clearly and encourages questions.		✓		
			8. My teacher's interaction inspires me to explore English topics outside of class.	✓			
			9. My teacher helps me think critically, improving my		✓		
			understanding of English concepts.				
			10. My teacher's clear communication helps me grasp complex English concepts more easily.	✓			
			11. I am encouraged to participate in English class discussions because my teacher promotes a collaborative learning environment.		✓		
			12. My teacher's feedback makes me reflect on and improve my English learning process.		✓		
		Emotional	13. I feel supported and confident in engaging with English learning because my teacher values my contributions.		✓		
			14. I am more confident in speaking English because my teacher provides constructive feedback.		✓		
			15. I feel motivated to participate in English class because my teacher creates a positive atmosphere.	✓			
			16. I feel respected and understood by my teacher, which motivates me to participate more actively in English class.		✓		
			17. My teacher's empathy creates a supportive environment where I feel confident to express myself in English.		✓		
			18. My teacher's encouragement makes me feel enthusiastic about learning English and exploring creative ways to improve.		✓		

Student

Fill in this questionnaire by ticking (☑) in the following column:

(SA) : if you strongly agree with the statement
(A) : if you agree with the statement
(D) : if you disagree with the statement
(SD) : if you strongly disagree with the statement

No	Aspect	Indicators	Items	SA	A	D	SD
1.	Effects of Students' Perceptions of English Teachers' Social Competence on Students' English Learning	Behavioral	1. I feel motivated to learn English because my teacher confidently interacts with students.	✓			
			2. I am more disciplined in English class because my teacher sets clear expectations.		✓		
			3. I engage more in English learning when my teacher communicates clearly during lessons.	✓			
			4. My teacher demonstrates fairness and patience in interacting with students, which motivates me to learn English.		✓		
			5. My teacher's ability to maintain discipline in class encourages me to stay focused on English learning.		✓		
			6. My teacher's authority in the classroom positively impacts my behavior and engagement in English learning.	✓			
		Cognitive	7. I find it easier to understand English materials when my teacher explains them clearly and encourages questions.		✓		
			8. My teacher's interaction inspires me to explore English topics outside of class.		✓		
			9. My teacher helps me think critically, improving my	✓			
			understanding of English concepts.		✓		
			10. My teacher's clear communication helps me grasp complex English concepts more easily.	✓			
			11. I am encouraged to participate in English class discussions because my teacher promotes a collaborative learning environment.		✓		
			12. My teacher's feedback makes me reflect on and improve my English learning process.	✓			
		Emotional	13. I feel supported and confident in engaging with English learning because my teacher values my contributions.	✓			
			14. I am more confident in speaking English because my teacher provides constructive feedback.	✓			
			15. I feel motivated to participate in English class because my teacher creates a positive atmosphere.		✓		
			16. I feel respected and understood by my teacher, which motivates me to participate more actively in English class.	✓			
			17. My teacher's empathy creates a supportive environment where I feel confident to express myself in English.	✓			
			18. My teacher's encouragement makes me feel enthusiastic about learning English and exploring creative ways to improve.	✓			

Student

Fill in this questionnaire by ticking (☑) in the following column:

(SA) : if you strongly agree with the statement
(A) : if you agree with the statement
(D) : if you disagree with the statement
(SD) : if you strongly disagree with the statement

No	Aspect	Indicators	Items	SA	A	D	SD
1.	Effects of Students' Perceptions of English Teachers' Social Competence on Students' English Learning	Behavioral	1. I feel motivated to learn English because my teacher confidently interacts with students.	✓			
			2. I am more disciplined in English class because my teacher sets clear expectations.		✓		
			3. I engage more in English learning when my teacher communicates clearly during lessons.		✓		
			4. My teacher demonstrates fairness and patience in interacting with students, which motivates me to learn English.		✓		
			5. My teacher's ability to maintain discipline in class encourages me to stay focused on English learning.		✓		
			6. My teacher's authority in the classroom positively impacts my behavior and engagement in English learning.			✓	
		Cognitive	7. I find it easier to understand English materials when my teacher explains them clearly and encourages questions.	✓			
			8. My teacher's interaction inspires me to explore English topics outside of class.			✓	
			9. My teacher helps me think critically, improving my understanding of English concepts.			✓	
			10. My teacher's clear communication helps me grasp complex English concepts more easily.		✓		
			11. I am encouraged to participate in English class discussions because my teacher promotes a collaborative learning environment.			✓	
			12. My teacher's feedback makes me reflect on and improve my English learning process.		✓		
		Emotional	13. I feel supported and confident in engaging with English learning because my teacher values my contributions.			✓	
			14. I am more confident in speaking English because my teacher provides constructive feedback.			✓	
			15. I feel motivated to participate in English class because my teacher creates a positive atmosphere.		✓		
			16. I feel respected and understood by my teacher, which motivates me to participate more actively in English class.	✓			
			17. My teacher's empathy creates a supportive environment where I feel confident to express myself in English.		✓		
			18. My teacher's encouragement makes me feel enthusiastic about learning English and exploring creative ways to improve.		✓		

Student

APPENDIX 6
DOCUMENTATION

BIOGRAPHY

The researcher's name is Viona Lorenza. She was born in Kota Agung, 18 February 2002. She is a daughter of Mr. Adi Candra and Mrs. Nopri Hanita. She has one sister named Kanza Zavani. She finished her Elementary School at SDN 01 Uram Jaya and graduated in 2014, the continued her Junior High School at SMPN 01 Uram Jaya and graduated in 2017 and the carried on her Senior High School at SMAN Bangun Jaya and also graduated in 2020. After that, she decided entering Institute Collage for Islamic Studies (IAIN) Curup and chose English Study Program as her faculty. She graduated her study on 2025.