

An Analysis of Teacher's Social Competence in Teaching English of SMP N.2 Hiliduhho 2023/2024

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CHAPTER I

INTRODUCTION

1.1 Background

The instructing and learning prepare could be a prepare that contains a arrangement of activities by instructors and understudies based on complementary relationships that take put in educational situations to realize instructive objectives, to be specific to create life shrewdly and extend students' minds and information. Separated from that, the teaching and learning handle can be deciphered as a handle of changing information from instructor to understudy. Within the educating and learning prepare that happens in schools, instructors as teachers have a part in passing on information or learning fabric. This process requires a great interaction relationship between the educator and the students, in this case the instructor must be able to form comfortable learning exercises and be able to build good communication within the classroom. In this case, instructors as a degree of instructive victory must have essential competencies that impact students' intrigued and inspiration to memorize.

Serve of National Instruction Direction number 16 of 2007 concerning scholastic capability measures and educator competency clarifies that each instructor must meet educator competency capabilities. Instructors must have four competencies such as proficient, educational, identity and social competencies (Uno & Lamatenggo, 2020). One of the educator competencies that's very compelling within the educating and learning process is the teacher's social competency. Social competence is the capacity that instructors must need to communicate and interact viably and productively with understudies, individual instructors, instruction staff, parents/guardians of understudies, and the encompassing community (Suyanto and Jihad, 2015) in kamal 2021. When instructors socialize with the school environment, The capacity to alter to the school environment could be a prerequisite for instructors. as well as get it understudies, so that teachers can alter their educating strategies and strategies. Teaching and

instruction are two things that are related. Instruction implies carrying out an activity within the shape of giving instruction to other parties. Instructors and understudies must interface amid the educating and learning prepare. A educator working in a classroom will experience various kids with diverse identities and social foundations. Separated from that, when teachers are able to connected well with the school environment such as individual instructors, instruction staff, parents/guardians of understudies, and the encompassing community, instructors can effortlessly get it the wants of their understudies. There will be coexistence between the neighborhood community and the school setting. It'll contrast from the teacher's strategy when the educator employments a learning handle that is appropriate for the school setting, such as educating English to understudies who do not understand it as a moment dialect and focusing the value of learning it since English is an universal dialect that's widely utilized by the community. instructing in communities and with understudies who recognize English as an universal dialect and as a moment dialect. In arrange to provoke students' interest in instructing and learning exercises, a teacher must have social competency.

¹³ Law Number 16 of 2007 concerning Academic Capability Measures and Teacher Competency Pointers. Teacher social competence consolidates:

- a) Be comprehensive, act equitably, ² and not isolate due to thoughts of sex, religion, race, physical condition, family foundation, and socio-economic status.
- b) Communicate suitably, empathetically and considerately with individual teachers, instruction staff, gatekeepers and the community. ¹
- c) Alter to working situations all through the locale of the Unitary State of the Republic of Indonesia which has socio-cultural contrasts.
- d) Communicate with the capable community itself and other callings orally and in composing or in other shapes.

Teachers' social competence plays an important role in the interaction process that happens within the instructive environment. To guarantee that kids don't feel under weight to memorize, teachers have a basic part to play in accepting differing understudies, spurring them, and advertising back, consolation, and security without the require for discriminating demeanors. Separated from that, good communication will have a enormous impact on understudy learning inspiration. When a understudy is comfortable and upbeat learning, it can be seen from the instructor who instructs. When a teacher interacts with understudies by adjusting themselves, giving inspiration, and being reasonable to understudies, understudies will learn comfortably without any weight.

Within the world of instruction, English is instructed as a remote dialect. English is a subject that must be instructed in schools. English is an universal dialect that is widely used by individuals in different sorts of communication. English is commonly utilized in different exercises, such as tourism, innovation, commerce, education, and other fields inside the universal scope. Separated from that, within the world of education English is considered the moment dialect after Indonesian. Usually the significance of learning English so that understudies have at slightest essential aptitudes in English. Inside the world of instruction, teaches have a portion in communicating, without communication educates cannot carry out their commitments and parts as teachers. Of course, in carrying out their commitments as educates, educates know with whom they will communicate.

Instructors as informators and facilitators within the learning prepare must be able to get it and apply their social competency skills in instructing and dispersing information, in this case English lessons, to understudies. Looking at the foundation of understudies at junior tall school SMP N.2 Hiliduho, whose understudies are children from backgrounds who are not utilized to utilizing English, apart from that there's no premise or understanding from guardians in the students' homes

around the importance of getting children utilized to utilizing English. and get it English as a moment dialect, and has gotten to be a widespread dialect, separated from that in basic schools, teachers' teaching about English appears like a lesson that isn't truly instructed to understudies. Usually too bolstered by past inquire about by Apichat and Fatimah in a case consider (2022), the comes about of the case think about appear that understudies at school encounter different impediments in learning English, such as that understudies have difficulty talking English, indeed in spite of the fact that they have learned the dialect. Britain formally for ten a long time. They confront challenges in English counting need of certainty, pronunciation, grammar, vocabulary, etc. Overall, it was concluded that the larger part of understudies thought that the environment was the most factor that caused deterrents for them to talk English, such as parents with a background of thought who did not understand English, the community environment with a moo instructive foundation, and instructors who actualized a learning prepare that was centered on English. the teacher himself without welcoming understudies to communicate in English.

In common, there are three duties of instructors as a calling, to be specific educating, teaching and preparing. Teaching implies passing on and creating life values; instructing means passing on and creating information; preparing implies creating abilities for students' lives (Suyanto and Jihad, 2021). Instructors moreover have a close relationship with understudies within the day by day usage of instruction. Social competence is required to draw in students' intrigued in the English educating and learning process. To obtain the leading learning results, understudies must have tall learning motivation. Learning motivation could be a person's support to do something and accomplish a goal and that's the learning result (Uno, 2007) in Ainy 2020. Instructors with their social competence capacities will be able to execute a great and curiously English learning handle. In this case, when teachers are able to channel their knowledge, the objective of instruction to become a medium for developing potential and teaching people so they are ready to confront life

within the future will be realized, through the instructing and learning prepare.

Hence, this investigate was conducted by analysts to get data approximately teachers' social competence and its application within the instructive environment, particularly to students in learning English at SMP N. 2 Hiliduhu with the title of this subjective research entitled: An Analysis of Teacher's Social Competence in Teaching English of SMP N.2 Hiliduhu 2023/2024.

⁹ 1.2 Focus of the Research

From the background of the problem above, there are several research focuses, namely:

1. To analyze the social ¹⁶ competence of teachers in teaching English at SMP N. 2 Hiliduhu.
2. To find out the influence of teachers' social competence ⁴ in teaching English at SMP N. 2 Hiliduhu

³ 1.3 Formulation of the Problem

Based on the research focus above, the ³ research questions are formulated in the following questions:

1. What the factors influence teacher's social competence and students' interest in learning English at SMP N. 2 Hiliduhu?
2. How does teachers apply social ²⁰ competence in teaching English at SMP N. 2 Hiliduhu?

³ 1.4 Objective of the Research

The aim of this research is to analyze ¹ teacher's social competence and the application of teacher's social competence in schools and to

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conduct research on the relationship between teacher social competence and student learning outcomes at SMP Negeri 2 Hiliduho.

11 1.5 Significance of the Research

The significances of this research are:

1.5.1 Theoretically,

This research can be used as a guide for the next generation who want to analyze the social competence of teachers and its application in the school environment, and can be used as a reading source for teachers and educators to improve their social competence.

1.5.2 Practically,

Researcher conducted this research in order to make a good contribution as follows:

1. For researcher, it can be a guide for the future to improve social competence as a teacher.
2. For teacher and prospective teacher, it can be used as a reading source and increase insight into teacher's social competence.
3. For future researcher, this research can be used as a reference source to find out about teachers' social competence.

CHAPTER II

LITERATURE RIEVIEW

2.1 Theoretical Framework

2.1.1 Teacher's Social Competence

A educator could be a individual who makes a difference understudies learn and create students' information, capacities, life values, and positive states of mind. Teachers educate and engage understudies to succeed within the classroom, individual lives, and students' prospects. The educator decides the course of the learning framework beginning from the educational modules, offices, designs to how understudies must learn well and accurately in arrange to get to information and life values (Harahap, 2022). In common, there are three obligations of instructors as a calling, specifically teaching, educating and preparing. Teaching implies passing on and creating life values; instructing implies passing on and creating information; preparing implies developing skills for students' lives (Suyanto and Jihad, 2021).

Educator within the instructive setting are related to the calling that a educator holds, specifically as an teacher and teachers for understudies at different levels of instruction. Instructors are key players in classroom administration when it comes to educating and learning. The educator is in charge of directing all issues relating to understudies, classrooms, and directions techniques. When a instructor can build up a welcoming and secure learning environment, normally, learning takes put within the classroom. The learning handle can be a get ready that incorporates educates, understudies and the educator environment itself. The victory of the educator plan, or the achievement of learning objectives is closely related to the endeavors and comes approximately of a teacher's work. Instructors who are able to construct incredible interaction or communication associations inside the center of the school environment will be one of the components of a teacher's triumph in applying their states of intellect and social capacities. This

capacity is called teachers social competence. Teacher's social competence could be a teacher's capacity to do something, communicate and connected viably and productively with understudies, peers, guardians of understudies, and the community and does not segregate against ethnicity, race, and language (Kunandar, 2014) in Ainy 2020.

In carrying out their every day lives, the educator will continuously be somebody who is an illustration for understudies. Instructors who have and get it social competency capacities will apply them in their every day lives. This will frame a great see of the understudies towards the teacher. Students will be more interested and just like the instructor, and of course will also just like the lesson. Concurring to Mulyasa (2007) in Anancy 2023, there are six angles or spaces contained within the concept of a teacher's social competence, to be specific as takes after:

1. Knowledge, is mindfulness within the cognitive field, for illustration instructors know how to recognize learning needs, and how to carry out learning concurring to understudy needs.
3. Understanding, is the cognitive and emotional profundity had by an person, for case instructors **who will carry out learning must have a great understanding of the characteristics and conditions of understudies.**
4. Capacity, is something that an person needs to carry out a assignment or work given to him, such as a teacher's capacity to select and make straightforward educating helps to form learning simpler for students.
5. Values, are measures of behavior that are mentally accepted and held solidly inside a individual, for example standards of instructor behavior in learning (trustworthiness, openness, popular government, etc.).

6. State of mind may be a feeling (cheerful, troubled, likes, detests) or response to a stimulus that comes from exterior, a response to the economic crisis, the feeling of a compensation increment, etc.
7. Intrigued, is a teacher's tendency to carry out an activity, for case an intrigued in doing something or learning something.

Educates must besides be able to alter themselves to the school environment. When teaches are able to alter to the school environment, instructors will easily get it students' establishments, direct distinctive learning gadgets and build students' charmed in learning. There are a few characteristic that implement the social competence of a instructor within the school environment (Demircioglu& Chen, 2019; Mitchell et al., 2020) in Taufan & Basalamah 2021, to be specific:

1. Get it and regard contrasts and have the capacity to oversee strife
2. Carry out concordant collaboration with colleagues, school principals and delegate principals and other related parties;
8. Building collaboration that's compact, shrewdly, energetic and spry,
9. Carry out compelling and pleasant communication (verbal, composed, outlines) with all school members, parents, with full mindfulness that each contains a role. and duty for learning advance;
10. Have the capacity to get it and internalize environmental changes that influence their obligations;
11. Have the capacity to position oneself within the esteem framework that applies to the surrounding community;
12. Apply great administration standards (e.g. cooperation, transparency, accountability, law authorization and polished skill)

Teachers must also have a one of a kind combination of properties that offer assistance under studies learn, develop, and create in life since the quality of educating is closely related to the quality of learning. Teachers with their social competence will attempt to draw in

and alter students' mindsets so that they are fascinated by their learning. Concurring to (Musabdo, 2021) in Abidin& Sari 2023, social ¹⁷ competence is the teacher's capacity to carry out learning works out and develop associations with understudies in carrying out the teaching and learning get ready. Educates are able to construct viable communication with understudies, don't separate between understudies with distinctive establishments, capacities and motivation to memorize, and give a sense of security and consolation in learning.

2.1.2 Indicators Teacher's Social Competence ¹⁹

A teacher's social competence has markers that back the teacher's social competence capacities. Based on Control of the Serve of National Instruction No. 16 of 2007, there are four indicators of a teacher's social competence, specifically: to begin with, the objective and comprehensive state of mind of a instructor, which is an pointer of a teacher's social competence, to be specific instructor who are comprehensive, instructor who treat understudies decently, donate consideration agreeing to students' needs without considering individual variables, educator who are able to act equitably towards all understudies, don't separate or give distinctive treatment based on physical conditional person's religion, social status, family foundation, or race. This implies that a educator gives the same treatment to all his understudies, without descriminating. Minute is the teacher's capacity to set up incredible communication. Educates are anticipated to be able to set up reasonable communication between person instructors, gatekeepers and understudies. One way to attain great communication requires neighborliness and sympathy towards other individuals.

¹⁵ The third pointer is the teacher's social competence in building communication with the community. The shapes of communication, to be specific verbal communication and composed communication. The ability to construct great and viable communication could be a teacher's demeanor in understanding each social and natural characteristic. Indeed in spite of the fact that there's a separate between instructors and

understudies, building communication between the two can moreover increment impressions and construct great interpersonal connections.

And the final one is the teacher's social capacity to adjust. The teacher's capacity to adjust to outside or modern situations whereas still paying consideration to the winning culture, adjusting when socializing or communicating. Based on Serve of National Instruction Control Number 16 of 2007, the taking after are social competence and indicators of educator social competence:

Table 2.1 Indicators of Teacher's Social Competence

No	Social competence	Indicators
1	Be comprehensive, act objective, or not oppressive since sexual orientation contemplations, religion, race, physical condition, foundation family foundation, and status socio-economic.	Be comprehensive and objective towards students, colleagues and surrounding environment in implementation learning. Not be unfair towards students, peers, parents students and the school environment because of contrasts in religion, ethnicity, sexual orientation
4	Communicate successfully, sympathetic, and courteous with individual teachers, vitality instruction, guardians, and open.	family foundation, and socio-economic status. Communicate with participants' parents educate and society politely, empathetic, and effective about the program participant learning and progress educate Involve students' parents and the community in the program learning and coping students' learning difficulties.
3	Adapt on the spot serving throughout the region Republic of Indonesia has social diversity culture.	Adjust to the nearby environment working to progress viability as an teacher.
	Communicate with own professional community and other professions verbally and writing or other form.	Communicate with colleagues, scientific profession, and scientific community others through various internal media in order to improve quality learning. Communicate innovation results learning to the professional community themselves orally and in writing as well as another form

Source : Permendiknas No, 16 tahun 2007

From the table above, it can be concluded that teacher social competence is the attitude of a teacher who is inclusive, objective, non-discriminatory, able to communicate effectively, empathically and politely. Apart from that, teacher social competence is also the teacher's ability to adapt to the educational environment, as well as being able to implement various educational programs to develop teaching abilities.

2.1.3 Factors That Influence Teacher's Social Competence

Agreeing to Zwel in Pairi (2022), a teacher's social competence can be impacted by a few variables:

1. Convictions and values.

A person's behavior is enormously impacted by his convictions towards himself and others. In case individuals accept in their capacity to do something, at that point it'll be done more effortlessly.

2. Abilities

A person's expertise in doing something will increment self-confidence and will appear that the individual has competence in their field.

3. Involvement

Encounter will be exceptionally supportive in doing a work, since involvement educates something real and it'll be exceptionally simple to keep in mind it. A individual can be an master in his field since he learns a part from encounter, and a person's mastery appears a competency that that individual has.

4. Identity characteristics

Identity isn't something that cannot be changed, a person's identity will impact the person's ways of understanding issues in life, and this will make the individual more competent. A individual will respond and adjust to the environment and encompassing powers, which can increment a person's competence.

5. Inspiration

Inspiration is the drive that creates somebody competent of doing something. A more mental drive increments physical quality, which makes work exercises simpler, which increments a person's level of competence. Support or inspiration given by bosses to subordinates too features a great impact on staff execution.

6. Passionate issues

A person's enthusiastic condition will impact each appearance, counting his work execution. Self-confidence makes individuals able to do a work superior, and bad habit versa, passionate unsettling influences such as fear and shame can moreover decrease a person's work execution, so that their competence will diminish.

7. Mental capacities

Competence is affected by mental considering, cognitive, explanatory and conceptual capacities. Mental level is impacted by encounter, the learning handle which of course moreover implies a person's mental capacity will increment their competence.

8. Organizational culture

Organizational culture impacts a person's competence in different exercises, since organizational culture impacts execution, connections between workers, work inspiration and all of this will impact the person's competence.

The learning prepare could be a process that contains a arrangement of teacher and understudy activities based on corresponding connections that take put in instructive exercises to attain the objectives of learning. Be that as it may, instructor have a exceptionally prevailing part in instruction in common and learning in specific, since instructor play an imperative part within the learning prepare, since the learning prepare is the center of instruction as a whole. Variables that impact a teacher's social competence, such as life values, aptitudes, encounter, identity and inspiration, are an important part of a instructor. Brown (2001) in Oktviana et al. 2020, partitions it into a few educator parts, specifically fundamental example, leader, individual who contains a parcel of information, chief, counselor, direct, and now and then instructors must moreover be able to act as friends, trusted individuals, and guardians. The abilities of a educator who has social competence will realize that the learning process has the objective of accomplishing information, abilities, and understudy demeanors that have to be be built through learning exercises.

2.1.4 English Language Teaching

English lessons are one of the imperative lessons examined by understudies at school. A educator presenting a outside dialect, specifically English, to understudies could be a sort of instructing that requires the capacity to draw in students' intrigued in learning by a instructor. In an worldwide setting, English can contribute to expanding students' worldwide information, and broadening their mentality. Understudies have distinctive foundations. Beginning from family, past instruction, environment and so on. In learning English, instructors as teachers have a huge part and require methodologies to bolster the educating and learning prepare. Planning suitable learning strategies will be one imperative way to realize instructing objectives in schools. Educating procedures have a strong relationship with learning goals. Educating methodology is the approach chosen to supply learning fabric to understudies in a specific learning environment which comprises of plan, varieties and course of action of exercises that can be carried out in passing on learning aptitudes to understudies (Colombo, 2012) in Mustika 2021.

Learning English is creating English dialect abilities in a contextual and satisfactory way concurring to the setting and day by day conditions and circumstances of understudies. This is often to create a shape of English learning that superior touches the dialect needs of understudies. With respect to English dialect educating, Government Control Number 19 of 2005 controls that dialect instruction must create dialect competence with uncommon accentuation on perusing and writing in accordance with the proficiency levels decided at each level of instruction. Within the standard substance, it is expressed that the extreme objective of learning English is to take part in talk or to communicate thoughts, sentiments, etc. Orally and type in English precisely, easily and acceptably (Agustien, 2006) in Mustika 2021. Hence, instructing English is pointed at preparing school graduates with aptitudes within the sense that they are anticipated to realize the competencies required to procure communication aptitudes. The genuine objective of English is to teach

meaningfulness and communicative work. Hence, the point of English dialect educating is to create communicative competence in English through communicative dialect instructing.

2.1.5 The roles of Teacher in Teaching English

Educator have a part in cultivating understudy energy and inspiration to memorize. More particularly with respect to the part of the instructor in dialect learning, concurring to Harmer, (2007) in Oktaviana et al. 2020, there are eight parts, specifically as takes after:

controller, the educator is dependable for the ongoing learning handle within the classroom, counting in the event that understudies learn in groups (bunches); organizer, the instructor directs the execution of learning in course such as giving data, clarifying execution methods, setting understudies in bunches, and finishing learning; assessors, especially in dialect learning, instructors must be able to supply input, redresses and evaluations, particularly in dialect utilize; facilitator instructor, the educator acts as a direct or facilitator when understudies have trouble talking due to issues with dialect information, particularly in learning English as a remote dialect; member, the educator does not overwhelm the learning handle; asset person, teacher as a source of information for understudies; mentor, the instructor isn't as it were a facilitator and asset individual, but too a guide who gives depictions and informational in learning; and eyewitness, when the educator is an eyewitness, the instructor controls and gives direction to understudies in carrying out their obligations.

Subsequently, the teacher's understanding of his portion, both inside the learning handle in common, and his portion in tongue learning, especially English, must be done well. With the point that the learning goals can be fulfilled well as well. Since English in Indonesia is educating and inspected as a remote lingo especially inside the classroom, the portion of the educator is especially basic since the teacher is the foremost source

and facilitator of data and aptitudes in this lingo. An English instructor is anticipated to play two parts at once, to be specific, educating English and making the instructing and learning handle as curiously as conceivable in arrange to involve students in learning. Within the understudy learning handle, students' introduction to English dialect instructing is restricted, separated from that, as it were amid English lessons is as a rule the as it were put understudies have the opportunity to utilize English. A few components repressing the accomplishment of English learning goals can too be affected by students' foundations, students' consideration when considering, learning inspiration, mental factors or students' level of understanding, students' availability to memorize, parents' instructive foundation, and students' cultural background. In reacting to different understudy contrasts when learning, instructors have to be apply an comprehensive social demeanor, specifically the teacher's point of view on understudy contrasts, inviting towards all understudies notwithstanding of distinctive foundations, and non-discriminatory, specifically the teacher's social state of mind which is able to treat all understudies similarly. reasonable, giving consideration and help concurring to each individual's needs, without respect to individual variables. Hence, educator enlightening and clarifications may be the as it were dialect exposure through which understudies learn to utilize dialect to communicate. In this way, it can be concluded that English dialect instructing has the point of creating students' capacities in utilizing English, completely requiring the bolster and inspiration of a educator, in arrange to attain the objective of communicative English instructing.

2.1.6 Relationship between Research variable

Instructor is an teacher. All his behavior and activities must reflect somebody who can be a part demonstrate for his understudies. Instructors are too facilitators who channel information, character, and shape students' identities for end of the. In common, there are three obligations of instructors as a calling, specifically teaching, instructing and preparing. Teaching implies passing on and creating life values; educating implies

passing on and developing knowledge; preparing implies creating abilities for students' lives (Suyanto and Jihad, 2021). Instructing before the course could be a. appearance of interaction within the communication handle. Apart from that, the educator is additionally a facilitator. Concurring to Sanjaya (2008) in Marwanto 2021, the part of the educator as a facilitator is to supply administrations to encourage understudies within the learning handle. As a facilitator, instructors are obliged to supply administrations and give learning offices and framework for understudies so that the learning prepare can run well and easily.

In the mean time, instructor social competence is considered as one of the teacher's qualities or capacities to get ready understudies to ended up great individuals of society and the capacity to teach and direct society within the future. In expansion, instructors can make comfortable learning conditions. Social competence may be a teacher's capacity to do something, communicate and associated viably and productively with understudies, peers, guardians of understudies, and the community and does not separate against ethnicity, race, and dialect (Kunandar, 2014) in Ainy 2020.

Teachers' social competence encompasses a part in building understudy inspiration in learning. A ⁵ teacher's social competence is related to the capacity to communicate with students and their environment (such as guardians, neighbors and individual companions) (Colonnesi et al., 2019) within the 2021 storm. An successful instructor will provide a touch that is moderately focused on and more situated towards building inspiration (Nussbaum, 1992) in Taufan 2021. The social competence executed by instructors is expected to extend students' learning inspiration, this will too impact the quality of learning. Social competence is closely related to a teacher's capacity to oversee learning with understudies. Educates must be able to communicate effectively with understudies so that comparing natural between educates and understudies are made, so

that learning goals can be fulfilled. Concurring to Zahroh (2018: 93) in Abidin 2023, social competence comprises of:

1. Effective communication with understudies Teaches must be able to protect extraordinary communication associations with understudies. Through communication, a educator can get closer to understudies. The reason of this communication is that educates can build associations with understudies, understudies can open up more easily, and can take portion in learning.
2. Compelling communication with colleagues and work accessories
3. Viable communication can be set up with person educates. This communication can make it less requesting for educates to share both learning methods and learning media.
4. Compelling communication with parents/guardians and the including community

Insights in communicating with gatekeepers or guardians of understudies is imperative. Educates can utilize intelligent with them to conversation approximately students' progress in course. Instructor communication capacities are not because it were outlined to gatekeepers and guardians, but as well to the community. Since their participation is some of the time included in choice making. Teacher's social competence moreover impacts the English dialect learning prepare. Learning English is creating English dialect abilities in a relevant and satisfactory way agreeing to the setting and day by day conditions and situations of understudies. Usually to deliver a frame of English learning that superior touches the dialect needs of understudies.

2.2 Conceptual Framework

Within the instructing and learning handle, the educator takes the greatest and most critical part. The educator is in control of the progression of a fun, curiously and centered learning climate. Learning targets will be accomplished on the off chance that instructors are able to get it

themselves as part models and sources of information for their understudies. Great interaction and communication are strategies that instructors can utilize to carry out their role as teachers within the classroom. Educator social competence is the teacher's capacity to construct great connections between the instructor himself, understudies, individual instructors, the community, guardians of understudies and all individuals of the school community. Teachers' social competence too plays a part in creating different programs to make strides the quality of instruction, both separately and in connections with colleagues or other communities. Usually in line with the conclusion of (Kunandar, 2014) in Ainy 2020, social competence may be a teacher's capacity to do something, communicate and connected effectively and productively with understudies, peers, guardians of understudies and the community and does not separate against ethnicity, race, and dialect. Within the learning handle, of course a instructor will confront understudies with different distinctive foundations, such as students' mental levels or students' level of understanding in learning, students' inspiration and intrigued in learning, distinctive parental back, students' availability and completeness when learning, as well as the students' social foundation. With different understudy contrasts, instructors have a part in reacting to existing contrasts. Teachers' social competence points to overcome different understudy contrasts in arrange to form a comfortable learning climate. Instructors must be able to apply an comprehensive attitude, namely a neighborly state of mind towards everybody notwithstanding of where they come from or their distinctive foundations, and not be oppressive towards contrasts. Separated from that, instructor social competence moreover implies that instructors are able to overcome different understudy issues in learning. Instructors communicate viably with students' guardians, individual teachers, and others, in learning programs to overcome students' difficulties in learning. This can be too upheld by past research by Apichat and Fatimah in (2022), information gotten through interviews. This inquire about included 10 moment semester tall

school understudies at a Muslim school. The comes about of the case consider appear that understudies at school encounter different deterrents in learning English, indeed in spite of the fact that they have considered English formally for ten a long time. They face difficulties in English counting need of certainty, articulation, linguistic use, lexicon, etc. Usually caused by internal and outside variables. Inner components incorporate inspiration, lexicon, linguistic use, articulation, familiarity, modesty conjointly need of self-confidence. This makes it troublesome for understudies to talk English. Outside components incorporate the environment, instructors, offices and need of openings for understudies to utilize English. In general, it was concluded that the majority of understudies thought that the environment was the most figure that caused impediments for them to talk English, such as guardians with a foundation of thought who did not get it English, the community environment with a moo instructive foundation, and instructors who executed a learning prepare that was centered on English. the educator himself without welcoming understudies to communicate in English.

Analyst have conducted preparatory information investigate at SMP N.2 Hiliduh. Analyst found that teachers' social competence has an impact on English dialect learning. Understudies have different obstacles in learning English. A few of these obstacles are students' need of motivation to memorize, which can be within the frame of feeling tired and stressed, having other exercises that draw in more consideration, feeling bored, not enjoying the subject instructor, destitute wellbeing conditions, need of sleep and continuously stressing approximately disappointment, to the burden of examining in past the limits of the student's capacities. Moreover, diversions from social media, tv, companions and diversions can reduce students' learning center. Trouble concentrating when considering, trouble recollecting lessons, and not getting a charge out of learning exercises since understudies are not capable in learning English, understudies feel bored or understudies feel that learning English is futile. In reacting to this, teachers' social

competence features a part to play in overcoming student problems by giving arrangements and settling understudy issues.

The two stages of this investigate are observation and interviews. Analyst conducted coordinate perceptions within the classroom, to see the students' condition in learning English and the part of teacher's social competence in understanding students' issues in learning. The moment organize was for researcher to conduct direct interviews with instructors, to discover out different impediments to students' English learning and how teachers overcome students' issues in learning. Researcher analyze information after collecting its contents. Proceeding this, the analyst made a report clarifying the truths. Without changing or altering the conditions and information comes about, analysts report the genuine conditions that happen within the field based on information examination.

RESEARCH METHOD**3.1 Research Method**

To conduct this ask approximately, examiner utilized a subjective ask almost approach. Subjective ask around is ask around that delineates and analyzes a ponder that happens by counting the collection of strong data (Telaumbanua et al., 2022). This subjective ask approximately focuses to delineate information around issues or wonders that happen as clearly as conceivable and are veritable facts. Subjective ask around must be objective so that the comes around or data given must as well be in understanding with reality and coordinations.

This inquire about was carried out in two stages, to be specific perception and interviews. At the perception arrange, the analyst made perceptions guided by the accessible perception tables. Another, the analyst conducted interviews with instructors to gather data almost teachers' social competence.

3.2 Factors the Inquire About

A variable is an component, viewpoint, or calculate of investigation in inquire about that's bound to alter. In common, there are two sorts of factors that are frequently utilized, specifically: autonomous factors and subordinate factors. Free factors are sorts of factors that impact the subordinate variable. In the interim, the dependent variable is characterized as a variable that's impacted by the free variable

Subsequently, the factors in this ponder comprise of two. The subordinate variable in this investigate is the teacher's social competence. The free variable is English dialect educating.

3.3 Investigate Settings and Plan

The inquire about conducted at SMP Negeri 2 Hiliduho found at Jl. Arah Hiliduho Km. 8,5, Dima town, Hiliduho sub-district, Nias area. The inquire about will took put on February 2024.

3.4 Information Source

To get information that's utilized as a inquire about protest, analyst utilize a few sorts of information sources. Information is the result of research notes, both truths and values (Arikunto, 2020). Analysts utilized a few past inquire about speculations that can clarify teacher's social competence and English dialect educating as beginning information. Moreover, analyst also use instructors as inquire about sources by analysts. Instructor too act as sources or respondents who are the most source of information in inquire about since the victory of inquire about is decided by the reactions they deliver.

3.5 Research Instruments

Rebellious are apparatuses utilized to gather information in conducting inquire about. In line with Sanjaya (2013) in Zega (2023) say that an instrument could be a device for measuring something that's utilized to collect information for inquire about. Through disobedient, the inquire about targets are accomplished. Typically since the inquire about instrument gives precise observational information. In this manner, rebellious for the most part utilized in conducting investigate incorporate meet transcripts, field notes, studies, surveys, documentation, test comes about, and so on.

Based on the investigate center, analyst will utilize three sorts of disobedient, to be specific perception sheets, organized meet, and documentation. By utilizing perception sheets, analyst can discover out what are the markers of English teachers' social competence when teaching in lesson. The moment instrument is an meet sheet. Through meet sheets, analyst gotten data almost the variables that impact teachers' social competence in instructing English. The final one is documentation. To back the information, analyst moreover don't disregard to require documentation, including relevant books, controls, photographs, recordings, as information that's relevant to the investigate.

3.6 Information Collection Strategy

To achieve the inquire about goals, the analyst collected the information through three strategies, specifically, perception, meet, and documentation.

3.6.1 Perception

Concurring to Gorman and Clayton (2005) in Kumar (2022), observational thinks about as ponders that "involve the systematic recording of wonders or behavior that can be watched in a normal environment". Concurring to the Without a doubt Publication Group (2023), qualitative perception is the act of getting information for investigate purposes utilizing subjective strategies. Subjective perceptions essentially depend on a person's faculties which incorporate taste, locate, hearing, touch, and scent. Analysts can collect exceedingly specialized information and report quality, not estimate, by utilizing these faculties. Hence, subjective perception points to report information and encounters that cannot be portrayed by numerous individuals. Concurring to Hyginus (2023), there are sorts of observational investigate, to be specific; controlled perception, naturalistic perception, and participant perception.

This investigate employments checklist perception. Analyst will utilize an perception list to analyze teacher's social competence in educating English. Within the taking after table you'll see the observation checklist utilized by analyst.

Table 3.1 Observation Sheet Checklist

No.	Sosial Competence	Indicators	Yes	No	Notes
1.	Be inclusive, act objective, or not discriminatory because gender considerations, religion, race, physical condition, background family background, and status socio-economic.	A. Teacher with students			
		The teacher shows an inclusive attitude, namely the teacher conveys something to students in good language and is understood by the students.			
		Teachers are objective, that is, teachers treat students fairly, giving attention according to students' needs without considering their personal factors.			
		Teachers are not discriminatory, that is, teachers treat all students fairly regardless of religion, race, physical condition, background.			
		B. Teacher with parents			
		Teachers demonstrate an inclusive nature towards students' parents, by maintaining good relationships and being fair and open using language that is good and understandable.			
		Teachers act objectively towards parents, that is, teachers treat students' parents well regardless of personal factors.			
		C. Teachers with fellow teachers			
		Teachers are inclusive towards fellow educators by maintaining good relationships and contributing to all			

		formal and informal discussions related to their work.			
		Teachers act objectively towards fellow educators, namely teachers build good communication relationships with fellow educators, in carrying out the educational process.			
		Teachers do not act in a discriminatory manner, that is, teachers treat fellow educator fairly without distinguishing between religion, race, physical condition, family background and socio-economic status.			
2.	Communicate effectively, empathetic, and polite with fellow educators, energy education, parents, and public.	A. Teacher with fellow Teacher			
		Teachers communicate effectively, namely teachers convey messages to fellow educators, education staff, by conveying information and it is well received.			
		Teachers communicate empathetically, namely teachers communicate by showing an attitude of understanding and respect for fellow educators and education staff.			
		Teachers communicate politely, that is, teachers communicate with fellow educators in a polite, courteous and non-offensive manner.			
		B. Teacher with parents.			
		Teachers communicate effectively, namely teachers convey messages to students' parents, by conveying information and it is well received.			
		Teachers communicate empathetically, namely teachers communicate by showing an attitude of understanding and respect for students' parents.			
		Teachers communicate politely, that is, teachers communicate with students' parents in a polite, courteous and non-offensive manner.			
		Teachers collaborate with parents and the community in learning programs.			
		Teachers collaborate with students' parents in overcoming students' learning difficulties.			
3.	Adapt on the spot serving throughout the region Republic of Indonesia has social diversity culture.	The teacher adapts, namely the teacher adjusts himself to the office or teacher's room			
		The teacher adapts, namely the teacher makes adjustments in the classroom.			
		The teacher adapts, namely the teacher adjusts himself to the school environment.			
		The teacher adapts, namely the teacher adjusts himself to the community environment around the school.			
		Teachers communicate with fellow English teachers verbally or in writing			

8		in developing and improving the quality of English language education.			
4.	Communicate with own professional community and other professions verbally and writing or other form.	Teachers communicate with fellow educators by communicating the results of learning innovations to their own professional community verbally, in writing and in other forms.			
		Teachers communicate with teaching staff in order to improve the quality of learning verbally or in writing.			

3.6.2 Interview

An meet is an interaction between an questioner and a source with respect to certain data verbally. Agreeing to Kvale (2018) in Gulo (2023), interviews are an imperative instrument in subjective inquire about, which can be utilized to gather in-depth and point by point information around the sees, encounters and viewpoints of inquire about subjects. Cheerful et al. (2012) in Gulo (2023) say In a formal structured interview, the analyst incorporates a indicated set of questions that evokes the same data from the respondents. There are a few information collection procedures with interviews that can be carried out in inquire about, counting:

a. Organized meet

The analyst plans a foreordained list of organized questions to get particular data around composing exercises in learning. Questions can be made based on the hypothesis or theory that has been prepared.

b. Semi-structured meet

A set of open-ended questions is ready by the analyst, and each respondent is given the chance to precise their possess conclusions or encounters. Concurring to respondents' responses, analysts can go more profound into a few questions.

c. Unstructured meet

The analyst gives opportunity to the respondent to specific their claim sees or encounters without employing a organized checklist of questions. Analyst can develop certain points concurring to the data gotten from respondents

In this investigate, analyst utilized organized meet methods. Organized meet is the analyst plans a foreordained list of structured questions to get particular data approximately composing exercises in learning.

3.2 Interview Sheet

1. How do you build good communication with students?
2. How do you approach students?
3. Do you have a strategy when teaching English?
4. Do you have learning media that supports English learning?
5. How do you develop interest in learning and motivate students to learn?
6. Are all students interested in learning English? If yes or no, how students respond the learning.
7. Do the community environment, school and home conditions influence students' interest in learning and motivation?
8. How do you adapt the school environment and the community around the school?
9. How do you involve parents in educating students?
10. Do you or fellow educators work together to create English language learning programs?

6.3 Documentation

Documentation in subjective inquire about can be caught on as one way of collecting information, to be specific by seeing, analyzing and analyzing records and related things, made by the subject himself or by other individuals. Separated from that, the documentation strategy could be a information collection method by considering information that has been archived. The points of interest of documentation procedures that are worth considering in subjective inquire about are as takes after:

- a. The documentation strategy is the finest choice for researcher who need to know the past.
- b. The documentation strategy is the most elective in subjective investigate when it is troublesome or indeed outlandish to meet witnesses, for case sources who have passed on.
- c. This permits analyst to be objective in investigate since reports or information are not impacted by the nearness of analysts who are impacted by the nearness of analyst.
- d. Documentation strategies can bridge or interface a person's past data with the show.

3.7 Data Analysis Technique

After obtaining the necessary data through several techniques and instruments, researchers analyzed the data. According to Miles et al. (2014) in Zega (2023), analysis in qualitative research consists of three steps, namely: data condensation, data presentation, drawing conclusions, and verification.

3.1.1 Data Condensation

Information condensation alludes to the method of selecting, rearranging, abstracting and transforming data that approaches the full portion - from composed field notes, meet transcripts, records, other empirical materials. By condensing information, the information gets to be more grounded. Information condensation is additionally a frame of examination that hones, sorts, centers, disposes of, and organizes information in such a way that “final” conclusions can be drawn and confirmed. In information condensation, all data that shows up will be analyzed, specifically investigation that hones, classifies, coordinates, removes what isn't fundamental, and organizes the information in such a way that it isn't vital, and organizes the information in such a way that conclusions can be drawn and in such a way that conclusions can be drawn. . drawn and confirmed by information decrease, subjective information can be disentangled and changed in different ways through thorough determination, through brief outlines or depictions, categorizing them into broader designs, and so on.

3.7.2 Data Display

Data display or data presentation is also a stage of qualitative data analysis techniques. Data presentation is an activity when a set of data is arranged systematically and easily understood, thereby providing the possibility of producing conclusions. In data display, data will be displayed in an organized and decomposed manner. The purpose of data display is to make it easier to draw conclusions and take action. Seeing data displays helps us understand what is happening and do something about it—either analyzing it further or taking action based on that understanding. good data display is the main path to strong qualitative analysis.

3.7.1 Drawing and Verifying Conclusions

Conclusion Drawing (verification), namely drawing conclusions and verifying. Conclusions in qualitative research are new findings that have not previously existed. Findings can be in the form of a description or picture of an object that was previously unclear or dark, so that after research it becomes clear, it can be in the form of a causal or interactive relationship, hypothesis or theory. 14 In data analysis activities, something that researchers really need to pay attention to is checking. data or continuous examination of data to ensure that data analysis remains based on data, not based on the researcher's assumptions or intuition.

CHAPTER IV
RESULT AND DISCUSSION

4.1 Research Results

4.1.1 Observation Results

This research was carried out at SMP Negeri 2 Hiliduho, which is located Jl. Arah Hiliduho Km. 8.5, Dima village, Hiliduho sub-district, Nias district, North Sumatra province. Researcher conducted observations of English teachers, which were carried out when English teachers taught in class, interacted with students, communicated with fellow English teachers, fellow educators, and also with the school environment. The observation checklist used by researcher is based on the regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning teacher social competence. Observation activities were carried out from 16 February 2024 to 17 February 2024, and then on 27 March 2024. The following are the results of the researcher observations of the English teacher Mr. Andrian Zebua S.Pd at SMP Negeri 2 Hiliduho.

Table 4.1 Observation checklist

No.	Social Competence	Indicators	Yes	No	Notes
1.	Be inclusive, act objective, or not discriminatory because gender considerations, religion, race, physical condition, background family background, and status socio-economic.	D. Teacher with students			
		The teacher shows an inclusive attitude, namely the teacher conveys something to students in good language and is understood by the students.	√		The teacher uses good language and is easy for students to understand
		Teachers are objective, that is, teachers treat students fairly, giving attention according to students' needs without considering their personal factors.	√		Teachers respect and pay attention to students' learning needs
		Teachers are not discriminatory, that is, teachers treat all students fairly regardless of religion, race, physical condition, background.	√		Teachers pay attention and act fairly to all students
		E. Teacher with parents			
		Teachers demonstrate an inclusive nature towards students' parents, by maintaining good relationships and being fair and open using language that is good and understandable.	√		Teachers use good language that is easy for parents to understand.
		Teachers act objectively towards parents, that is, teachers	√		Teachers respect students' parents

		treat students' parents well regardless of personal factors.			when communicating
		F. Teachers with fellow teachers			
		Teachers are inclusive towards fellow educators by maintaining good relationships and contributing to all formal and informal discussions related to their work.	√		Teachers use good, polite language and are understood by fellow educators
		Teachers act objectively towards fellow educators, namely teachers build good communication relationships with fellow educators, in carrying out the educational process.	√		Teachers are polite when talking to fellow teachers
		Teachers do not act in a discriminatory manner, that is, teachers treat fellow educators fairly without distinguishing between religion, race, physical condition, family background and socio-economic status.	√		Teachers listen and respect every opinion from fellow teachers
2.	Communicate effectively, empathetic, and polite with fellow educators, energy education, parents, and public.	C. Teacher with fellow Teacher			
		Teachers communicate effectively, namely teachers convey messages to fellow educators, education staff, by conveying information and it is well received.	√		Teachers convey opinions effectively and without exaggeration.
		Teachers communicate empathetically, namely teachers communicate by showing an attitude of understanding and respect for fellow educators and education staff.	√		The teacher shows empathy and respect for the person he is talking to
		Teachers communicate politely, that is, teachers communicate with fellow educators in a polite, courteous and non-offensive manner.	√		The teacher uses polite language with the person speaking
		D. Teacher with parents.			
		Teachers communicate effectively, namely teachers convey messages to students' parents, by conveying information and it is well received.	√		Teachers convey messages to parents effectively or not excessively
		Teachers communicate empathetically, namely teachers communicate by showing an attitude of understanding and respect for students' parents.	√		Teachers show respect and empathy when talking to students' parents.
		Teachers communicate politely, that is, teachers communicate with students' parents in a polite, courteous and non-offensive manner.	√		The teacher uses polite language
		Teachers collaborate with parents and the community in		√	Teachers do not collaborate with

		learning programs.			students' parents in implementing learning programs
		Teachers collaborate with students' parents in overcoming students' learning difficulties.	√		Teachers maintain special communication relationships with parents of students who have learning problems.
3.	Adapt on the spot serving throughout the region Republic of Indonesia has social diversity culture.	The teacher adapts, namely the teacher adjusts himself to the office or teacher's room	√		The teacher is able to place himself in the teacher's room and socialize with the teacher
		The teacher adapts, namely the teacher makes adjustments in the classroom.	√		The teacher is able to place himself in the classroom as an educator
		The teacher adapts, namely the teacher adjusts himself to the school environment.	√		Teachers know the school environment and are able to position themselves as educators
		The teacher adapts, namely the teacher adjusts himself to the community environment around the school.	√		Teachers are able to foster good relationships with the school community
		Teachers communicate with fellow English teachers verbally or in writing in developing and improving the quality of English language education.	√		Teachers communicate with fellow English teachers by discussing the development of learning to make it more effective.
4.	Communicate with own professional community and other professions verbally and writing or other form.	Teachers communicate with fellow educators by communicating the results of learning innovations to their own professional community verbally, in writing and in other forms.	√		Teachers discuss learning programs with fellow educators.
		Teachers communicate with teaching staff in order to improve the quality of learning verbally or in writing.	√		Teachers discuss the development of school programs with fellow educators

4.1.2 Interview Result

Based on the research objective, namely analyzing the social competence of teachers in teaching English, the next stage the researcher collected data by conducting interviews with

English teachers at SMP Negeri 2 Hiliduho. Researcher conducted a structured interview on February 28th 2024, with the English teacher Mr. Andrian Zebua S.Pd as follows:

Question 1: How do you build good communication with students?

Response : *A way to build good communication with students, in the classroom of course. OK, first of all, I try to use good language, which is easy for students to understand. Next, I always ask how students are doing. This is one of my efforts to build communication. Then, when students want to convey opinions or ideas from the material I present, I will give them the opportunity and I will be a loyal listener. And I will also give equal attention to the students in the class, meaning that some of the students don't get attention. Then I try to be a fun teacher, of course with a strict concept too.*

Based on the teacher's response, in the classroom the teacher always uses good language, asks about students' conditions, pays attention, is a good listener, and gives students opportunities to speak.

Question 2: How do you approach students?

Response: *The way I approach this is, first I want to know what talents or interests the student has, then I will give full attention and will give something like a reward or appreciation to the student. Then I can share experiences with my students in class, and when they have stories and experiences they want to share and I will listen to them and provide empathy and attention.*

Based on the teacher's response, the teacher takes an approach by knowing students' interests and talents, providing attention and empathy towards students

Question 3: Do you have a strategy when teaching English?

Response : *Yes, for my strategy in the classroom, I realize that students' abilities are certainly different. Of course, there are students who have more abilities and some who have less. So, for this case, when I have a task, I create a group or groups and within that group I will mix, I will mix some of those who are superior, I will combine them with some whose abilities are still lacking so that those who are superior can have an impact on*

those who are still lacking. So that's my strategy for learning in the classroom.

Based on the teacher's response, the teacher's teaching strategy in learning English is to form students in groups by combining talented students with those who are not, so that students can learn together.

Question 4: Do you have learning media that supports English learning?

Response: *OK, coincidentally, in our school, we have a projector available. This is also a medium for me to carry out learning and through this projector screen I can display PowerPoint, I use the PowerPoint program and display animations. Then there are also speakers as supporters. and this speaker also helps when I give listening material, for example I can play music or songs in English only.*

Based on the teacher's response, the teacher uses PowerPoint as a medium in learning English

Question 5: How do you develop interest in learning and motivate students to learn?

Response: *OK, this is interesting too. to motivate students to learn English. I have a habit of giving some kind of reward to my students who are active in class or who have achievements, and this can also motivate their other friends. then I applied what it was called, in class you had to use English, for example when going in and out of class if you would excuse me. whether permission is sought to use English. just that.*

Based on the teacher's response, the teacher gives rewards to active students and familiarizes students with using English.

Question 6: Are all students interested in learning English? If yes or no, how students respond the learning ?

Response : *OK, I don't think all students respond well. This means that some of the students' responses in the class were interested and some were not. Well, for those who aren't interested, sometimes they just come and just take part in the learning. it means joining in. Well, from me, this is also homework to return their attention to make them interested in learning English. So, as I said earlier, this is my strategy in class. it Display*

animations using PowerPoint, such as playing dialogues in English or I can see how interested they are in terms of learning. for example, there are some students who like to study in groups and I will apply that in class. And like nowadays it is supported by cellphones. I also often tell students to be able to use cellphones as a way or medium to learn English within certain limits and of course, use cellphones under parental supervision at home. meaning they can use cellphones in their respective homes. not to be below in school.

Based on the teacher's response, in the class some students are interested and some are not interested in learning English. The teacher's way of responding to this is by dividing students into groups, using interesting learning media.

Question 7: Do the community environment, school and home conditions influence students' interest in learning and motivation?

Response :Yes, this is certainly very influential. for the school environment it definitely has an influence. Now, the home environment is also very influential on students' development or interest in learning, especially English, because at home, there is a lack of parental supervision, especially now with the use of gadgets, how addictive children are now playing games, online games and all kinds of things on the internet. Without parental supervision, students forget to study. So this has a very big influence on students' learning.

Based on the teacher's response, some of the influences on students' interest in learning are lack of parental attention, students are more interested in playing cellphones and also online games.

Question 8 : How do you adapt the school environment and the community around the school?

Response : So, to adapt to the school environment, I will continue to do it every day. Every time I'm at school. meaning how I mingle with other teachers exchanging ideas. So, to adapt to the community environment in our school, there is a program called a committee, which is a school-community relations program and there are several programs that we run. and this is my way of adapting to society. Then, in another example,

I will invite the students' parents and communicate personally if there are several students who have problems with learning in class.

Based on the teacher's response, the teacher adapts to fellow educators, the school environment, and also the students' parents.

Question 9 : How do you involve parents in educating students?

Response : *Yes, of course I will involve parents in this matter. When I see there are complaints in class about deficiencies from some students, as I said earlier, I will invite parents to come to school. Then I communicated personally. I will convey several things that we need to do together to develop and guide children*

Based on the teacher's response, the teacher establishes a special communication relationship with the student's parents, if the student has a problem and will collaborate with the parents in overcoming this.

Question 10 : Do you and fellow educators work together to create English language learning programs?

Response: *Yes, coincidentally there are three English teachers in this school, meaning I'm not the only one. and of course in this case I will collaborate or discuss with other English teachers discussing the material that we will teach in class. Apart from that, we will also discuss school programs that we will implement and exchange ideas, for example holding competitions. for example inter-class competitions and end of month worship services so we always coordinate in this regard.*

Based on the teacher's response, the teacher communicates with other teachers and discusses with other teachers, by discussing the material we will teach in class, or about the school program.

4.2. DISCUSSION

4.2.1. Data analysis technique for the observation checklist

The primary arrange carried out by the analyst was perception of the English educator. Analysts conducted perceptions on English instructors at SMP Negeri 2

Hiliduho. From the comes about of perceptions carried out by analysts, analysts found the taking after perception comes about:

On the perception sheet, there are twenty-four social markers of instructor competence by applying a yes or no checklist. Of the twenty-four markers, twenty-three markers have been executed by English instructors, and one has not been executed. From the perception sheet, the analyst watched more almost the communication relationship between the English educator and students, individual instructors, additionally the students' guardians. Through communication, the teacher's social competence can be connected by the educator himself. Concurring to Tirwan (2010) in Abidin 2023, pointers of social competence comprise of the teacher's capacity to communicate verbally, in composing and with body language, the teacher's capacity to induce beside all bunches (understudies, peers, guardians, community, etc.) as well as the teacher's respectful demeanor in association with the encompassing community. The frame of communication carried out by instructors with understudies, individual instructors and guardians is an comprehensive shape of communication, meaning that the communication carried out by instructors is open communication, conveying data in great dialect, respectful and caught on by the individual they are talking to. Moreover, instructors too communicate equitably. This implies that instructors communicate with understudies, individual instructors and guardians equitably. Specifically building communication connections by giving fitting treatment and consideration notwithstanding of individual variables. Besides, instructors are too non-discriminatory, meaning that instructors too treat and deliver reasonable consideration to understudies, instructors, guardians and the whole school community. Article 20 of Law 14/2005 emphasizes that instructors are obliged to act in a non-discriminatory way based on contemplations of sexual orientation, religion, ethnicity, race, and certain physical conditions, or family foundation, and socio-economic status of understudies in learning.

Instructors moreover construct successful and sympathetic communication connections. Viable communication connections are communication connections carried out by instructors by building curiously and well-established communication connections. Concurring to Zahroh (2018) in Abidin 2023, teacher social competence

comprises of successful educator communication connections with understudies, colleagues and work accomplices with parents/guardians and the encompassing community. Separated from that, the educator moreover appears compassion towards the conversationalist, meaning the educator appears an state of mind of understanding and regard for the questioner. From the clarification over, it can be concluded that a instructor who is socially competent has the capacity to construct great communication connections with all school individuals. Educator social competence is the teacher's capacity to do things, communicate and associated viably and effectively with understudies, peers, guardians and the encompassing environment. society and does not separate between ethnicity, race and dialect (Kunandar, 2014) in Ainy 2020.

Instructors too adjust to the school environment. Adjustment could be a teacher's capacity to put himself within the environment. Teachers make adjustments when in class, within the teacher's room, within the school environment and among the whole community within the school environment. Through adjustment instructors can appear their part within the school environment. Brown (2001) in Oktviana et al. 2020, divides it into a few educator parts, to be specific fundamental part show, pioneer, individual with a parcel of information, director, counselor, guide, and in some cases instructors must too be able to act as companions, partners, and guardians.

Instructors moreover construct communication connections with individual instructors in creating and building advancement in learning. This is often a shape of instructor collaboration in making superior learning advancements. Instructors too have connections or shapes of collaboration with students' guardians in overcoming students' learning issues. Through analyst perceptions, analysts found that instructors did not collaborate with students' guardians in creating learning programs.

4.2.2 The Result of Interview

The moment arrange carried out by analysts was conducting interviews with English instructors. The meet conducted by the analyst was a organized meet, that's , the analyst to begin with arranged questions and inquired them one by one when conducting the meet. Analysts met English instructors at SMP Negeri 2 Hiliduho.

From the comes about of the researcher's interviews with instructors at SMP Negeri 2 Hiliduho, the analyst concluded that instructors continuously communicate

with understudies, individual instructors, and students' guardians. The meet comes about appear that the instructor employments great dialect, continuously asks for news, could be a great audience, pays consideration, and could be a wonderful teacher. Okarisma (2022) said that utilizing great dialect is an compelling way to set up communication connections to communicate considerations, points and goals to the individuals we communicate with. Besides, instructors too communicate with individual teachers and guardians in working together to create and make modern developments in English dialect learning and overcome understudy learning issues. Separated from that, teachers too have methodologies in learning, such as instructors utilizing PowerPoint, speakers, isolating understudies into bunches and examining different learning programs for individual teachers. This can be the teacher's state of mind as expressed within the Serve of National Instruction Control number 16 of 2007 concerning teachers' capacity to set up great communication. Instructors are expected to be able to set up compelling communication between individual teachers, parents and understudies. One of the ways English instructors utilize to realize great communication is instructors applying politeness and compassion towards other individuals. Book (2017) in Okarisma et al., expressed that communication contains a work as a implies of collaboration with others and being able to communicate messages to other people. Furthermore, instructors continuously adjust to the school environment and learning improvements. Based on the results of the researcher's meet, the researcher can conclude that the English instructor at SMP Negeri 2 Hiliduho has and applies social competence in instructing English.

4.2.3 The research finding versus to the latest related research

Already, there was inquire about that had been distributed. This inquire about examines teachers' social competence. This inquire about was composed by Wahyu et al (2021), this inquire about is entitled Examination of Lesson Educator Social Competence (Ponder of Communication with Understudies, Peers, and Society) at SDI No 167 Mattoanging Area of Turatea Jenepono Rule. This investigate examines understanding teachers' social competence and compelling instructor communication connections with understudies, individual teachers, instruction staff and students' guardians. The sort of inquire about utilized may be a expressive approach through a subjective approach. The sources utilized in this investigate were the school foremost as key source, instructors, instruction staff, guardians, school committee as sources. In this

ponder, analysts found that compelling communication connections enormously impact students' learning results and intrigued. Instructors get it each viewpoint of social interaction competence based on Serve of National Instruction direction number 16 of 2007, be that as it may, instructor communication connections are not viable in terms of each social component.

Moreover, based on investigate conducted by Apichat and Fatimah in a case think about (2022), the comes about of the case ponder appear that understudies at school involvement different deterrents in learning English, such as understudies having trouble talking English, indeed in spite of the fact that they have examined English authoritatively for ten a long time . Learners confront challenges in learning English counting need of self-confidence, elocution, linguistic use, lexicon, etc. By and large, it was concluded that the lion's share of understudies considered that the environment was the most figure that caused impediments for them to talk English, such as guardians who have children. a foundation of considering that does not get it English, a community environment with a moo instructive foundation, and instructors who carry out teacher-centered learning processes themselves without welcoming understudies to communicate in English.

Based on the comes about of investigate conducted by analysts at SMP Negeri 2 Hiliduho, analysts found that English instructors at the school had and caught on instructor social competence based on National Instruction Serve direction number 16 of 2007. In any case, analysts found that in learning English, a few understudies have interest and inspiration to memorize when learning English, and a few are not interested. From the comes about of the meet, the instructor said that there are different components that impact understudy inspiration and learning disarranges. Understudy learning motivation can be impacted by different key endeavors conjointly the learning media used by instructors. In the mean time, understudy learning disarranges are the foundation additionally the impact of the student's claim environment, such as a few understudies are more curious about online recreations, playing social media, etc. Different endeavors have been made by instructors, such as building communication with the students themselves, communicating with individual English instructors with the point of talking about different techniques and inventive endeavors in creating curiously English learning.

4.2.4 The Findings versus Theories

The investigate comes about are compared with hypothesis. (Kunandar, 2014) in Ainy 2020 said that instructor social competence is the teacher's capacity to do something, communicate and connected viably and effectively with understudies, peers, guardians of understudies and the environment around the community and does not separate against ethnicity, race and Dialect. Educator social competence is the teacher's part in stimulating students' intrigued in learning. hence a educator with social competence is required. A educator is profoundly regarded in living his life so the instructor must condition himself in any condition and anyplace. A instructor must effortlessly get beside the encompassing environment, particularly with understudies, so that the teaching and learning prepare can be facilitated. In case a educator isn't great at getting along side his understudies, with other instructors or the school community, at that point the instructor will discover it troublesome to put himself within the school environment. Instructors have an critical part in advancing the learning handle. Of course, development, vital strategies and learning media are required that are imaginative and fun so that the learning targets are accomplished, to be specific to create the nation's life more astute and to construct dependable and talented understudy identities. Usually certainly not distant from the teacher's endeavors in instructing. Social competence is the teacher's capacity to carry out learning exercises and how they relate to understudies in carrying out the instructing and learning handle Musabdo (2021) in Abidin 2023.

Concurring to Mulyasa (2007) in Anancy 2023, there are six perspectives or spaces contained within the concept of instructor social competence, to be specific Information, Understanding, Capacities, Values, States of mind and Interests. Teacher social competence could be a teacher's information in recognizing students' learning needs, instructors have a great understanding of students' characteristics and conditions. Separated from that, instructors must moreover have the capacity to carry out their obligations as teachers, have values, namely teacher behavior in learning such as genuineness, openness, and non-discrimination. Instructors are too able to appear their states of mind or sentiments in managing with boosts coming from outside, responses to the financial emergency, sentiments almost compensation increments, and so on. Instructors too have an intrigued in creating and making learning developments.

Instructors who have social competence are instructors who get it and regard differences and have the capacity to oversee strife. carry out agreeable collaboration with colleagues, principals and delegate principals as well as other related parties, construct cooperation that is compact, cleverly, energetic and spry, carry out viable and pleasant communication (verbal, composed, outlines) with all school inhabitants, guardians , with full mindfulness that each contains a part. and duty for learning advance. have the capacity to get it and internalize natural changes that influence their duties. Have the capacity to position oneself within the esteem framework that applies to the surrounding community. Apply the standards of great administration (eg support, straightforwardness, responsibility, law requirement and polished skill).

4.2.5 The Research Findings Implications

The investigate discoveries uncover suggestions for teachers' social competence. A instructor must be able to provide the leading to his understudies. The victory of the student's learning prepare is generally decided by the teacher's social competence. Instructor social competence is the teacher's capacity as portion of the community to communicate and associated viably with understudies, individual teachers, instruction staff, parents/guardians of understudies, and the surrounding community. Typically since the educator could be a learning pioneer, facilitator, and at the same time a center learning activities. Hence, instructors must continuously create their capacities. since what the educator passes on gets to be a direct to extend students' understanding and capacities. Hence, the teacher's understanding of his part, both within the learning prepare in common, and his part in dialect learning, particularly English, must be done well. With the point that learning targets can be accomplished well too. Because English in Indonesia is instructed and examined as a outside dialect, particularly within the classroom, the part of the instructor is exceptionally imperative since the educator is the most source and facilitator of information and aptitudes within the dialect. An English educator is anticipated to play two parts at once, specifically instructing English and making the instructing and learning handle as curiously as conceivable in arrange to include understudies in learning. Educator social competence alludes more to the teacher's capacity to communicate. In carrying out their obligations as teachers, instructors will construct compelling communication connections with individual teachers additionally students'

parents. This can be the teacher's capacity to construct agreeable connections in educating understudies.

4.2.6 The Research Finding Limitations

In this research, researchers realized that there were many short comings in the research process. This is the first research, so the researcher has no experience conducting previous research. Therefore, many things become challenges in conducting research due to lack of knowledge. And there were misinterpretations of several terms, new sentences, and so on, and these are several factors that future researchers must pay attention to in perfecting their research. Some of the limitations are as follows:

- A. The researcher realizes that the research process carried out is still not perfect, there are still many shortcomings in conducting research, writing and processing data because the researcher is still a beginner, so the researcher cannot carry out this research perfectly.
- B. Researchers' knowledge is still very limited in processing qualitative analysis data, as well as researchers' lack of ability to find reference sources that are in accordance with teachers' social competence in learning English.

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion

Educator social competence is the teacher's capacity to communicate and connected viably with the school environment and exterior the school environment. The inquire about was carried out employing a subjective approach through perceptions and interviews with instructors to gather data approximately their social competence. Perception comes about appear that the English instructor, has illustrated an comprehensive, objective and non-discriminatory state of mind in intelligent with understudies, individual English instructors and the school environment. The educator moreover has great communication strategies with understudies, an approach that takes into consideration students' interface and gifts, and the capacity to adjust to the school environment and encompassing community.

From the comes about of the meet, the educator clarified that building great communication with understudies, drawing nearer understudies by paying consideration to their interface and abilities, and having diverse educating methodologies concurring to students' capacities are portion of endeavors to improve the quality of learning. Separated from that, including guardians in students' instruction is additionally considered vital by the instructor.

In this way, it can be concluded that teachers' social competence incorporates a noteworthy affect on the English learning prepare at SMP Negeri 2 Hiliduho. Instructors who have great social competence are able to make a positive learning environment, increment students' intrigued in learning, and make a positive commitment to understudy learning results

5.2 Suggestion

There are a few suggestions from the analyst after conducting the research, namely:

Based on 24 pointers of educator social competence, it is trusted that instructors can proceed to progress communication connections with understudies, by utilizing dialect that's simple to get it, giving reasonable consideration to each understudy, and being a great audience when students need to communicate opinions or thoughts. Separated from that, instructors can make more curiously learning methodologies and media so that understudies are more curious about learning. Instructors can construct great and viable communication

with individual instructors and students' guardians to plan curiously and successful English learning programs. This collaboration can incorporate arranging lesson materials, actualizing school programs, and trading thoughts to move forward the quality of learning. Future analysts can conduct more in-depth investigate to particularly recognize how teachers' social competence in educating English has an impact on understudy learning inspiration, interaction within the classroom, and understudy learning results.

An Analysis of Teacher's Social Competence in Teaching English of SMP N.2 Hiliduhlo 2023/2024

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