THE INFLUENCE OF LECTURER'S PEDAGOGIC AND PROFESSIONAL COMPETENCES TOWARD STUDENTS' WRITING PROFICIENCY AT POLITEKNIK ILMU PELAYARAN MAKASSAR

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ABSTRACT

Foreign language teaching and learning, especially English language for communication as sea is a part of curriculum in all maritime colleges. This is because English has been used as the sea language in a whole world. As a foreign language in Indonesia, it requires more skills to be able to teach it because besides teaching the subject matters, the lecturer's competence is necessary for the successful learning process. The research aimed at finding out: (1) the profile of students' writing skill at deck department of Politeknik Ilmu Pelayaran Makassar, (2) the influence of pedagogic competence toward students' writing proficiency at Deck Department of Politeknik Ilmu Pelayaran Makassar, (3) the influence of professional competence toward students' writing proficiency at Deck Department of Politeknik Ilmu Pelayaran Makassar. The research applied quantitative design with applying the *ex post facto method*. The subject of this research consists of second semester of Deck (Nautical) department of Politeknik Ilmu Pelayaran Makassar. The data was collected using the result of student's writing proficiency and questionnaire. The quantitative data was first tabulated and then classified according to the given score ranges, and finally categorized in regard to the given criteria. The result of data analysis showed that (1) The profile of students' writing skill is categorized into moderate category (2) Pedagogic competence has positive and significant influence towards students' writing proficiency. The correlation between the pedagogic competence and the students' writing proficiency is 0.783 or 78.3%. (3) Professional competence has positive and significant influence towards students' writing proficiency. The correlation between the professional competence and the students' writing proficiency is 0.529 or 52.9%.

Key Words : *Writing, Pedagogic, Professional, Competence.*

1. Introduction

Science and technology have been developing in this world and many various efforts have been done in order to improve the quality of human resource. One of them is through education. Education is not a separate thing from human life and it is also a key to the success development. The quality of human resource is a basic element in the competence of globalization era.

Politeknik Ilmu Pelayaran Makassar then would be mentioned as PIP is an example. It is one of the formal education institutions in Makassar that offers a diploma four degrees in field of shipping. It is a college under Badan Pengembangan Sumber Daya Manusia Perhubungan Laut, Kementerian Perhubungan Republik Indonesia which was established on 17th Oktober 1921. The education program at PIP aims to prepare the students, usually addressed as cadet, who are skillful to meet the needs of field of shipping, marine engineering and shipping management.

In seafaring, communication at sea is essential for the efficient and safe running of a ship. They take place within the ship herself – known as on board communication, and between the ship and other ships, between the ship and shore stations and sometimes between the ship and aircraft – known as external communication. Yakusheckina (2000:1) states "International Maritime Organization (IMO) requires every mariner to have adequate knowledge of English. The requirement emphasizes the importance of the English language proficiency in relation to safety at sea. Since seafaring deals with international world and regulation, the use of English becomes much more crucial. People who involve in this field – in this case the seafarers – will need English for oral and/or for written communication. They use English for sending or receiving message when they are on voyage.

Being a lecturer is not an easy job. Some people even teachers think that being a lecturer is just the same as being a teacher. Even though both of those professions are educators in which they do not only transfer knowledge but also transfer ethic or norm in order their students have good attitude, but the main task of lecturer is heavier than teacher based on the definition of those professions in the law.

As a foreign language in Indonesia, English must be difficult to teach or learn. Therefore, it requires more skills to be able to teach it because besides teaching the subject matters, the lecturer's competence is necessary for the successful learning process that leads to increase students' achievement.

Writing is taught as one of four language skills in English and it is one activity that the students do most in their study as well as in PIP Mks. Through writing assignments, the students can express their ideas, respond to the other ideas, tell stories, convey information, and they are expected to be able to compose well-organized writing. Writing skills can also be the ticket to better college grades and greater academic achievement. On the other hand, there are many students find difficulty when they are asked to write because they do not know how to start and what topic that they should choose. Besides, uninteresting topic and unsuitable teaching techniques can influence students' interest in writing English.

To figure out the problem, English teachers have to be more creative in choosing the materials and techniques which can make the writing class more interesting, exciting and enjoyable. It can be done by choosing an appropriate material and technique that students like based on students' level and background knowledge. Based on the background above, the researcher formulated the research questions as follows :

1. What is the profile of the students' writing skill ?
2. To what extent does pedagogic competence influence students' writing proficiency at Deck Department of Politeknik Ilmu Pelayaran Makassar?'
3. To what extent does professional competence influence students' writing proficiency at Deck Department of Politeknik Ilmu Pelayaran Makassar?

2. Literature Review

Long *et al.* (2014) conducted a research to determine the impact of lecturers' competencies on students' satisfaction in a private college in Malaysia. The result of the research revealed that competencies such as knowledge on subject, clarity of presentation, interaction with students, teaching creativity, clarifying learning

outcome, class activity, and lecturer notes are significantly relates to both students' satisfaction and performance positively. The findings of the research also shown that lecturers' knowledge of subject contributed most to students' satisfaction and performance.

Another research conducted by Sok-Foon *et al* (2012) to identify the factors and predictors of lecturer performance among undergraduate among private universities in Malaysia. There were 3 components of the lecturer performance is observed, those were course characteristics, tutorial characteristics, and lecturer characteristics. The findings of the study indicated that lecturer and tutor characteristics remained the most important indicator explaining the variance of overall lecturer performance. In other words, the characteristics or qualities of the lecturers played an important role in determining lecturer performance which led to improve students' satisfaction.

In the perspective of national education policy, it has been formulated four kinds of competences which must be owned by an educator as it is written in the regulation of Republic of Indonesia government number 19 year 2005 about standard of national education section 28 that is pedagogic competence, professional competence, personal competence, and social competence. In *Buku Pedoman Sertifikasi untukDosen (Serdos) Terintegrasi; Buku I: Naskah Akademik* (2014: 22-27), it was explained the coverage of each competencies as follows:

a. Pedagogic competence

Pedagogic competence is the ability to manage the learners' learning which includes understanding of learners, designing and implementing learning, evaluating learning outcome, and developing learners to actualize various potentials they have. There are four abilities to master in this competence as follows:

1) Ability in designing learning

2) Ability in conducting learning process

3) Ability in evaluating learning process and outcome

4) Ability in utilizing research result to improve quality

b. Professional competence

Professional competence is the ability of mastering learning material broadly and deeply which enables him/ her to guide the learners to fulfill the standard of competence which is determined in national standard of education.

There are four abilities to master in this competence as follows:

   a) Mastering learning material widely and deeply.

   b) The ability of designing, conducting, and making research report.

   c) The ability of developing and disseminating innovation.

   d) The ability of designing, conducting, and assessing the community service.

   2. The nature of writing

a. Definition of writing

Writing is a complex process consisting of many constituent parts which must be considered. Heaton (1975: 127) states that in writing, the writers manipulate words in grammatically correct sentences and link those sentences to form a piece of writing which successfully communicate the writers' thought and ideas on a certain topic. It means that in writing, the writers try to express their ideas in written form using grammatically correct sentences for the purpose of communication.

b. Teaching writing

It is confessed that teaching writing is difficult and complex. Therefore, it needs the creative efforts from the lecturer to bring the writing class to be enjoyable.

Teaching writing has some pedagogic purposes. Byrne (1995) divides it into five purposes as follows:

   1) The introduction and practice of some forms of writing enable us to provide for different learning styles and needs. Some learners feel more secure if they are allowed to write in the language, especially for those who do not learn easily through oral practice.

   2) Written words serve to provide the learners with some tangible evidence that they are making progress in the language. It is not likely to be a true index of their attainment, but it satisfies a psychological need.

3) Exposure to the foreign language through more than one medium, especially if skills are properly integrated, appears to be more effective than relying on a single medium alone.

4) Writing provides variety in classroom activities, serving as a break from oral work and therefore a quieter and more relaxed time for both students and teachers.

5) Writing is often needed for formal and informal testing. In some cases, a written may even be appropriate, for example making notes while listening.

c. Process of writing

When we write, we do more than just put words together to make sentence. Good writers go through several steps to produce a piece of writing. Zemach and Rumisek (2003: 3) describe six steps of writing process as the components of the four main steps, namely prewriting, drafting, reviewing and revising, and rewriting.

d. Components of writing

In scoring the writing performance, it is used the analytic scoring. Wang (2009: 23) expresses that analytic scoring is a type of rating scale where a candidate's performance (for example in writing) is analyzed in terms of various components (for example organization, grammar, spelling, etc.) and descriptions are given at different level for each components. Cohen (1994: 328-329) points out that in analytic scoring, it has five components in writing to score, those are content, organization, vocabulary, grammar, and mechanics.

3. Research Method

The research used quantitative design by applying the *ex post facto* method. *Ex post facto* was a research method which referred to the treatment or manipulation of independent variable that has happened before, so that the researcher did not have to do the treatment anymore, but just observe the effect to the dependent variable (Sudjana, 2010: 56). Based on the method, this research was expected to elaborate the meaning of each variable investigated.

This research used variables, those are independent variable (X) and dependent variables (Y). The independent variable was the lecturer competences which consist of two kinds, those were pedagogy competence (X_1), professional competence (X_1),. The dependent variable was students' writing proficiency (Y).

The population of the research was the second semester students of Deck Department Politeknik Ilmu Pelayaran Makassar who registered in academic year 2015/2016. Based on the data obtained from the Secretary of Deck Department Politeknik Ilmu Pelayaran Makassar, the number of students are 180 students which were divided into six classes and the sample were 45 students (25% of population). There were two instruments that used to collect the data in this research, those are questionnaire and writing test. The data analysis used in this research consisted of two stages. The first stage was to analyze the data for the items in the instruments. In the first stage, it was also include requirement analysis which was to determine whether the data analysis obtained can be continued to the hypothesis testing which was the multiple regression analysis. The second was the analysis of the research questions. Techniques of data analysis that applied in this research are descriptive statistics and inferential statistics.

4. Finding and Discussion Finding

1. Descriptive Statistics

a. Description of students' writing proficiency

The frequency of each category of students' writing proficiency was displayed on the table 4.2 below:

Table 4.1 Frequency Distribution of Students' Writing Proficiency

Score Interval	Frequency	Percentage	Category
91 - 100	1	2,22	Very good
81-90	14	17.78	Good
66-80	21	46.67	Moderate
56-66	8	31.11	Poor
≤55	1	2.22	Very poor
Total	45	100	

Table 4.1 displayed the data about students' writing proficiency in which there was 1 student or 2.22% in very good category, there were 14 students or 17.78% in good category, there were 21 students or 46.67% in moderate category, there were 8 students or 31.11% in poor category, and there was 1 student or 2.22% in very poor category. In line to the analysis of Table 4.2, it was concluded that the students' writing proficiency was moderate. It was because most of students were in moderate category.

b. Description of questionnaire

The questionnaire was distributed to the students to find out their perceptions about lecturer competence of their English Writing lecturer. The questionnaire contained two competences to observe, those are pedagogic competence and professional competence. The description of each of the competences was described as follows:

1) Pedagogic competence

The frequency of each category of pedagogic competence was displayed on the table 4.2 below:

Table 4.2 Frequency Distribution of Pedagogic Competence

Score Interval	Frequency	Percentage	Category
$9 \leq X < 17$	0	0	Very low
$18 \leq X < 23$	0	0	Low
$24 \leq X < 29$	5	11.1	Moderate
$30 \leq X < 35$	22	48.9	High
$36 \leq X < 45$	18	40.0	Very high
Total	45	100	

Table 4.2 displayed the data about pedagogic competence in which there was 0 student or 0% chose very low category, there was 0 student or 0% chose low category, there were 5 students or 11.1% chose moderate category, there were 22 students or 48.9% chose high category, and there were 18 students or 40.0% choose very high category. In line with the analysis of Table 4.4, it was concluded that pedagogic competence was high. It was because most of students chose high category.

2) Professional competence

The frequency of each category of professional competence was displayed on the table 4.3 below:

Table 4.3 Frequency Distribution of Professional Competence

Score Interval	Frequency	Percentage	Category
$6 \leq X < 13$	0	0	Very low
$14 \leq X < 19$	1	2.2	Low
$20 \leq X < 24$	5	11.1	Moderate
$25 \leq X < 29$	13	28.9	High
$30 \leq X < 35$	26	57.8	Very high
Total	45	100	

Table 4.3 displayed the data about professional competence in which there was 0 student or 0% chose very low category, there was 1 student or 2.2% chose low category, there were 5 students or 11.1% chose moderate category, there were 13 students or 28.9% chose high category, and there were 26 students or 57.8% choose very high category. In line with the analysis of Table 4.6, it was concluded that professional competence was high. It was because most of students chose high category.

c. Requirement analysis

Before continuing to the multiple regression analysis, the requirement analysis was applied first. It was meant to ensure the multiple regressions that was done in inferential statistics had accuracy. The requirement analysis applied in this research consisted of three types, those are multicollinearity testing, normality testing, and linearity testing. In order to make the name of the variable efficient, the name of each variable was presented as XI was pedagogic competence, X2 was professional competence, and Y was students' writing proficiency.

1) Multicoleniarity testing
2) Normality testing
3) Linearity testing

2. Inferential statistics

Because of all requirement analyses have been applied and fulfilled the criteria, the next analysis was to do the inferential statistics. It was done to examine all the hypotheses. There were five hypotheses to prove in this study. The criteria for those hypotheses was Ho was rejected and Hi was accepted if sig. or p $<\alpha$ at 5% of significance level. The first hypothesis was analyzed with multiple regression and other four hypotheses were analyzed with partial correlations.

a. The influence of pedagogic competence towards students' writing proficiency.

Based on the data presented on Correlation table, the partial correlation between pedagogic competence and students' writing proficiency was 0.783 at the level of significance (1-tailed) was 0.000. Because of the significance value was less than 0.05, it meant that H_0 was rejected and Hi was accepted. While the value of the correlation showed a strong and positive correlation between pedagogic competence and students' writing proficiency. Positive meant that there was a unidirectional correlation between those variables. In summary, the students' writing proficiency will increase significantly as many as 78.3% if the pedagogic competence increases.

b. The influence of professional competence towards students' writing proficiency.

Based on the data presented on Correlation table, the partial correlation between professional competence and students' writing proficiency was 0.529 at the level of significance (1 -tailed) was 0.000. Because of the significance value was less than 0.05, it meant that Ho was rejected and Hi was accepted. While the value of the correlation showed a moderate and positive correlation between professional competence and students' writing proficiency. Positive meant that there was a unidirectional correlation between those variables. In brief, if the professional competence increases, the students' writing proficiency will also increase significantly as many as 52.9%.

Discussions

1. The profile of the students' writing skill

The students' writing proficiency was obtained by scoring the students' descriptive writing which used the analytic scoring rubric by Cohen. The result shows that there is one student or 2.22% in very good category, there are 14 students or 17.78% in good category, there are 21 students or 46.67% in moderate category, there are 8 students or 31.11% in poor category, and there is one student or 2.22% in very poor category. It was concluded that the students' writing proficiency is moderate. It is because most of students are in moderate category.

Writing proficiency as one of language's skill, is considered as the most difficult skill to be mastered by most of people. Both students and lecturers think that writing activity is the complicated activity even it is done in Indonesian language. This even more harder to do in English.

As our findings tell that pedagogic and professional as independent variables simultaneously explain the writing achievement 55% as dependent variable then cause the category of students' writing proficiency are in moderate level. However, there are some aspects which are considered as the invisible dependent variable.

During the activity of data collection, the writers did additional observation to ensure the statistical data result from the previous observation. The lack of vocabulary and students' interest in writing are the two aspects that support the level of students' writing proficiency in this research. Students' weakness on vocabulary are most determined by errors in parts of speech and phrases usage. Students had difficulties to differ parts of speech accurately and use the phrases in their descriptive writing. For example in the sentence 1 : "*I have a house is big and clean*." and in the sentence 2: "*My house beautiful is near the beach.*"

Sentence 1 means the student wanted to describe that he/she has a house which is big and clean, however he/she may able to say: "*I have a big and clean house*" rather than the previous sentence. The same error happened in sentence 2 which means the student wanted to describe that his/her house is beautiful and located near the

beach, however he/she may say: "*My beautiful house is near the beach*" instead of the previous sentence 2. If we analyze the sentences, both errors are on the adjective usage.

The second aspect is the lack of students' interest in writing. The lack of students' interest in writing is highly caused by the lack of students' interest in reading. The people's writing proficiency is sometimes affected by people's reading habits. Leonhardt (2005:24) said that reading habits and writing ability are related each other. People who are interested in reading will have a written sense of the language, which flows into their writing. The same idea also delivered by Marahimin (2004:17) that to be able to write, we have to read more. In facts, the lack of students' interest in reading at PIP is caused by the low of their reading habits.

2. There is a positive and significant influence of pedagogic competence toward students' writing proficiency

The result of partial correlation statistical analysis showed that the correlation between pedagogic competence and students' writing proficiency was 0.783 at the level of significance was 0.000. Because the level of significance was lower than 0.05, it meant that H_0 was rejected and Hi was accepted. It can be deduced that pedagogic competence and students' writing proficiency denoted a positive and significant correlation.

Of the data description, it was also found that the most of second semester students (22 students or 48,9%) in Deck Department of Politeknik Ilmu Pelayaran Makassar defined the lecturer's pedagogic competence in high category in which the mean score is 33,82 out of 45. It is a good result for the lecturer's pedagogic competence, but it can be more increased to achieve the higher score. Because of the competence has significant and positive influence, it means that as the pedagogic competence goes higher, the students' writing proficiency will go higher as well.

The result of the data analysis states that pedagogic competence has positive influence toward students' learning outcome. It can be explained that the higher the pedagogic competence, the higher the learning outcome the students will achieve. It is

because of the success of the learning in classroom is determined by the pedagogic competence the lecturer has. It can be concluded that lecturer's pedagogic competence is able to influence the students' learning outcome, although it is not the only factor which determines the learning outcome.

3. There is a positive and significant influence of professional competence towards students' writing proficiency

The result of partial correlation statistical analysis showed that the correlation between professional competence and students' writing proficiency was 0.529 at the level of significance was 0.000. Because the level of significance was lower than 0.05, it meant that Ho was rejected and Hi was accepted. It can be summarized that professional competence and students' writing proficiency denoted a positive and significant correlation.

Of the data description, it was also found that the most of second semester students 26 students or 57,8% in Deck Department of Politeknik Ilmu Pelayaran Makassar determined the lecturer's pedagogic competence also in high category in which the mean score is 28.93 out of 45. It is a good result for the lecturer's professional competence, but it can be more increased to achieve the higher score. Because of the competence has significant and positive influence, it means that as the professional competence moves up, the students' writing proficiency will move up as well.

The result above is asserted by Hamalik (2008) whom expresses that educational staff is an important component in conducting education which the duties are teaching, coaching, doing research, developing, managing, and providing service in education. Therefore, in order to improve the education quality, it is also supported by the improvement of quality and professionalism of teacher. It is also suggests that professionalism is not just knowledge of technology and management, but more of an attitude. It can be asserted that lecturer competences donated a moderate contribution towards students' writing proficiency. As the study conducted by Miguel and Barsaga in Kumar (2013: 13), they concluded that the teacher was the key factor in students'

achievement. It was also supported by Chau in Kumar (2013: 13) whom stated that the quality of education depended on the quality of teachers, particularly in the initial stages of education when the pupils are at an early age and especially in the rural areas.

In line with the findings, the study of Al-Mutairi (2011) also indicated that although there exist several factors that influence students' academic performance, but lecturer competence remains one of the major determinants of students' academic achievement. In other words, the incompetence of lecturers in classroom interaction with the students could be responsible for the observed poor performance of students in the classroom (Cohen, 1981).

Based on the data description, most of the second semester students in Deck Department of Politeknik Ilmu Pelayaran Makassar in academic year 2015/2016 have moderate proficiency in writing a descriptive text. While based on the students' perception, the lecturer competences are in high category. It means that the lecturer competences are able to be more improved which will be followed with the improvement of students' writing proficiency as well.

5. Conclusions And Suggesstion
Conclusion

By referring to the research questions, hypotheses, and data analyses in this research, the writer provides some following conclusions:

1. The profile of the students' writing skill of second semester at Deck Department was moderate. There were 21 students or 46.6 % categorized into moderate category.

2. Pedagogic competence has positive and significant influence towards students' writing proficiency. The correlation between the pedagogic competence and the students' writing proficiency is 0.783 or 78.3%. This positive correlation means that the higher the pedagogic competences, the higher the students' writing proficiency will be.

3. Professional competence has positive and significant influence towards students' writing proficiency. The correlation between the professional competence and the students' writing proficiency is 0.529 or 52.9%. This positive correlation means that the higher the professional competences, the higher the students' writing proficiency will be.

Suggestions

1. Considering the lecturer competences are able to help students to improve their writing proficiency, it is expected to the lecturers to do some real efforts to improve the competences. The goal of this effort was to gain the higher writing proficiency of the students.

2. It is expected to other researchers to conduct other studies for other skills or elements of English, so that the weaknesses of each competence can be covered by lecturer with the real efforts in the academic neighborhood atmosphere.

3. It is suggested to the lecturers to get the students involved in the researches as the member of researcher in their research project in order to enrich the students' practices n experiences in writing.

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