

Lecturer's Competence and Students' Writing Proficiency at University Level in Indonesia

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ABSTRACT

This research explored the influence of lecturer's competences toward students' writing proficiency at the English Education Study Program of Dayanu Ikhsanuddin University, Indonesia. The research question that was raised up of this research was do the lecturer competence influence students' writing proficiency? This research aimed to investigate the influence of lecturer competence toward students' writing proficiency. This research employed *ex post facto* method. The population was the fourth semester students who registered in academic year 2013/2014 for Writing III. There were 51 students were as sample of this research, selected using simple random sampling technique. The data collected using questionnaire and writing test. The data analyzed by applying descriptive and inferential statistics. The research found that the value of F_{count} that was 3.608 at significance value was 0.035. It meant F_{count} was greater than F_{table} ($3.608 > 2.57$) and the value of significance was fewer than α ($0.035 < 0.05$). Those meant the regression model can predict the level of students' writing proficiency which influenced by lecturer competence and the lecturer competence had positive and significant influence toward students' writing proficiency at the English Education Study Program of Dayanu Ikhsanuddin University, Indonesia.

Keywords: *influence, lecturer competence, writing proficiency*

INTRODUCTION

In the process of education in a college, learning is the main activity. It means that the success of education goal depends on how the learning process can run effectively. One of the factors that determine the learning process is lecturer. Lecturer plays important roles in transferring knowledge to students. Lecturer also functions as a planner, doer, and evaluator of students learning success. All duties are done to help the students learning to obtain knowledge, ability, and skill. To do the task well, a lecturer must be professional and qualified based on the scientific field they have mastered. It relates to the definition of lecturer in the law of Republic of Indonesia number 14 year 2005 about teacher and

lecturer in section 1 subsection 2 which states that lecturer is a professional educator and scientist with the main tasks are transforming, developing, and disseminating knowledge, technology, and art through education, research, and social service (*Himpunan Lengkap Undang-Undang Sistem Pendidikan Nasional*, 2014: 144).

In English Education Study Program at Dayanu Ikhsanuddin University, Indonesia, there are 19 lecturers whom are registered as regular lecturers. Up to 2015, there are only 5 lecturers that have been certified as professional lecturers. One of them is teaching Writing III for the fourth semester students whom register in academic year 2013/2014. Based on the interview done by researcher to the students, writing is still considered as a difficult subject. Some difficulties faced by students are lack of idea, the grammar used, and paragraph development. Since they were in semester II and III, they have been taught by different lecturers and those problems are not solved yet.

Talking about lecturer always becomes an interesting topic to discuss in various activities such as seminar, workshop, and discussion to find some alternative solutions about many problems that are faced by lecturers in doing their tasks as educators and teachers in college environment. It is because lecturers are believed as one of strategic and dominant factors whom determine students' success in doing the process of knowledge and technology transformation and internalize ethic and morality (Sidi, 2001: 37). In the Law of Republic of Indonesia number 14 year 2005 about teacher and lecturer in section 1 subsection 2, it is explained that lecturer is a professional educator and scientist with the main tasks are transforming, developing, and disseminating knowledge, technology, and art through education, research, and communities service (*Himpunan Lengkap Undang-Undang Sistem Pendidikan Nasional*, 2014: 144). Those tasks are applied by a lecturer in the three responsibilities of higher institute, those are education and teaching, research, and social service.

Surya (2013: 352 – 353) explains that profession is job or position of someone which demands the expertise of the person. Professional is a person who has a profession and the name of someone's performance in actualizing the job based on the profession. Professionalism is a term which refers to mental attitude in the shape of commitment from the members of a profession to always actualize and improve their professional quality. Soedijarto (2001) states that professional duty of lecturers are able to conduct the college role as value socialization institution, base of science, attitude, commitment, ability, and to have discipline, it is required lecturers who have high ability, feeling of responsibility, honesty, professional sensitivity, and the dedication to the profession, the nation, and the country. Lecturers are professional educators. It means that a job as lecturers must be done by people who are specifically and professionally educated to be able to do the duty as lecturers.

Louise Moqvist (in Suyanto and Djihad, 2013: 47) formulates that competency had been defined in the light of actual circumstances relating to the individual and work. Meanwhile, Len Holmes (in Suyanto and Djihad, 2013: 47) defines that a competency is a description of something which a person who works in a given occupational area should be able to do. It is a description of an action, behavior or outcome which a person should

be able to demonstrate. Anggraeni (2012) adds that competence is basic characteristic that influenced the effectiveness of the way individuals think and act, and form a high performance in carrying out the work or in a situation. Brundrett and Silcock (2002: 9) explain that competence represents, on one interpretation, a base-line for teaching effectiveness. A competent teacher is someone who retains and exercises proven skills through sustained effort. Any higher levels of skill will add to these building-blocks of professionalism (sometimes called 'competencies'). Competence based on the Law of Republic of Indonesia number 14 year 2005 section 1 subsection 10 was a set of knowledge, skill, and behavior that must be owned, experienced, and mastered by teacher or lecturer in doing the professional duty (*Himpunan Undang-Undang Sistem Pendidikan Nasional, 2014: 145*). Generally, it can be concluded that competence has close relation to the ability to do the duties which reflect the certain conditions.

In the perspective of national education policy, it has been formulated four kinds of competences which must be owned by an educator, those are pedagogic competence, professional competence, personal competence, and social competence (*Undang-Undang Nomor 14 tahun 2005, 2005: 4*). 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. 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. Personal competence is the ability of personality which is steady, stable, mature, wise, and dignified to be the model for the learners and has noble moral. Social competence is the ability of educators as part of society to effectively communicate and socialize to the learners, the fellow educators, educator staffs, parents/ guardians of the learners, and the surrounding people.

Based on the problem statements, it is formulated the hypothesis of the research which is the tentative assumptions about the problem of the research and it is proved based on the data analysis. The hypothesis is as follows:

Null Hypothesis (H₀):

The lecturer competence does not have positive and significant influence toward students' writing proficiency at English Education Study Program of Dayanu Ikhsanuddin University, Indonesia.

Alternatif Hypothesis (H₁):

The lecturer competence has positive and significant influence toward students' writing proficiency at English Education Study Program of Dayanu Ikhsanuddin University, Indonesia.

METHODOLOGY

Design and Samples

The research used quantitative design with applying the *ex post facto* method. *Ex post facto* was a research method which referred to the treatment or manipulation of independent variable that had happened before, so that the researcher did not have to do the treatment anymore, but just observed the effect to the dependent variable (Sudjana, 2010: 56).

The population of the research was the fourth semester students of English Education Study Program of Education and Teachers Training Faculty at Dayanu Iksanuddin University, Indonesia who registered in academic year 2013/2014 and registered for Writing III in academic year 2014/2015. The lecturer that the competences were evaluated by the students was the Writing III lecturer. He was a single lecturer who taught the subject in all five classes at fourth semester students in academic year 2014/2015. He has passed the lecturer certification and has been pronounced as professional lecturer in the field of English Language (and Art) Education.

In taking sample of the population, the researcher applied simple random sampling. Random sampling is a technique of taking sample in which each member of the population under study has independent for an equal chance of being selected and the probability of a member of the population being selected is unaffected by the selection of other members of the population, i.e. each selection is entirely independent of the next (Cohen *et al*, 2005: 100). It means that every fourth semester students who registered for Writing III has the same opportunity to be selected as sample of this research. To determine the number of sample, the researcher took 25% from the population as Arikunto (2002: 112) states that if the subject is less than 100, it is better to take the entire subject. But, if the subject is big, it can be taken either 10 – 15% or 20 – 25%. Therefore, the total sample of the research was 51 students

Instruments

In order to obtain the data of students' writing proficiency, this research applied the writing test. The students was asked to write a descriptive text in which the aspects to evaluate were content, organization, vocabulary, grammar, and mechanics. The topic of the text was about the students' house.

Questionnaire was used to assess the lecturer competence. The competences that were evaluated are pedagogic competence, personality competence, professional competence, and social competence. The questionnaire that was used is the standardized questionnaire which was used to evaluate lecturer competence in lecturer certification taken from *Buku Pedoman Sertifikasi Pendidik untuk Dosen (Serdos) Terintegrasi, Buku II: Penilaian Portofolio*. There were 28 items to assess, those were pedagogic competence was 9 items, professional competence was 8 items, personal competence was 6 items, and social competence was 5 items. All the questions were the positive ones. Likert scale was applied for the questionnaire with consists of five optional answers, those are very good, good, moderate, poor, and very poor.

Data Analysis

To examine the influence of lecturer competence toward students' writing proficiency, the researcher applied two statistical procedures: (1) descriptive statistics to indicate general tendency (mean, mode, and median), the spread of scores (variance, standard deviation, and range), and the minimum and maximum score; and (2) inferential statistics to analyze the sample data and the result was applied to population. This type of statistics was appropriate to use if the sample taken from the obvious population and the technique of determining sample from the population was randomly selected. The scores of students' English writing proficiency and perception about the lecturer competence were calculated using Microsoft Excel 2007. The data resulted through that calculation was then analyzed using the Statistical Package for Social Sciences (SPSS) 20.0 version.

To determine the students' writing proficiency, the writing proficiency test was administered. Scoring the result of students' writing test using the analytic scoring rubric by Cohen (1993: 328) which consists of five component of writing to assess, those are content, organization, vocabulary, grammar, and mechanic. The scores obtained from the rubric were the raw scores which were then converted to final score using scale of 100. The final scores obtained from the formula above were classified by using the criteria issued by the academic manual at Education and Teachers Training Faculty of Dayanu Ikhsanuddin University (2012) as presented in Table 1 below:

Table 1. Category of Writing Proficiency

Range	Category
91 – 100	Very good
81 – 90	Good
66 – 80	Moderate
56 – 66	Poor
≤ 55	Very poor

To determine the score and the category of lecturer competence, the questionnaire was separately assessed for each competence one by one and then the data was jointed as lecturer competence. The final score of lecturer competences were categorized as follow:

28	≤ X <	56	very low
56	≤ X <	75	low
75	≤ X <	94	moderate
94	≤ X <	112	high
112	≤ X <	140	very high

The score obtained from the criteria of lecturer's competence shown the degree of lecturer's competence. The lowest score in the scale explained that the lecturer had the lowest competence. Otherwise, the highest score meant the lecturer has the highest competence.

RESULTS AND DISCUSSIONS

Descriptive Statistics

Students' Writing Proficiency

After doing the test, the researcher then score the students' writing test by using Cohen's scoring rubric. It contains five components, those are content, organization, vocabulary, grammar, and mechanics. The result of the statistical analysis of students' writing score was displayed on the following table 2.

Table 2. Descriptive Statistics of Students' Writing Score

Statistics	
Mean	66.24
Median	67.00
Mode	60.00
Variance	101.98
Std. Deviation	10.098
Minimum	41.00
Maximum	86.00

Table 2 showed that the mean score was 66.24, the median was 67, the mode was 60, the variance was 101.98, the standard of deviation was 10.09, the minimum score was 41, and the maximum score was 86. Based on the score of mean, it was known that the category of students' writing proficiency was moderate. The frequency of each category of students' writing proficiency was displayed on the table 3 displaying the data about students' writing proficiency in which there was 0 student or 0% in very good category, there were 4 students or 7.84% in good category, there were 24 students or 47.06%

Table 3 Frequency Distribution of Students' Writing Proficiency

Score Interval	Frequency	Percentage	Category
91 – 100	0	0	Very good
81 – 90	4	7.84	Good
66 – 80	24	47.06	Moderate
56 – 66	17	33.33	Poor
≤ 55	6	11.77	Very poor
Total	51	100	

in moderate category, there were 17 students or 33.33% in poor category, and there were 6 students or 11.77% in very poor category. In line to the analysis of Table 2, it was concluded that the students' writing proficiency was moderate. It was because most of students were in moderate category.

Description of Questionnaire

The questionnaire was distributed to the students to find out their perceptions about lecturer competence of their English Writing lecturer. The question of the questionnaire to observe by the students was of 28 items. The description of simultaneous lecturer's competences statistical analysis was displayed on the following table 4.

Table 4. Descriptive Statistics of Simultaneous Lecturer Competences

Statistics	
Mean	116.31
Median	118.00
Mode	119.00
Variance	82.07
Std. Deviation	9.67
Minimum	87.00
Maximum	134.00

Table 4 displayed that the mean score was 116.31, the median was 118, the mode was 119, the variance was 82.07, the standard of deviation was 9.67, the minimum score was 87, and the maximum score was 123. Based on the score of mean, it was defined that the category of the English Writing lecturer competence was very high. The frequency of each category of the lecturer's competence was distributed on the Table 5 displaying the data about lecturer's competence in which there was 0 student or 0% chose very low category, there was 0 student or 0% chose low category, there was 1 student or 2% chose moderate category, there were 11 students or 22% chose high category, and there were 39 students or 76% chose very high category. In line with the analysis of Table 4, it was concluded that the lecturer's competence was very high. It was because most of students chose very high category.

Table 5. Frequency Distribution of All Lecturer's Competences

Score Interval	Frequency	Percentage	Category
$28 \leq X < 56$	0	0	Very low
$56 \leq X < 75$	0	0	Low
$75 \leq X < 94$	1	2	Moderate
$94 \leq X < 112$	11	22	High
$112 \leq X < 140$	39	76	Very high
Total	51	100	

Inferential Statistics

At the hypothesis, H_0 was the lecturer competence did not have positive and significant influence toward students' writing proficiency at English Education Study Program of Dayanu Ikhsanuddin University, Indonesia. While, H_1 was the lecturer competence had positive and significant influence toward students' writing proficiency at English Education Study Program of Dayanu Ikhsanuddin University, Indonesia. The hypothesis was then proved by the statistical analysis of the data from each variable that are presented on the ANOVA table below.

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	155.111	4	38.778	3.608	.035 ^b
Residual	4944.065	46	107.480		
Total	5099.176	50			

Based on the data presented on ANOVA table above, it was revealed that the value of F was 3.608 at the significance level was 0.035. The F_{count} was then compared with the F_{table} in which F_{count} was greater than F_{table} ($3.608 > 2.57$) at $\alpha = 0.05$. It meant that the regression model could be applied to predict the level of student's writing proficiency which was influenced by pedagogic competence, professional competence, personal competence, and social competence. Then, the sig. value was 0.035. Because it was fewer than α (0.05), it meant that H_0 was rejected and H_1 was accepted. It could be concluded that simultaneous lecturer competence influenced students' writing proficiency. While, the simultaneous correlation between each competences toward students' writing proficiency was displayed on the Model Summary table below.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.744 ^a	.554	.539	10.36724	.553	.361	4	46	.352

Of the data on Model Summary table, it could be explained that the correlation between lecturer competence toward students' writing proficiency could be seen on the value of R which was 0.744. The contribution given by the lecturer competence of the lecturer to students' writing proficiency could be seen on the value of R square which was 0.554 or 55.4 %. It meant that there was 55.4% from the students' writing proficiency was determined by the unification of those lecturer competences. While, 44.6% rest was determined by other factors which was not observed in this research.

It can be asserted that lecturer competences donated a moderate contribution towards students' writing proficiency. This is in line with the study conducted by Miguel and Barsaga in Kumar (2013: 13) which concluded that the teacher was the key factor in students' achievement. It was also in line with Chau in Kumar (2013: 13) who states that the quality of education depends 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) indicating that 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).

In addition, the result of the statistical analysis showed that the average score of students writing proficiency was 66.24 with the standard of deviation was 10.09 and the mean score of lecturer competences are 116.31 with the standard of deviations is 9.67.

Based on the data description, most of the fourth semester students in English Study Program at Education and Teacher Training Faculty of Dayanu Ikhsanuddin University, Indonesia in academic year 2013/2014 have moderate proficiency in writing a descriptive text. While based on the students' perception, the lecturer competences are in very high category. Moreover, the mean score of lecturer competences are only 116.31 out of 140. It means that the lecturer competence is able to be more improved which will be followed with the improvement of students' writing proficiency as well.

CONCLUSION AND SUGGESTION

The lecturer competences had positive and significant influence toward students' writing proficiency. The correlation between simultaneous lecturer competences and the students' writing proficiency was 0.744 or 74.4%. This positive correlation meant that the higher the simultaneous lecturer competences, the higher the students' writing proficiency would be.

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. Since personal competence is the lowest result among others, it is expected to the lecturer to more increase that competence. It is expected to other researchers to conduct other researches 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.

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