

LECTURERS' COMPETENCY FROM ISSUES TO THE FACTS

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ABSTARCT

This research entitled lecturers' competency from issues to the facts. The inconsistency of the quality of teaching and learning English became the first consideration to investigate the lecturers' competency at English study program of University of Pasir Pengaraian. The researcher used descriptive quantitative design in investigating lecturers' competency. To collect the data, questionnaires of lecturers' competency were distributed to all lecturers. To analyze the data, the frequency score and percentage system were statistically operated. After collecting and analyzing the data, it was found that the pedagogical competency at 2.87 (closer to enough), Professional competency at 2.81 (closer to enough), Self-competency at 2.87(closer to enough) and Social competency at 3.31 (Enough). Finally, it could be concluded that lecturers' competency in teaching English as a foreign language at English study program of University of Pasir Pengaraian were at average 2.96, categorized as Enough level of competency.

Keywords; Competency & teaching and learning EFL

INTRODUCTION

Through Indonesia law number 096 in 1967, government has ruled that English is a foreign language in Indonesia. This decision promoted English language becomes an important language for Indonesian and it becomes a subject that should be learnt by Indonesian learners. The reasons why English is important to learn come up some reasons. English is beneficial for people to develop science and technology. Besides that, English is also communicated internationally as a tool of communication between or among the countries in the word. (DEPDIKNAS: 2000, P. 220- 221). Furthermore, today all students at elementary schools to tertiary level

should learn English as an obligation subject.

In discussion about learning, there are so many factors contributing to the success of students. The factors are more familiar with the terms of internal factors and external factors. Internal factors involve aspects like motivation, intelligence, interest and attitude while the external factors contributed are curriculum, educators, family, environment, and some others (Slametoin Widyawti and Cahyono, 2006; Dorney, 2000; Nunan and Lamb, 2001). In addition to the success of academic achievement, many empirical studies indicate that English proficiency

plays a crucial role for students in completing their studies in English medium- institution, especially for those students whose first language is not English (Lie et al., 2010; Ward low, 1999).

Based on the government regulation number 37 in 2009 about lecturer, the lecturer is defined as the professional educator and the scientist who has main duties to transform, to develop and to transfer sciences, knowledge, education, technology and art through education, research and pengabdian. In addition to, the lecturer at least should have the academic qualification, the competency, the certified educators-diploma, good healthy and fulfill such certain qualification from the institution, and enable to manifest the goal of national education.

Specifically, Indonesia government rules the teachers and lecturers' competency on the law no 14, 2005. The teachers and lecturers are to have some competencies like pedagogic competency, self-competency, social competency and professional competency. For lecturers, the main duties are to carry out the three principles of higher education with 12 credits minimum and 16 credits maximum (government regulation, no 37 2009).

University of Pasir Pengaraian is a university that has some faculties supported hundreds of its lectures and staff. As explained above,

lecturers have important roles in educating and preparing the students with hard and soft sciences. One of the programs provided by the faculty of is English study program that has some lecturers and staffs. At the newest progress, some important issues come to the surface related to the teachers- education program there. Those issues are very important to discuss because most of them related to the factors contributing to the success of teachers-education program. As examples of those issues are the lack of lecturers, field industry program, academic finance, and also the quantity and quality of the students studying there. In addition, those issues come from the lecturers, the students, the graduations and the stakeholders. In this research, the researcher was trying to investigate the issues of lecturers. Beside English study program lacks of lecturers, there was also a silent discussion asking about the competencies of the lecturers teaching at the department. That is why this research tried to investigate how is the lecturers' competencies based on their duties as lecturers as ruled in the teachers and lecturers law no 14 2005. This investigation used the students' experience and views as long as they learn English at English study program of university of Pasir Pengaraian.

RESEARCH METHODOLOGY

The researcher used descriptive quantitative design in investigating lecturers' competency. To collect the data, as instruments the researchers used questionnaires of lecturers'

competency, all were distributed to English students who were chosen as the sample of the research. The technique of selecting the samples was purposive sampling, because the samples chosen were considered as the

honest informants who could give detail and clear information of the lecturers' competency. The questionnaires distributed were taken from the valid reliable questionnaires as what government used in the lecturers certification test. To analyze

the data, the frequency score and percentage system were statistically used. Shortly, there were four phases done in completing this research namely collecting, reading, classifying and interpreting (Yasin, 2009: 66-67).

RESEACRH FINDING

1. DATA PRESENTATION

After calculating the data gained from the questionnaires, the data could be describes as in the table 1.

Table1. the score and the average of lecturers' competencies

a. Pedagogic competency

N O	Indicators	SCORE	AVERAG E
1	The readiness in preparing the instruction (syllabus, lesson plan and lecturing contract)	169	2,82
2	The responsibility in completing the lecturing process (the minimum face to face classroom meetings)	164	2,73
3	The synchronizatio n of classroom management and lecturing purposes	163	2,72
4	The Disciplines and obeying academic roles	163	2,72
5	Competency in using technology of learning	193	3,20
6	Using multi modus evaluation of learning	184	3,10
7	The validity	154	2,57

	and reliability in evaluating students'' achievement		
8	The ability to develop students' skill	207	3,50
9	Positive thinking on students'' ability	154	2,57
		1551	25,92
			2,87963

b. Professional Competency

N O	Indicators	SCOR E	AVERAG E
10	Mastering main skills of the teaching and learning EFL	182	3,00
11	The ability to describe related topics to the topics taught	186	3,10
12	The ability to describe the relationship of own skill to the life context	188	3,13
13	Mastering the current issues/phenomen a about the topic taught	157	2,62
14	Ready to have reflection and discussion about learning problems with lecturers teaching team	153	2,55
15	Involving students in research and design done by	155	2,58

	the lectures		
16	The ability to upgrade science and technology to renew the learning	188	3,10
17	Involving in scientific institutions or organization	148	2,47
		1357	22,55
			2,81875

c. Self-Competency

NO	Indicators	SCORE	AVERAGE
18	Being wised as the educators	207	3,50
19	Having good in making decision	192	3,20
20	Becoming model of behavior and action	154	2,57
21	The equality of statement and action	155	2,58
22	The ability to self-controlling in various situation and	157	2,62

	condition		
23	Being fair to the others	167	2,78
		1032	17,25
			2,875

d. Social Competency

NO	Indicators	SCORE	AVERAGE
24	The ability to deliver the idea/thought	195	3,30
25	The ability to get critics, suggestion and idea of others	177	3,00
26	Acceptable by others; leaders, lecturers an students	186	3,10
27	To be friendship with the societies	207	3,45
28	Having tolerant to the diversity in the community	223	3,72
		988	16,57
			3,313333

2. DATA ANALYSIS

After gaining the data as presented above, the researchers then analyze the data as to get the meaning of the score presented and the reflection of the meaning behind. Some important points of lecturers' competency based on the law no 14 2005, could be discussed as follows;

A. PEDAGOGIC COMPETENCY

In discussion about lecturers' pedagogic competencies, the students respond that most of the lecturers have competencies at level 2.87 categorized as low level. It represented of the readiness in

preparing the instruction (syllabus, lesson plan and lecturing contract), the responsibility in completing the lecturing process (the minimum face to face classroom meetings), the synchronization of classroom management and lecturing purposes, the disciplines and obeying academic roles, competency in using technology of learning, using multi modus evaluation of learning, the validity and reliability in evaluating students' achievement, the ability to develop students' skill and positive thinking on students' ability.

The issues came to the surface before this research carried out was that the lecturers' competency in some cases did not show the progress performance. When it was related to the result of this research data, there was the similarity between what the issues spoken to the reality gained from the answers given on the questionnaires. In the other word, the silent issues discussed by people before were really happened in the reality.

B. PROFESIONAL COMPETENCY

Professional competency involves the lecturers' competencies on mastering main skills of the teaching and learning EFL, the ability to describe related topics to the topics taught, the ability to describe the relationship of own skill to the life context, mastering the current issues/phenomena about the topic taught, ready to have reflection and discussion about learning problems with lecturers teaching team, Involving students in research and design done by the lectures, The ability to upgrade science and technology to renew the learning and Involving in scientific institutions or organization.

It was not so different from the previous competency, lecturers' professional competencies shows its contribution to lecturers' progress in teaching and learning EFL. The data showed that their professional competencies are at fair level, not enough moreover good. This showed the reality that what English study program had

at the current time.

C. SELF- COMPETENCY

Some indicators affecting the lecturers' self-competencies in teaching English as a foreign language at English study program of university of Pasir Pengaraian. They are some cases related to being wised as the educators, having good in making decision, becoming model of behavior and action, the equality of statement and action, the ability to self-controlling in various situation and condition and being fair to the others.

Self-competency was an issue came to the discussion, from the students' view on the responds given by the students, it was found that there should be improvements on lecturers' self-competency. From the answers given by the students, the average level of the lecturers' self-competency was gained at fair level. In the context of education, the figure of lecturers become the model for students to behave and interact to other societies.

D. SOCIAL COMPETENCY

Investigating the lecturers social competencies, which have indicators such as the ability to deliver the idea/thought, the ability to get critics, suggestion and idea of others, acceptable by others; leaders, lecturers an students, to be friendship with the societies and having tolerant to the diversity in the community, it could be concluded that most of the students have good responds to the lecturers' social competencies. The average score gained was at 3.31 categorized as enough level.

CONCLUSION

The purpose of this research was to investigate how is the lecturers' competencies based on their duties as lecturers as ruled in the teachers and lecturers law no 14 2005. After collecting and analyzing the data, it could be concluded that lecturers' competency in teaching English as a foreign language at

English study program of University of Pasir Pengaraian were at average 2.96, categorized as Enough level. Partially, the pedagogical competency was at 2.87 (closer to enough), Professional competency was at 2.81 (closer to enough), Self-competency was at 2.87(closer to enough) and Social competency was at 3.31 (Enough).

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