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Profile of lecturer competence in teaching Listening Comprehension

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ABSTRACT

Lecturer competence becomes one of the factors influencing the success of learning. This research aims at investigating the lecturer competence in teaching Listening Comprehension subject at English Language Education Program of Dayanu Ikhsanuddin University. The design of this research uses a quantitative approach by applying a survey method. The population is fourth semester students and the sample is 60 students selected using simple random sampling technique. In collecting the data, this research uses a questionnaire from lecturer certification program which has 28 items, consists of 9 items for pedagogic competence, 8 items for professional competence, 6 items for personality competence, and 5 items for social competence. The result of this research indicates that the lecturer's pedagogic competence is in high category, professional competence is in high category, personality competence is in very high category, and social competence is in very high category. The most dominant lecturer competence in teaching Listening Comprehension subject is pedagogic competence since it is selected by 61.67% students.

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1. Introduction

A college is a place expected to produce the leader candidates of the future so that it is considered to be able to influence the development and the progress of the country itself. The alumni of a good college are expected to be able to respond to the problem that happens in their society or neighborhood and they are also expected to dare to give the solution. The existence of the good college in a country or region can indicate that the country or region had good people. Student academic excellence is the main agenda for any educational institutions and colleges. To ensure that academic excellence can be achieved, it requires action and cooperation from all parties. In further developments, the trend of teaching focuses a lot on what is called a communicative approach (Putra, 2018). Learners and

educators are becoming equally diverse.

Furthermore, in the university level curriculum, students actually learn all the English skills separately. One of them is listening. Listening is a fundamental skill of language which develops faster than speaking and often has a considerable impact on the development and emergence of reading and writing skills in learning a new language (Scarcella & Oxford, 1992). The reason behind this lies in the fact that language learners, prior to responding orally or in writing, need to receive linguistic input through listening (Manzouri, Shahraki, & Fatemi, 2016). The utility of listening is that listening as an important skill through which language learners internalize linguistic information without which they cannot produce language (Brown, 2001). Listening helps the language learner to acquire pronunciation, word stress vocabulary, and the comprehension of messages on conveyed can be based solely on tone of voice, pitch, and accent; and it is only possible when learner listening (Renukadevi, 2014)

Besides, listening activities is the important part in developing language learning and communication (Al-azzemy & Al-jamal, 2019). If learners want to learn to speak, they should first learn to understand the spoken language they hear. If learners want to communicate with native speakers, they should first learn to understand in real language situations to comprehend the main point of what native speakers are telling. Therefore, listening is very important to which lecturer and learners should pay enough attention to obtain communication aims. The importance of listening in language learning cannot be argued because it provides input for learners and it has also an important role in the development of learners' language knowledge (Rost, 1999).

Teaching listening in the English department at university level is different from teaching at junior and high schools. The implementation of appropriate methods and techniques by the lecturers in a classroom will influence the outcome or proficiency of the students. For examples, giving suitable listening materials, good classroom atmosphere, appropriate teaching methods, and meaningful exercises will help the students to achieve good listening skills. Teaching listening to foreign language students is not an easy job. Teaching listening is not only related to the language laboratory as a media but also how to comprehend the information from the speaker. However, the lecturer has a big important role for the students' proficiency. They need to master English well including mastering listening skills to be effective in the future.

There are factors affecting students' listening proficiency and one of them is lecturer. Thus, to reach the goal of learning, it is needed to provide activities so that the students might be able to develop their English skills (Yasmin, 2017). In other word, lecturer needs to be creative. In addition, lecturers must have many preparations, such as quality of course materials, content of the course, quality and the type of interaction between students and lecturer, interaction with other students, and the structure and presentation style of the course to support their performance which leads to the students' satisfaction during the learning process (Wagner, Werner, & Schramm, 2013)

The lecturer plays important role in transferring knowledge to students. It is because lecturers are believed as one of strategic and dominant factors that determine students' success in doing the process of knowledge and technology transformation and internalize ethics and morality (Sidi, 2001). They are also regarded as the most imperative school-based factor that influences students' achievement levels (Muzenda, 2013). Therefore, a lecturer must be a professional educator in running his/her academic life. A professional lecturer is described as professional educators who have broad knowledge, good ability of scientific methodology, good morality and ethic, commitment, loyalty, dedication in doing the job,

capable to motivate, pleasant, interesting, being a model and inspirer to their students. With these characteristics of lecturers, students are expected to improve their self-potentials, creativities, and encourage innovative scientific and technological inventions in order they are able to compete in this globalization era (Sujarwo, 2014). A professional lecturer should be competent in implementing the learning program. A professional lecturer is 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 (Soedijarto, 1998).

In addition to this, lecturer should be able to help in changing students' attitudes and help them to accomplish better performance. In order to do that, lecturer must have suitable competencies. Basically, competence is meant as ability or skill. In the law of Republic of Indonesia number 14 year 2005, it is said that competence is a set of knowledge, skill, and behavior that must be owned, experienced and mastered by a teacher or lecturer in doing the professional duty. Regulation of the government of Republic of Indonesia number 37 year 2009 article 2 about lecturer mentions that lecturers must have academic qualification, competence, educator certificate, physically and spiritually healthy, fulfill other presupposed qualifications by the unit of higher education their work for and have the ability to actualize the purpose of national education. Lecturer competence is the knowledge, skill, and behavior that must be owned by someone in order to show his/ her behavior as a lecturer (Wibowo, 2001). It is regarded as a multidimensional construct teaching which encompasses numerous interconnected elements toward transformation of knowledge to learners (Akiri & Ugborugbo, 2009). Besides, the lecturer competence is become a benchmark to evaluate the appropriateness of a lecturer to be a professional lecturer.

Several studies have been done relating to teacher competence. Indira & Cordon (2015) conducted a case analysis research to identify and describe the competent teacher's resource through analyzing of oral interaction task which is recorded in Spanish Foreign Language class. The research purpose is to start up an action research projects on the teacher's competence. Meanwhile, Samian & Noor (2012) investigated on top rated and bottom rated lectures' teaching performance, 5% of each category respectively. Thus, the study revealed that the students' comments associate with their assessment on lecturers' performance. Besides, the study also concluded that the ability to deliver the teaching process played significant role compared to other criteria in lecturer performances. Differently from those previous studies, this research is conducted to investigate the lecturer's competence profile in teaching Listening Comprehension subject.

2. Method

This research used a quantitative approach by applying a survey method. It involved collecting data to test hypotheses or to answer questions about one's opinions on some topic or issue (Mills & Gay, 2016). This research was carried out at English Language Education Program of Dayanu Ikhsanuddin University, Baubau, Southeast Sulawesi. The population was all fourth semester students with a total number of 106 students which, then, were divided into three classes. In taking sample, the researchers used simple random sampling technique in which each member of the population under this study has an equal chance of being selected and the probability of a member of the population being selected is unaffected by the population (Cohen, Manion, & Morrison, 2007). Furthermore, the researchers took 60 students randomly from all those three classes.

The lecturer’s competence consists of pedagogic competence, professional competence, personality competence, and social competence. The pedagogic competence is the ability to manage the learners’ learning which includes an understanding of learners, designing and implementing learning, evaluating learning outcomes, and developing learners to actualize various potentials they have. The professional competence is the ability that grows corporately from knowledge which someone has about certain expertise, the ability to apply the knowledge someone masters and natural positive attitude to move forward, fix, and improve it sustainably, and it is accompanied by strong determination to actualize it in daily life (Kebudayaan, 2014). Personality competence is the ability of personality which is steady, stable, mature, wise, and dignified to be the model for the learners. Social competence is the ability of educators as part of society to effectively communicate and socialize to the learners, the follow educators, educator staff, parents/guardians of the learners, and surrounding people (Suyanto & Djihad, 2013).

The instrument used in this research was a questionnaire. It was used to obtain the data of the lecturer competence filled by the students. It was adapted from the questionnaire which was used to assess the lecturer competence in the lecturer certification program (Kebudayaan, 2004). It consisted of 28 items, in which there were 9 items for pedagogic competence, 8 items for professional competence, 6 items for personality competence, and 5 items for social competence. Table 1 shows the blueprint of lecturer competence questionnaire used in this research.

Table 1 Blueprint of Lecturer Competence Questionnaire

No	Variable	Types	Items	Total
1.	Lecturer Competence	Pedagogic Competence	1, 2, 3, 4, 5, 6, 7, 8, 9	9
2.		Professional Competence	10, 11, 12, 13, 14, 15, 16, 17	8
3.		Personality Competence	18, 19, 20, 21, 22, 23	6
4.		Social Competence	24, 25, 26, 27, 28	5
Total				28

In applying the questionnaire, the researchers explained each item on the questionnaire and then asked the students to choose the best option that reflected the competence of their Listening Comprehension lecturer. The scores obtained from the instrument were analyzed using SPSS version 21.0 to get the descriptive statistic data. Descriptive statistics was required to indicate general tendency (mean, mode, and median) and the spread of scores (variance, standard deviation, and range). Besides that, the descriptive statistics was also used to display the minimum and maximum score (Creswell, 2012).

Besides, the students’ scores obtained from the questionnaire were analyzed to determine the category of each type of lecturer competence. The formula used was as follows (Azwar, 2017):

$$\begin{aligned}
 &\text{Lowest score} \leq X < \mu - 1.5(\sigma) && \text{very low} \\
 &\mu - 1.5(\sigma) \leq X < \mu - 0.5(\sigma) && \text{low} \\
 &\mu - 0.5(\sigma) \leq X < \mu + 0.5(\sigma) && \text{moderate} \\
 &\mu + 0.5(\sigma) \leq X < \mu + 1.5(\sigma) && \text{high} \\
 &\mu + 1.5(\sigma) \leq X < \text{highest score} && \text{very high} \\
 &\text{Where, } \mu = \frac{\text{lowest score} \times 3}{6} \\
 &\sigma = \frac{\text{the highest score} - \text{the lowest score}}{6}
 \end{aligned}$$

3. Results and discussion

In this part, the data explored is the result of descriptive statistics analysis consisting of mean, median, mode, minimum, and maximum score. Besides, this part also displays the scores dispersion as the result of the questionnaire and the test. The scores of lecturer competence and listening proficiency are divided into five criteria and they are very poor, poor, moderate, high, and very high. The result of the descriptive statistics analysis is presented in the Table 2.

Table 2 - Description of Pedagogic Competence

No.	Range	Frequency	Percentage	Category
1	$9 \leq X < 18$	0	0%	very low
2	$18 \leq X < 24$	0	0%	low
3	$24 \leq X < 30$	7	11.67%	moderate
4	$30 \leq X < 36$	37	61.67%	high
5	$36 \leq X < 45$	16	26.67%	very high

Table 2 indicates that the fewest category is moderate selected by 7 students or 11.67% students out of the total students and the most category is high selected by 37 students or 61.67% students out of the total students. Besides, the result of the descriptive statistic analysis obtains the mean score, that is 34.58, standard deviation is 3.72, minimum score is 25, and maximum score 42. The value of the mean score indicates that the lecture has a high pedagogic competence. Further, Table 3 shows the result of the descriptive analysis of professional competence.

Table 3 - Description of Professional Competence

No.	Range	Frequency	Percentage	Category
1	$8 \leq X < 16$	0	0%	very low
2	$16 \leq X < 22$	1	1.67%	low
3	$22 \leq X < 27$	19	31.67%	moderate
4	$27 \leq X < 32$	21	35%	high
5	$32 \leq X < 40$	19	31.67%	very high

Table 3 indicates that the fewest category is low selected by 1 student or 1.67% students out of the total students and the most category is high selected by 21 students or 35% students out of the total students. Besides, the result of the descriptive statistic analysis obtains the mean score, that is 29.95, standard deviation is 3.90, minimum score is 22, and maximum score 38. The value of the mean score indicates that the lecture has high professional competence. Next is Table 4 presents the descriptive statistics of personality competence.

Table 4 - Description of Personality Competence

No.	Range	Frequency	Percentage	Category
1	$6 \leq X < 12$	0	0%	very low
2	$12 \leq X < 16$	1	1.67%	low
3	$16 \leq X < 20$	3	5%	moderate
4	$20 \leq X < 24$	24	40%	high
5	$24 \leq X < 30$	32	53.33%	very high

Table 4 indicates that the fewest category is low selected by 1 student or 1.67% students out of the total students and the most category is very high selected by 32 students or 53.33% students out of the total students. Besides, the result of the descriptive statistic analysis obtains the mean score, that is 24.83, standard deviation is 3.25, minimum score is 15, and maximum score 30. The value of the mean score indicates that the lecture has a very high personality competence. Last, Table 5 figures the descriptive statistics of social competence.

Table 5 - Description of Social Competence

No	Range	Frequency	Percentage	Category
1	$5 \leq X < 10$	0	0%	very low
2	$10 \leq X < 14$	1	1.67%	low
3	$14 \leq X < 17$	8	13.33%	moderate
4	$17 \leq X < 20$	25	41.67%	high
5	$20 \leq X < 25$	26	43.33%	very high

Table 5 indicates that the fewest category is low selected by 1 student 1.67% of students out of the total students and the most category is very high selected by 26 students or 43.44% students out of the total students. Besides, the result of the descriptive statistic analysis obtains the mean score, that is 20.52, standard deviation is 2.77, minimum score is 14, and maximum score 25. The value of the mean score indicates that the lecture has a very high social competence.

Of all the results presented, the lecturer competence from the highest to the lowest score alternately is pedagogic competence which is selected by 31 students of 61.67% students, personality competence which is selected by 32 students or 53.33%, and social competence which is selected by 26 students or 43.44%, and professional competence which is selected by 21 students or 35% students. With category obtained by all the competencies, it is expected that they can contribute to the improvement of the students' listening comprehension. To improve the quality of learning achievement, the lecturers must also improve their competence. Quality of education and performance of learners depends on the teachers as reflected in the discharge of their duties (Akiri, 2013). The success of educational plans in each country depends on the teachers armed with required competencies and professional skills. In other words, professional teachers can guarantee students' academic achievement, teacher-student rapport, students' efficiency, improvement of students' mental health, better learning, and extended knowledge (Ilanlou & Zand, 2011).

3. Conclusion and Suggestions

Those four competencies; pedagogic, professional, personality and social competencies, are very important to be mastered by a lecturer because the success of learning process depends on the ability of a lecturer in managing his/her own learning. By mastering all the competencies, a lecturer can create an interesting and pleasant learning climate. Research to find out the effect of teacher or lecturer competence on students' academic performance or achievement has been conducted by many researchers. The influence of lecturer competence on students' writing proficiency is positive and significant (Arisman, Hamra, & Weda, 2017) and competencies such as knowledge on subject, clarity of presentation, interaction with students, teaching creativity, clarifying learning outcome, class activity, and lecture notes are significantly relates to student satisfaction positively (Long, Ibrahim, & Kowang, 2014). Referring to the data analysis and the discussion, this research concludes that the highest lecturer competence in teaching Listening Comprehension is the pedagogic competence with high category selected by 37 students or 61.67% out of the total students and the lowest lecturer competence is the professional competence with high category selected by 21 students or 35% out of the total students. These mean most students more concern on the pedagogic aspect of the lecturer than the lecturer's expertise, personality, and social life.

Considering the conclusion of this research, the researcher suggests to all lecturers, especially the lecturer of Listening Comprehension subject, to improve more on their competence in order to enhance not only the students' academic achievement but also their motivation in learning every subject in English Language Education Program. By having an improved academic achievement, absolutely it will give satisfaction to the lecturers.

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