

# Competencies of a Lecturer without English Education Background (WEEB) in English Teaching at UIN Alauddin of Makassar

1<sup>st</sup> Andi Mukarramah Nagauleng  
*Department of English Language  
 Education*  
*Universitas Negeri Makassar*  
 Makassar, Indonesia  
 andi.mukarramah@iain-manado.ac.id

2<sup>nd</sup> Muh. Asfah Rahman  
*Department of English Language  
 Education*  
*Universitas Negeri Makassar*  
 Makassar, Indonesia  
 m.asfah.rahman@unm.ac.id

3<sup>rd</sup> Haryanto  
*Department of English Language  
 Education*  
*Universitas Negeri Makassar*  
 Makassar, Indonesia  
 aharyanto@unm.ac.id

4<sup>th</sup> Sahril  
*Department of English Language  
 Education*  
*Universitas Negeri Makassar*  
 Makassar, Indonesia  
 sahrilfbsunm@unm.ac.id

**Abstract**— This study aims to find out the strategy in developing the lecturer WEEB English skills and his competencies, and then to explore the English students' perceptions and measure the significant of lecturer WEEB competencies reach the objectives of English learning at UIN Alauddin of Makassar. This research employed mixed method research using Sequential Exploratory Design. This method is also a two-phase design. The qualitative data is collected first, followed by collection and analysis of quantitative data.) Using Cresweel & Clark model. It was conducted at UIN Alauddin of Makassar in Makassar which was purposive sampling where the research directly determine the research informant based on certain criteria. The researcher was a key instrument who participated actively in the activities. In collecting data, the researcher used observation, interview, field note, and documentation. The data were analyzed concurrently with the data collection interactively through the process of data reduction, display and verification using domain analysis, taxonomic, conventional, and cultural theme analysis. The researcher found that: (1) lecturer WEEB develops their English skills auto didactically, and his competencies in (pedagogical, personal, sosial, and profesional) in English teaching at UIN Alauddin Makassar, he always tries to teach professionally by mastering the teaching materials and managing the class well, the students were very fond of the way of lecturer WEEB teach English, and there was significantly between lecturer WEEB competencies with objectives of English learning at UIN Alauddin of Makassar, its can be seen in results of data analysis in pretests and posttests, in which the value of students increases at the time of posttest.

**Keywords**— *Lecturer Competencies, Lecturer WEEB, English Teaching.*

## I. INTRODUCTION

The lecturer is one of the element of education managers in an educational institution. He/she directly involves in the learning process and he/she must be able to manage the class, formulate the learning objectives, determine the learning materials, establish the method in accordance with the objectives of learning, evaluate the learning outcomes

and other professional skills for the teaching and learning process. Lecturers are also the essential element in the learning process. Therefore, there is no doubt that the role of a lecturer's competence is very important for the success of the education program. This is largely determined by the lecturer's pedagogical role and competence. This competency must own by a lecturer that will apply it directly in teaching the students, and it will have an impact on students' learning achievement [1]–[6].

Lecturers' competence is a combination of personal, scientific, technological, social, and spiritual capabilities that holistically establish the skills of standard professional lectures [7]–[9]. This skills includes the mastery of material, understanding learners, educational learning, personal development, and professionalism. In the perspective of the national policy, the Indonesian government has formulated four types of lecturer's competences, as stated in the explanation of the government regulation No. 19 of 2005 on the national standard of education, namely pedagogical, personal, social, and professional competence [10]

Pedagogical competence is one of the determinant aspects of the learning success in a particular subject or the field of a study. Pedagogical competence defined as the ability of lecturers in managing the learning activities including understanding learners, designing and implementing the procedures of learning, evaluating the learning outcomes, and developing the learners' knowledge and behavior to actualize the variety of their potential skills [11]–[14].

Pedagogical competence must be supported by the personal, social, and professional competences because it has a direct and cumulative effect on the learners' behavior including learning habits, discipline, learning desires and motivation. The meaning of personality here includes knowledge, skills, and attitudes. The personality displayed

by the lecturer in the learning will always be seen, observed, and measured by the learners [15]–[17].

Based on the Indonesian constitution No. 14 of 2005 on teachers and lecturers competence in the article 7 explained that the profession of educators and professions of lecturers is a specialized field of work undertaken by the following principles: a) Having talent, interest, soul calling, and idealism; b) Committing to improving the quality of education, faith piety, and noble character; c) Having an academic background qualification to suit field of duty; d) Having the required competencies by the task field; e) Having responsibility for performing professional duties; f) Earning the income determined by work performance; g) Having the opportunity to develop professionally with lifelong learning; h) Having a legal protection guarantee in implementing the task profession, and having a professional organization that has authority to regulate matters relating to the duty of profession in the education.

Thus, the lecturer’s competence is an important element in the learning process, and it has a multi-role not only limited as a "lecturer" who transfers knowledge, but also as a guide in teaching that encourages potential, develops alternatives, and mobilizes learners in learning. Therefore, lecturers have a complex duty and responsibility to reach the objectives of learning, where lecturers are not only required to master the science to teach but also have a set of knowledge and technical skills of teaching but also required to display the personal, social, and professional competencies.

The teaching of English as a foreign language (TEFL) since it has been taught, however, has encountered limited success. Several studies indicated that there had been problems in the teaching of EFL in Indonesia. The EFL has been considered less satisfactory due to the unqualified English teachers [18]. In another case, some lecturers can master the material, but they do not have a good personality. So, besides mastering the pedagogical competence, lecturers also must have a good personal competence. Because of the personal competence will determine whether he will become educator and builder good student protector or will become a destroyer for students’ future especially for those who still less experienced in the English learning and English mastering. A good English teacher with the background of English study program is ordinary profession.

However, a good English teacher without English education background (WEEB) is extraordinary. It will certainly be a very interesting phenomenon to be studied and made as a special case that deserves the serious attention from various parties. It is clear from all research results on this field that only focus on the competence of English teachers or lecturers who teach English with the background of English education only, regardless of how is the competence of a lecturer WEEB in English teaching. This issue will certainly become a new issue in the research on lecturers’ competence in teaching subjects that are not their field of educational background which is sometimes more competent than the lecturer in the field of subject teaching.

Based on the preliminary observation conducted at UIN Alauddin of Makassar on September 2017 through the observation of English teaching process inside the classroom, the researcher found an interesting phenomenon when a non-English study program background taught English subject smoothly, interactively, and communicatively, infact, he studied Islamic philosophy. He graduated his S1 from the Al-Azhar University of Egypt, and he graduated his S2 and S3 from the UIN Alauddin of Makassar in the Islamic philosophy program. The researcher also interviewed some students and lecturers to confirm the case and to know their perceptions towards the lecturer WEEB competences in English teaching. Most of their responses were positive towards the lecturer WEEB competence in English teaching.

Despite they have a possitive responses towards a lecturer WEEB competencies, it did not mean that a lecturer was a professional in teaching. There must be some factors involved in this phenomenon. Therefore, the researcher intends to investigate the way the lecturer WEEB develop his English skills and his competencies in English teaching at UIN Alauddin of Makassar, and to investigate and explore this case by correlating the results to the students’ perception and their English learning achievement through the mixed method design.

## II. RESEARCH METHODS

This research applied mixed method research using Sequential Exploratory Design. This method is also a two-phase design. The qualitative data is collected first, followed by collection and analysis of quantitative data. The purpose of this design is to develop an instrument (such as a survey), to develop a classification for testing, or to identify variables. Using the information from journals or diaries to develop an appropriate survey to administer to a larger sample would be an example of this design [19]. The design of this research can be described as follows:

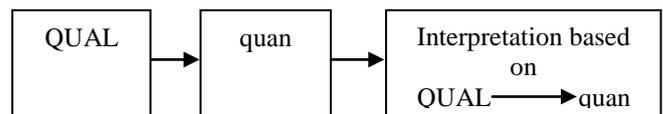


Fig.1. Research Design

The qualitative research in this study employed a case study design that is an intensive study of an individual or a social unit in depth where researchers try to find all the important variables in the development of the subject. This requires detailed study in collecting data on the current subject, experience, the environment, and how these factors relate to one another.

According to [20] a good case study will have the following features: 1) It is taken from real life (true identities may be concealed). 2) It consists of many parts and each part usually ends with problems and points for discussion. There may not be a clear cut off point to the situation. 3) It includes sufficient information for the reader to treat problems and issues. 4) It is believable for the reader (the case contains the setting, personalities, sequence of events, problems and conflicts). The quantitative research of

the study applied the experimentation that is the one group pretest-posttest design to gain data on the students' learning achievement after conducting the qualitative research. In other words, the quantitative data will strengthen the qualitative data.

### III. RESULTS AND DISCUSSION

Based on the result of observation and interview, the researcher found that there are many factors, variables, and obstacles which can determine the success of that process. For reaching out these there are some factors which influence in the competence of a lecturer WEEB in English teaching. The factors can be described as follow:

#### A. *The Lecturer WEEB Strategy in Developing His English Skills.*

In gaining the data, the researcher used two kinds of instruments such the observation and interview. The respondent of the observation and interview was one of lecturer WEEB at UIN Alauddin who have teach English at Tarbiyah. The following explanation describes the results of the observation and interview analysis. After the researcher observation and interview, the researcher found that lecturer WEEB develops his English skills auto didactically. He has been very interested in English since he was in high school, and profoundly when he took his S1 in Cairo Egypt. From the interview with him, he was in Cairo studying English by subscribing to the English newspaper, because he deliberately subscribed in the sense that he must pay subscription newspaper so inevitably he must read it and learn the meaning. In addition in Cairo, he was also took courses at the British Council which he said very effective learning.

From the results of interviews this lecturer WEEB was S2 at Australia in majoring education management majors, here he is floating his English teaching skills. By hanging out with the native he gained a lot of new vocabularyies and new experiences as well as good language teaching techniques. To developed his competence the lecturer WEEB have some strategies to developing his competence in teach English subject, to develop his English language teaching skills he continues to teach English, because by teaching English he also learn all the time. Before entering the class he taught his first learning materials that will be taught in the classroom.

The lecturer WEEB also routinely guides and tests students from PBI (English Education), where their thesis is full in English, and when the exam also uses English, this activity also can improve his competence in English field. He also often chatted and mingled with lecturers from English majors, shared his teaching experience with them and shared the information. The obstacles that he faced, were pronunciations and structure, because he is not a lecturer of English, and not native. And indeed in some videos that the researcher took when he was teaching, there were some wrong pronunciations, and that he admitted.

#### B. *The Lecturer WEEB Strategy in Developing His Competencies (pedagogical, personal, social, and professional) in English.*

The aspects observed in supporting this research are: a. pedagogic aspects, b. personal aspect, c. social aspects, and d. professional aspect.

**Pedagogic aspects.** From the observation, before teaching the lecturers always prepare well, preparing teaching materials, learning media, and classroom. Lecturers are also always enthusiastic about their readiness to learn or receive learning materials. Before starting the lesson, and after greeting, the lecturers first give motivation to the students, so the students excited in reaching his ideals. In conveying teaching materials, lecturers also tend to use a language that is easy to understand by students, sometimes lecturer combine English and bahasa so that students easy to understand what is being delivered by lecturer.

**Personal aspects.** In his daily life this lecturer always performs his duties with full responsibility, teaches discipline to students ranging from him self. Although he always acts firmly, but he always show the good people, polite, patient, wise, say good words, and authoritative. He wants to be friends with anyone, even with the students. Therefore this lecturer is highly admired by students and other lecturers. Though he was clever but he never boasted. His duties are always done on time and full of responsibility.

**Sosial aspects.** In social life, this lecturer is able to communicate and cooperate well with fellow colleagues, supervisors, superiors, students, even against others around him. He is very active to follow the activities undertaken by the community around. And he can adapt to the environment wherever he is assigned.

**Professional Aspect.** In teaching this lecturer is very professional, he mastered the teaching materials well before entering into the class, he also mastered the concept and mindset language also standard competence and basic competence of English subjects. In teaching English he also often develops the teaching materials, and always utilizes information and communication technology to develop them. In developing his profession in a sustainable manner, this lecturer often reflects and attends seminars at home or abroad.

#### C. *The English Students' Perceptions Towards the Lecturer WEEB Competencies in English Teaching.*

From the interview to the students' group, to know the perception of students to the lecturer WEEB researcher divide to seven questions to the students with emotional, appreciation, motivation, engagement, active, better academic and self-esteem areas. The average student answers from the three groups of observations are the same. They all love the way of lecturers WEEB to teach and greatly appreciate it. They are very happy to follow the lecturers course because in addition to the lecturer is very good according to the students, he also often give positive motivations to the students. Although students still lack confidence in their English skills after being taught by lecturers WEEB, they will be very satisfied with the way the lecturer teaches them.

#### D. The Significant of a Lecturer WEEB Competencies Reach the Objectives of English Learning.

This part explored the students' score achievement in the preliminary, main, and operational field testing. It aimed to find out the significantly reach the objectives of English learning after being taught by the lecturer WEEB. The data gained from the pre experimental could be compared between pretest and posttest. This research employed the English testing and distributed the questionnaire to know the students reach of English.

In this testing the researcher chose 17 students as the participants of this English test. The students were fourth semester of faculty of Tarbiyah who has been taught English by a lecturer WEEB. The results of the data analysis can be presented in the following.

TABLE 1. STUDENTS ACHIEVEMENT IN PRETEST AND POSTTEST

	Pretest	Posttest
N	17	17
Mean	40.29	74.11
Std. Deviation	8.564	9.054

The table 1 showed the different of students' score between pretest and posttest. In pretest, the students' mean score 40.29 with standard deviation 8.564 and in posttest, the students' mean score 74.11 with standard deviation 9.054.

Based on explanation above, the researcher concluded that lecturer WEEB can improve students' English proficiency and there are significantly reach the objectives of English learning, and the researcher concluded that lecturer WEEB can improve students' English proficiency, lecturer WEEB are able to teach and explain well English material so that students are able to understand it easily, it can be seen from the result of posttest which increase from the pretest result.

#### IV. CONCLUSION

In teaching English lecturer very mastering to the standard of competence and basic competence of English. He is also very utilizing information and communication technology in developing himself. In his social life he can also cooperate with others around him. To develop competence in teaching English he also became a examiner and mentor from students majoring in English. He also intensely attended English seminars, and collaborated with English lecturers.

The students' English proficiency also increased after being taught by lecturer WEEB. Although students' grades and proficiency was improved after being taught by lecturer WEEB, students are not yet confident enough to use their English skills, as they are embarrassed by students from English department, because they are not English majors. When pretest all the students got very poor achievement, and increased at the time of posttest with value, that there are 7 (41.17%) students got average score, 5 (29.42%) students got good score, 4 (23.50%) students got poor score, and 1 (5.89%) student got excellent score. So the researcher concluded that lecturer WEEB

competencies significantly reach the objectives of English learning at UIN Alauddin of Makassar

#### ACKNOWLEDGMENT

Thanks to the Dean of the Faculty of Social Sciences who have provided support for this research.

#### REFERENCES

- [1] A. B. Hernández-Lara, A. Perera-Lluna, and E. Serradell-López, "Applying learning analytics to students' interaction in business simulation games. The usefulness of learning analytics to know what students really learn," *Comput. Human Behav.*, 2018.
- [2] L. L. Hadar, "Opportunities to learn: Mathematics textbooks and students' achievements," *Stud. Educ. Eval.*, vol. 55, pp. 153–166, 2017.
- [3] K. Kumpas-Lenk, E. Eisenschmidt, and A. Veispak, "Does the design of learning outcomes matter from students' perspective?," *Stud. Educ. Eval.*, vol. 59, pp. 179–186, 2018.
- [4] S.-C. Chang and G.-J. Hwang, "Impacts of an augmented reality-based flipped learning guiding approach on students' scientific project performance and perceptions," *Comput. Educ.*, vol. 125, pp. 226–239, 2018.
- [5] J. M. Cordero and M. Gil-Izquierdo, "The effect of teaching strategies on student achievement: An analysis using TALIS-PISA-link," *J. Policy Model.*, 2018.
- [6] C. Viegas *et al.*, "Impact of a remote lab on teaching practices and student learning," *Comput. Educ.*, vol. 126, pp. 201–216, 2018.
- [7] F. M. Wuketits, "Moral systems as evolutionary systems: Taking evolutionary ethics seriously," *J. Soc. Evol. Syst.*, vol. 16, no. 3, pp. 251–271, 1993.
- [8] "Special Interest Report Abstracts," *Physiotherapy*, vol. 97, pp. eS1416-eS1638, 2011.
- [9] A.-L. de Boer, P. H. du Toit, M. D. Scheepers, and T. J. D. Bothma, "4 - Evidence-based practice – case studies," in *Chandos Learning and Teaching Series*. A.-L. de Boer, P. H. du Toit, M. D. Scheepers, and T. J. D. B. T.-W. B. L. in H. E. Bothma, Eds. Chandos Publishing, 2013, pp. 103–243.
- [10] J. Musfah, "Peningkatan Kompetensi Guru: Melalui Pelatihan dan Sumber Belajar Teori dan Praktik," *Jakarta: Kencana*, 2011.
- [11] K. McCutcheon, P. O'Halloran, and M. Lohan, "Online learning versus blended learning of clinical supervisee skills with pre-registration nursing students: A randomised controlled trial," *Int. J. Nurs. Stud.*, vol. 82, pp. 30–39, 2018.
- [12] D. Davis, G. Chen, C. Hauff, and G.-J. Houben, "Activating learning at scale: A review of innovations in online learning strategies," *Comput. Educ.*, vol. 125, pp. 327–344, 2018.
- [13] G. Sedrakyan, J. Malmberg, K. Verbert, S. Järvelä, and P. A. Kirschner, "Linking learning behavior analytics and learning science concepts: Designing a learning analytics dashboard for feedback to support learning regulation," *Comput. Human Behav.*, 2018.
- [14] N. M. Müller and T. Seufert, "Effects of self-regulation prompts in hypermedia learning on learning performance and self-efficacy," *Learn. Instr.*, vol. 58, pp. 1–11, 2018.
- [15] T. K. Huang, "Exploring the antecedents of screenshot-based interactions in the context of advanced computer software learning," *Comput. Educ.*, vol. 80, pp. 95–107, 2015.
- [16] I. R. Cornford, "Microteaching skill generalization and transfer: Training preservice teachers in introductory lesson skills," *Teach. Teach. Educ.*, vol. 7, no. 1, pp. 25–56, 1991.
- [17] S. K. Mohamad, Z. Tasir, J. Harun, and N. A. Shukor, "Pattern of reflection in learning Authoring System through blogging," *Comput. Educ.*, vol. 69, pp. 356–368, 2013.
- [18] S. Donitsa-Schmidt and R. Zuzovsky, "Quantitative and qualitative teacher shortage and the turnover phenomenon," *Int. J. Educ. Res.*, vol. 77, pp. 83–91, 2016.
- [19] J. W. Creswell, V. L. P. Clark, and V. L. Plano Clark,

*Designing and conducting mixed methods research*, vol. 2nd.  
Sage publications, 2017.

- [20] G. Kardos and C. O. Smith, "On writing engineering cases,"  
in *Proceedings of ASEE National Conference on Engineering  
Case Studies*, 1979, pp. 42–50.