Social Competence of an English Lecturer at English Department of Mulawarman University

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Abstract

This title underlying this study was social competence of a lecturer at English Department of Mulawarman University. The aims of this study were to know the components of social competence of the lecturer and to know the lecturer practice in his teaching activities. This research used descriptive qualitative method. The subject of the research was the lecturer at English Department of Mulawarman University. The technique of collecting data used by the researcher was observation and interview. After collecting the data, they were analyzed through some stages, making field note into written data, classifying the data based on the components of social competence, analyzing the data and interviewing the subject to answer the research problems. From observations it can be seen that lecturers use several components of social competence. In this case the observation that is seen often using self-regulation is management emotions and also often use interpersonal knowledge and skills that read social situations accurately. From the interview results, it appears that the lecturer does prioritize social relations in the classroom so that it is always good and comfortable so that students can go through classes comfortable. The implication of the research was to know that social competence by the lecturer can make good atmosphere in the classroom and students could be more enjoy the class. Even though the lecturer has some shortage in assess and prepared the material before teaching.

Keywords: The lecturer, The students, Social Competence

1. Introduction

Human being is basically social creature. It means that as a social creature, people cannot live alone, a person always strive to get a relationship with others, and try to recognize and understand one another (Pearson, 1983). In addition, Yuanita (2014) states that interaction in the social life is very important since as a human being, one always tries to get information and can give effect or change one another. In this case, the social interaction is really needed in order to be able to create a good social competence between human being.

Social competence is the behavior, which in specific social situations leads to positive interaction between a teacher and his or her students. This leads to condition in which a lecturer become adapter and effective function in classroom setting (Lauzackas et al, 2004).

Having social competence is very important for a lecturer. This competence will make a class becomes conducive, so that the students will be able to learn in more relaxed and friend way. According to Abdullah (2015), the strategy that the lecturer can use to help lighten the culture load for students is a lecturer should try to be friendly with students and try to establish social relationships and then the lecturer should treat the students with respect and no judgement.

2. Literature Review

According to Genutė Gedvilienė (2012) teachers' or lecturers' social skills have a great impact on students' development as individuals, as well as on teaching and learning process, methods used in the classroom and learning environment in general. In this research, it emphasizes mutual tolerance and intercultural skills which seem to be fundamental in a modern society as very important aspects of human communication and coexistence. The researcher considers social competence to be important for professional development of teachers.

Based on the researcher's experience as a students, when the lecturer was not friendly, situation in the classroom was not conducive. In other situation, when the lecturer has promoted social competence, she enjoyed in the classroom and enjoyed the study. Based on above findings, ther researcher would like to know social competence in the Mulawarman University especially at English Department because social competence of lecturer is needed to get relationship with the students in the classroom. The purpose of this study was to find out how the lecturer practiced his social competences in his teaching activities. The design of this study was qualitative design. In qualitative research, the researcher was the main instrument for data collection and analysis. In this research, the researcher used purposive sampling to choose the subjects. the researcher selected one lecturer with the standard that is already prepared: the lecturer at English department of Mulawarman University, has the highest score in questioner from students. According to Creswell (2012) said that the researcher needs observations, interviews & questionnaires, documents, and audiovisual material to gather data detailed information in qualitative data.

3. Methods

In this research, the researcher collected the data through observation and interview protocol. In order to analyze collected data, the researcher used data analysis by Miles and Huberman (1994). The procedures include three concurrent flows of activity; data reduction, data display, and conclusion drawing/verification.

1. Data Reduction

In this study the researcher translated the results of the interview to simplify the author in abstracting the data. In this case the researcher only focused on the main points in the research. The researcher sorted out the results of interviews that are not included in the main points of the study. The researcher did not change the meaning of the original statement when it is difficult to understand, but the researcher paraphrased it to make it easier to understand. The data had been taken from the process of classroom observation and interview. The coding process allows researcher to analyze and classify data based on two main components. The researcher conducted coding phase to indicate the lines and utterances of the interview. The researcher abbreviated those items to make them simpler and memorable to analyze. The following is the table of the coding system that the researcher used:

No	Code	Item Represented

1.	I: … L: …	I stands for the interviewer. L stands for the lecturer.
2.	SR: … IK: … PSI: … CC: … SV: … PD: …	SR stands for self-regulation IK stands for interpersonal knowledge PSI stands for positive self-identity CC stands for cultural competence SV stands for social values PD stands for planning and decision-making skill
3.	I1: … I2: … I3: …	I1 stands for first interview I2 stands for second interview I3 stand for third interview

Table 3.2 the coding system used by the researcher for interview.

For the observation, the following is the table of the coding system that the researcher used:

No	Code	Item Represented
1.	O1: … O2: … ….	O1 stands for first observation O2 stands for second observation …
2.	SR: … IK: … PSI: … CC: … SV: … PD: …	SR stands for self-regulation IK stands for interpersonal knowledge PSI stands for positive self-identity CC stands for cultural competence SV stands for social values PD stands for planning and decision-making skill

Table 3.3 the coding used by the researcher for observation.

2. Data Display

The researcher used data display. The data display discussed many types of matrices, graphs, charts and networks (Miles and Huberman, 1994).

The researcher displayed the data into the matrices in order to easily view the result of the data that is appropriate with the aim of the study after having reduction.

3. Conclusion Drawing

In the fourth phase is conclusion drawing. Miles and Huberman (1994) explain that the conclusion was developed from the data collection phase which has been got through identifying the object, selecting the data, until the final result was obtained. The researcher collected the data through the data identification, data analysis and then the final result).

4. Result

The findings that was mentioned above were taken from data observations and data interview. The result of observations and interviews showed the components applied by the lecturer at English Department of Mulawarman University during teaching process.

In self-regulation, the researcher found that the lecturer tried to make the situation comfortable for students to follow the course in the classroom. This is as what has been said by Fosen (2016) that it is essential that teachers are aware of their responsibility for making contact with all their students because by doing so the teacher can know the academic performance, interest, and students personal problems.

In interpersonal knowledge and skills, the lecturer looks like really enjoy the interaction with students. When the lecturer ask the students, and the student's answer is incorrect, the lecturer did not say to the students directly, but the lecturer tried to give more clues about that and give a chance for the student to answer the question. When the students asked the lecturer questions, the lecturer would answer using easy language and give an example that made students understand the material. When teaching and learning process, the lecturer wanted the students to learn because they like and want it. Thus, the lecturer did not want the students to feel like under pressure. He make the students did something because they felt being forced. One of the factors is the teacher that is a relaxed, well-poised, enthusiastic person. There is air confidence and of calm of good human relations (Dalton, 1951). During the observation, the researcher observed that the lecturer gave a relevant example and sometimes the examples were humorous, It has been confirmed by McDermott & Rothenberg (2000) that students enjoy teachers with a sense of humor and found those teachers made learning fun. In this situation being fun and having sense of humor is really necessary because the students would not feel bored and that made the students endure in the classroom. So, the lecturer and the students were laughing together. Other than that, when the lecturer gave students assignment and some of students overdue to collect the assignment, the lecturer asked them and then wait for them to collect the assignment from him. When interview, the lecturer said that the lecturer also admitted his weaknesses especially in conducting an assessment. The lecturer was still often subjective and did not pay too much attention to give grades from assignments. In this case, the lecturer should not do that, because assessment is one of indicators in evaluating whether the lecturer was successful or not in teaching..

5. Discussion

In positive self-identity, the researcher found in observation that the lecturer did good communication with the students. The lecturer is really good to maintain the atmosphere in the classroom. The lecturer in the classroom was playing roles as a lecturer and also a friend for students. The lecturer was teaching comfortably with the condition in the classroom. When the lecturer could provide well atmosphere and can position himself in the class, the atmosphere in the classroom would feel good and comfortable for learning. As it was delivered by Conroy (2009), creating an engaging classroom atmosphere is one of the powerful tools from teachers that can be used to encourage students' learning. To create a good atmosphere in the classroom, it needs to composite several factors. From interview, the lecturer said that the lecturer is anenjoyable person, the lecturer did not want to make the bad atmosphere in the classroom.

In cultural competence, as stated in the interview and also found in the observation that respecting the diversity of cultures of each person is something that needs to be done. In the interview the lecturer said that adjusting to the native tribe is one way to do a social approach to them. In this case, because the Banjar tribe is one of the original tribes in Samarinda, the lecturer used that language as a medium to attract the attention of students, who mostly understand the language as they live in Samarinda. The disadvantage of using the language of one of the tribes is when there are students who are newcomers and do not

understand the Banjar language. It ultimately makes them did not understand. In the end, the lecturer explained the meaning of his previous words or when the lecturer did not explain again, the student asks to understand.

In social values, the lecturer was being fair to all students. When the lecturer asked about the material, the lecturer chose them randomly, the lecturer tried to interact with all of the students. When the lecturer asked students, the lecturer would take the list of presence and chose randomly. In the other meeting, the lecturer told the students to used badge name and the lecturer felt easier to ask them. From this activity, the students felt close with the lecturer. That was the reason why the atmosphere in the classroom was always good and friendly, the students did not feel like intimidated when in the classroom.

In planning and decision-making skills, the lecturer prepared the material before the meeting started. The lecturer tried to remind the students about the material that has been given before. After that, the lecturer knew what the material would be discussed in the meeting. In this case, when the lecturer said that sometimes he did not prepare the material when he was going to teach because of busy schedule and he was unable to follow. In teaching with the preparation, the lecturer will carefully organize activities, materials, and instruction based on students' prior knowledge and level of development so that all students can be successful (Hammond, 2007). Therefore it can be said that as a teacher or lecturer needs to prepare before teaching. It is needed to be able to prepare materials properly and to be able to deliver to students well.

From observation and interview it can be seen that when the lecturer teaching in the classroom, it is necessary to build human to human relationship in social competence. In social competence, doing that makes a positive effect in teaching in the future because the students felt comfortable in the classroom and at least students are prepared to accept the material. It is related to argument by Oktaviyani (2017) that the result of her study is between teachers and students characteristics has a positive correlation, so better teachers characteristics are better students'. In this study, the researcher found that creating an enjoyable atmosphere makes students feel comfortable in the classroom. It will be more enjoyable and comfortable if the lecturer used emotional approach to the students in the classroom.

From the discussion above it can be concluded that social competence is needed in teaching practices in the classroom. In this study, the lecturer did positive interaction in this teaching practice

6. Conclusion

Based on the findings and the discussion, the researcher could draw the conclusion that, the lecturer strive to create good atmosphere in classroom. The main point in teaching and learning process to run smoothly is being friendly and create a good atmosphere in the classroom. In teaching, when classroom atmosphere is good, the students will become more enjoyable, brave and more active in learning process.It will also create good communication between lecturer and students.

In teaching, it is needed to have a good communication with the students which can be reached by making a good preparation. Good preparation is to avoid the teachers or lecturing from lacking in material preparation. Those will not make students less knowledgeable because the teachers or lecturers have already prepared the material and other teaching preparations.

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