

The Tutor and Tutor Competency With Students Writing Skills

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Abstract

This study aims was to examine of the correlation between tutors and tutors competence with the results of the students writing skills of the distance learning Open University Makassar. This research was ex post facto research. The populations were 387 and the samples were 100. The samples were taken multistage random sampling technique. The data were questionnaire and documentation study of the final semester examinations score. The results demonstrate that (1) there was a positive and significance correlation between tutors ($Y = 11.463 + 1.157X_1$) with R Square of 55,2%. This means that 55.2% of the variation which occurred in the results of the writing skills can be explained by variation of tutors through regression equation $Y = 11.463 + 1.157 X_1$. (2) there was a positive and significance correlation between of tutors' competence $Y = 21,986 + 0,354X_2$ with R Square 57,6%. It means that 57.6% of the variation occurs on the results of the quality of writing skills can be explained by variations in the tutors' competence through regression equation, $Y = 21,986 + 0,354X_2$. (3) there was a positive and significant correlation between of tutors and tutors' competence with Freg = 42.827 and R Square was 71.7%.

Keywords: *tutors competence, writing skills, students*

Introduction

Face-to-face tutorials is conducted because distance higher education students are likely to have an average independent study (Sugilar,2000: 187) or low independent study, that is 29,8% (Darmayanti, Islam, & Asandhimitra, 2000: 191). Creative and productive model Tutorial come from the targets of a strategic plan and the operational plan of Open University. The target is the Open University should accredit tutor as much as 50% of the Units of distance learning Programs for open universities in Indonesia. In order to accelerate the target, in 2009 the Open University organizes a training i.e. formation of the core team for tutors coach. In Unit of distance learning courses at the Open University of Makassar has been carrying out creative and productive model tutorials for writing skills course.

Momentum of creative and productive tutorial models is becoming a source of inspiration to examine more specifically whether the tutors' and tutor competency aspects have a positive and significant correlation with the results of the writing skills. The purpose Of this research was to examine the correlation between tutor and tutor competency with the results of the students writing ability for the distance learning Program of Open University Makassar. This research has two significances. They are theoretical and practical significances. The theoretical significance is providing information relating to proof theory or the development of the study for the tutors competency aspects and the results of the writing ability. The practical

significance is as the materials expected to be input and consideration for stakeholders such as the Center for human resources development for Open University and distance learning Program Unit for open universities in Indonesia in order to make decision and a policy in developing the implementation the creative and productive model for the writing ability subject and other subjects in the future.

Method

Research Design

This research used the design of a symmetrical relationships by Rosenberg M (1968: 3) It was a one-way correlation consisting of one independent and dependent variable, as in the following figure:

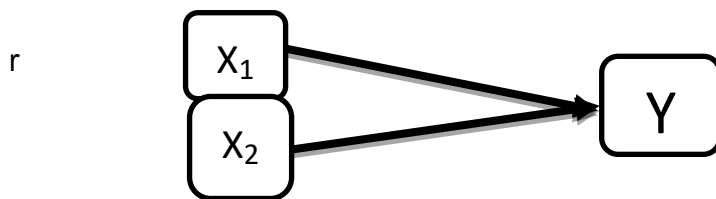


Figure 1. Research Design

Notes:

X₁ = Tutors

X₂ = Tutors Competency

Y = The result of the writing skills

r = Correlation

Populations and Samples

The populations in this research were 387 and the samples were 100. The samples were taken by using multistage random sampling technique consisting of technique of area, proportional, and random. The data were collected by using questionnaire and documentation. The questionnaire is used for assessing tutor and tutor competence aspects, while the documentation is used for obtaining semester final exam score for writing ability subject. The samples were taken by using the following Slovin formula (Husain Umar, 2004: 108).

$$n = \frac{N}{1 + N(e)}$$

Notes:

n = Total of Samples

N = Total of population

e = inaccuracy percent due to the looseness of sampling errors that can still be tolerated

From the inaccuracy of 10%, then by using the above formula, the samples were obtained as follows:

$$n = \frac{387}{1 + 387(0.10)^2} = \frac{387}{1 + 4.87} = \frac{387}{4.87} = 80$$

Researchers took 100 samples, which means that they are the above of minimum desired sample by Slovin.

Questionnaire Testing

Questionnaire was tested by using the advance validity test, and the expert validity test. The advance validity test shows that accuracy in measuring the indicators for each item of the instrument for tutor and tutors competency is between accurate and very accurate. In addition, the validity shows that the clarity of the language used for each item of the tutors' competence is clear. The validity also shows that component charts on the instrument of tutors and tutors competency are in a good category. Thus, it can be concluded that the details of these 64 instrument statements can be used to measure the of tutor's and tutors competency (Azwar, 1999: 53). The expert validity test shows that. Assessment results of validator 1 and 2 toward the response to the questionnaire for the tutor's competency aspects of have high validity coefficients. That is $V > 0,75\%$ (Ruslan, 2009: 2).

Thus, the questionnaire for tutors and tutors competency reasonable to be used in this study. For more details the assessment result can be seen in the table below:

Table 1. *The questionnaire for tutors*

		Validator I	
		Not relevan Skor (1 – 2)	Relevant Score (3 – 4)
Validator II	Not relevant Score (1 – 2)	0	0
	Relevant Score (3 – 4)	2	17

$$\text{Content Validity} = \frac{D}{A + B + C + D} = \frac{17}{19} = 0.89$$

Table 2. *The questionnaire for tutors competency*

		Validator I	
		Not relevant Score (1 – 2)	Relevant Score (3 – 4)
Validator II	Not relevan Score (1 – 2)	1	1
	Relevant Score (3 – 4)	0	62

$$\text{Content Validity} = \frac{D}{A + B + C + D} = \frac{62}{64} = 0.96$$

Results and Discussion

Correlation between the tutors aspects and the results of the basic writing skills

Statistical Hypothesis:

H0 : $p_y=0$ means that the hypothesis is rejected (not significant)

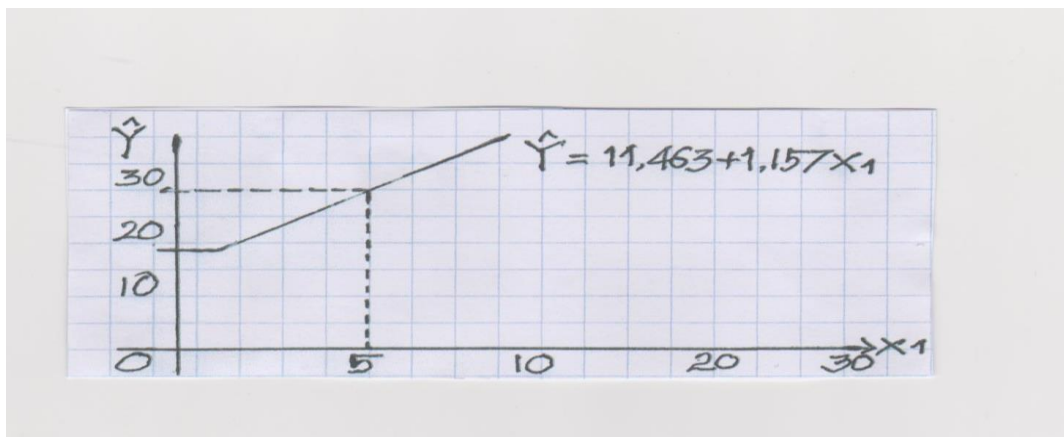
H1 : $p_y > 0$ means that hypothesis is accepted (significant)

The result of hypothesis testing can be seen in the following.

Table 3. Simple Regression Equations

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	11,463	8.287		-1.383	.170
	Tutor Aspects	1,157	.105	.743	10.979	.000

Table 3 above shows that the simple regression analysis to the data of writing skills score and the tutor aspect score produced the constant "u" with 11.463 and regression coefficient "b" with 0.743, so the regression equation $Y = 11.463 + 1.157 X_1$. Testing the significance of regression coefficients and linearity correlation between aspects of the tutor (X_1) with the results of writing skills (Y) can be concluded that the regression equation $Y = 11.463 + 1.157 X_1$ was significant and linear. Regression equation $Y = 11.463 + 1.157 X$ shows that every increase of one aspect score tutor (X_1) causes an increase of 1.157 writing skills outcome scores (Y) at 11.463 constant as shown in the following graph.



Graphic 1. Simple Regression Equation of X_1 to Y

Simple correlation analysis of the scores of tutor (X_1) with the results of basic writing skills (Y) shows that the correlation coefficient of r_{YX_1} was 0.743. The results of testing the significance of correlation coefficients using the t test showed that t counted, 10.979, is significant at the real level of 0.000. It means that the correlation between aspects of the tutor (X_1) with the results of basic writing ability (Y) is significant. To clarify the results of the analysis of the correlation coefficient and the coefficient of determination r^2 can be seen in the table summary b Model.

Tabel 4. Summary b Model

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	.743a	.552	.547	7.197	.552	120.537	1	98	.000

The analysis shows that the positive correlation between aspects of the tutor (X_1) with the result of writing skills (Y) is supported by a coefficient of determination of , 0.552. This means that 55.2% of the variation that occurs in the results of writing skills can be explained by variations in the of tutor (X_1) through the regression equation $Y = 11.463 + 1,157X_1$. This suggests that include tutors educational background, job, training, length as a tutor, and distance from tutors home to the tutorial place have a significant correlation with the results of basic writing skills of primary teacher education basic education of Unit Open University of Makassar.

Correlation between the Tutors competence aspects and the results of the basic writing skills

Statistical Hypothesis:

H0 : $\rho=0$ means that the hypothesis is rejected (not significant)

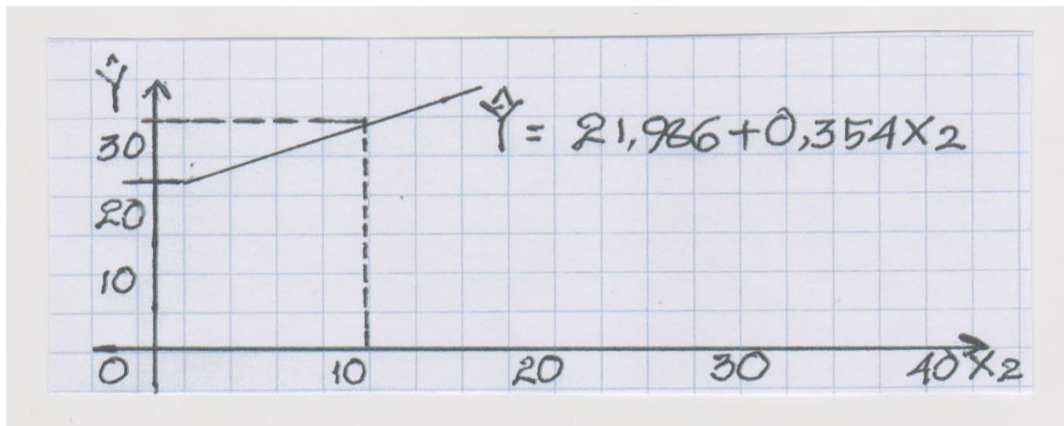
H1 : $\rho> 0$ means that hypothesis is accepted (significant)

The Result of hypothesis testing can be seen in the following table 5

Table 5. Simple Regression Equations

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	-21.986	8.793		-2.500	.014
	Komp. Tutor	.354	.031	.759	11.541	.000

Table 5 above shows that the simple regression analysis on the data of the writing skills score and score for data of the tutors competence results in a constant "u" of regression coefficients 21,986 and regression coefficients "b" is 0.831. Therefore, the equation of regression is $21,986 + 0,354X_2$. The equation of regression shows that every increase of one score for tutor competence (X_2) causes the increase of 0,354 score results of basic skills (Y) on the constants =21,986 as shown in the graphic 2 below:



Graphic 2. Simple Regression equations for X_2 and Y

Simple correlation analysis toward the score for tutors' competence aspects (X_2) and the results of the basic writing skills (Y) shows that the correlation coefficient of r_{Y1} is 0,759. Significant correlation coefficient test results by using 11,541 is significant on the significance level of 0.000. This means that, the correlation the t-test shows that t count between the tutors' competence aspect (X_2) and the results of the basic writing skills (Y) is significant.

In order to clarify the results of the analysis of the coefficient of correlation and coefficient of determination, it can be seen in the table of Model Summary b below:

Table 6. 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	.759a	.576	.572	6.998	.576	133.200	1	98	.000

Results of analysis showed that the positive correlation between aspects of tutors' competence (X_2) and the results of the basic writing skills (Y) is supported by the determination of the coefficient of r_{Y1} 0,576. It means that 57.6% of the variations that occur in the result of basic writing skills can be explained by variations in aspects of competence of tutors (X_2) through the equation = $21,966 + 0,354X_2$.

Correlation between the Tutors and tutors' competence and the results of the basic writing skills

H_0 = there is no correlation between both X and Y (sig > probability of 0,05)

H_a = there is a correlation between both X and Y (sig > 0,05)

Table 7. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.847 ^a	.717	.711	5.75098

a. Predictors: (Constant), Aspek Kompetensi Tutor, Aspek Tutor

From the out put the model summary table known the magnitude of the correlation (R), the coefficient of determination (R²), the coefficient of determination adjusted for Adjusted R Square and the standard error. The correlation coefficient (R) of 0.874a, with a value of 1. That is, the correlation between the variables free (X1, and X2, with the dependent variable (Y) is very strong, the correlation between the dependent variable (X1, and X2) with the dependent variable (Y) is positive. The coefficient of determination (R²) is 0.717, meaning that 71.7% of basic writing skills correlate with the musty tutor and aspects of tutor competence, while 28.3% (100% -71.7%) due to other factors that cannot be explained in the regression equation.

Tabel 8. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	-42.827	7.827		-5.472	.000
1	Aspek Tutor	.713	.103	.458	6.935	.000
	Aspek Kompetensi Tutor	.232	.031	.496	7.516	.000

a. Dependent Variable: Nilai Keterampilan Menulis

In accordance with the Coefficientsa table it is known that the regression equation $Y = 42,827 + 0.713 X1, + 0.232X2$. From the equation it can be explained that the constants (a) = - 42,827, meaning that aspects of tutors and aspects of tutor competence are determinants in the quality of the basic writing skills. Regression coefficient $X1 = 0.713, X2 = 0.232$. with the requirements, the quality of basic writing skills increases. Based on the results of statistical tests a decision can be made, namely rejecting the the null hypothesis (H0), and accepting the alternative hypothesis (Ha). Thus, the research hypothesis proposed, namely there is a significant positive influence between aspects of tutors (X1) and aspects of tutor competence (X2) with the basic writing skills (Y) have been verified.

Conclusion

Based on the results, it can be argued a conclusion that the correlation between of tutor (X1) with the results of writing skills (Y) of students of School Elementary Teacher Education of Distance Learning Unit Open University of Makassar is really significant, namely .759a of the correlation coefficient in this case we should consider some tutors aspects as follows:

Tutors educational background; all tutors minimum requirement educational background of S-2, Tutor job here the relevant field is extremely needed, Tutor training; for High School

teachers, they should have joined the training of tutor accreditation program of Open University. While the University lecturer, they to join the training of PEKERTI, Length as a tutor; at least the tutor has already have three years experience as a tutor, and Finally the tutors' place; the distance of tutor's home and the tutorial place has a significant correlation with the results of basic writing skills of the students of Elementary Teacher Education of Distance Learning Unit Open University of Makassar. In this case. may say that the closer the tutors' place the better it is.

Based on the results of the research, then it can conclude that, there is a high correlation between the tutors competence (X_2) with the results of the writing skills (Y) for students at the Open University of Makassar. The correlation coefficients are .759a. It means that competence of tutors include drafting ability activity tutorial, tutorial, activity unit the ability execute tutorial, mastery of the material, the use of proper grammar. Tutors performance is a crucial role in improving the results of writing skills for teacher education students for the Unit of distance learning Programs at the Open University of Makassar.

Based on the model summary table known the magnitude of the correlation (R), the coefficient of determination (R^2), the coefficient of determination adjusted for Adjusted R Square and the standard error. The correlation coefficient (R) of 0.874a, with a value of 1. That is, the correlation between the variables free (X_1 , and X_2 , with the dependent variable (Y) is very strong, the correlation between the dependent variable (X_1 , and X_2) with the dependent variable (Y) is positive. The coefficient of determination (R^2) is 0.717, meaning that 71.7% of basic writing skills correlate with the musty tutor and aspects of tutor competence, while 28.3% (100% -71.7%) due to other factors that cannot be explained in the regression equation. From the equation it can be explained that the constants (a) = -42,827, meaning that aspects of tutors and aspects of tutor competence are determinants in the quality of basic writing skills. Regression coefficient $X_1 = 0.713$, $X_2 = 0.232$. with the requirements, the quality of writing skills increases.

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