

**THE STUDENTS' PERCEPTIONS TOWARD TEACHER'S STYLE IN
TEACHING READING COMPREHENSION AND READING ABILITY AT
THE 3RD SEMESTER OF ENGLISH EDUCATION DEPARTMENT UNISMA**

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Abstract: It is wondering to the matter about how students can overcome understanding on their reading comprehension. Since, perception on teachers' style teaching comprehension as the bridge of students reading ability. Therefore, to build up student's perception, teachers should have various type of teaching in order to ease student's understanding and it will correlate to their learning approach for reading which make students successful in their comprehension.

The aim of the study to find out students' perception toward teachers' style teaching comprehension and reading ability at the 3rd semester of English Education Department Unisma. This research used qualitative method it means that the researcher collected and analyzed the data statistically from the questionnaire of student's perception on the teachers teaching reading comprehension and reading ability. The researcher give the questionnaire to be filled by the participant, and the researcher would collect the scores of reading final test from their reading lecturer. To find out the correlation between students' perception on the teachers teaching reading comprehension and reading ability, the researcher used the correlation formula by Pearson Product Moment Correlation Formula Test. The researcher used IBM SPSS 20 to make easy in calculating the correlation.

The final analysis using Pearson Product Moment Correlation. The two-tailed test was used based on the hypothesis from this research was “There was a significant correlation between students’ perception on the teachers teaching reading comprehension and reading ability”. The result of IBM SPSS showed that the mean of final score in reading course was 99.35 with standard deviation 10.123. The mean score of students’ perception was 98.35 with standard deviation 10.360. Students’ perception and reading ability was 0.930 with P value was at .000. Therefore, the level of significance indicates that the P value was less than 0.05 or $0.000 < 0.05$.

As the final result, the researcher believes that there is significant correlation between student’s perception on the teachers teaching reading comprehension and reading ability. So that as stated on the H_1 : There is significant correlation between students’ perception on the teachers teaching reading comprehension and reading ability. Gaps can be filled for further research might be the technical lacks to apply the whole theories for instance adding more samples and composing the proper test that should have been tested to more participants.

Keyword: Perception, Reading Comprehension, Reading Ability

INTRODUCTION

One of strategies which should be managed and applied in teaching and learning process is reading strategies. It is the objectives of teaching reading because in learning English, reading is important for language learning development and for student learning life in general. For learning the language, reading is the one basic instruction for all aspects. Wherever, reading showed the dynamic interaction between background knowledge of reader, where the context situation formed the meaning (Dutcher, 1990). Yang (2002) stated that understanding of the interconnecting in a dynamically and progressively is necessary in order to realize for understanding a text will be success.

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Teachers' goal for structuring students' activities and engaging them in classroom is another concept that correlate with students' perceptions. Then, when the teacher has an inner goal in teaching reading comprehension, It will increase students' reading comprehension, Harmer (2007). One of significant indicator in teaching reading comprehension is when student feel pleased with the process, Antoniou and Sideridis (2008). Ryan and Harrison (1995) and Cashin and Downey (1992, 1999) as cited by Centra and Gaubatz (2005) also found that "student perceptions of learning were highly correlated with their overall ratings of teaching effectiveness." Students' perception not only from the own context, however it's about how their environment in they learned support their learning because those are influenced from/by the students' perspective in assessment of conventional and alternative, Entwistle's (1991) as cited by Struyyen, Dochy and Janssens (2002). According to Hakim (2015), there are various competences which are needed for teaching and learning process, especially in teaching professional, those are included by personal competence, social competence, pedagogical competence and professional competence, the aims of the four competences is to provide students' knowledge. So, the professional teachers have an

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important role to form the students' attitude and mindset in realizing the quality of good education.

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The important thing in reading is understanding and comprehending a text. Reading is not only word and sentence which is written, but the meaning and information that need to be understood by the reader. Beside that, teachers should have various type of teaching in reading to make students easily for understanding, more precisely in reading comprehension. Richards & Renandya (2002) stated that "teachers think and decide what students will learn at each grade level. Teaching students to become effective readers is an important goal of the compulsory years of schooling." It can be seen from literal to inferential and critical level if teaching student can develop their vocabulary and knowledge about everything like; about English grammar and students' skill to elaborate word by word, how they are able to fluently in reading and comprehend the text effectively, Queensland Curriculum & Assessment Authority (2010). According to Roit (2016), using text structure can improve comprehend when students read, so that's a necessity by the teacher itself to help them in teaching process. Richards & Renandya (2002) said that in reading strategy, teacher exemplifies the skills by providing some facilities to the students like doing cooperative learning, reciprocal teaching and improving their texts comprehension.

Several studies were conducted by some experts about teaching reading comprehension and reading ability. Moreover, the researcher made a correlation between both variables. The research findings of them can be elaborated briefly to give foundation and support for this research.

First, the research had been written by Chelsea Pierleoni from School of Arts and Science, St. John Fisher College in 2012 entitled "*Student Perceptions of Their Own Reading Achievement and the Motivational Factors Which Affect this Achievement*". In this case, the existence of the problems revealed about the students' perceptions in their reading

achievement, and there are some factors influenced. Then, the result of this research was accepted, it showed that the findings indicated that there is no correlation with students' DRA levels (Development Reading Assessment) to find out whether students are good reader or not and students' attitudes are not related with motivation levels, but any relation with DRA. Overall, researcher knew that teachers have an important role in what students think about their beliefs, attitudes, and perceptions.

Another study was conducted by Mihaela Badea, Petroleum-Gas University of Ploiesti, Bucuresti Blvd, Romania in 2012 entitled "*Students' perception of teaching reading. A pilot study*" This research was to find out the extent to which students are aware of the necessity of working with new methods and techniques in teaching reading skills at an academic level, as well as the proportion in which these strategies are used by English teachers during their classes. Based on the result of this research that traditional reading lesson did not motivate the students because it's monotonous teaching style and did not support the teaching process. Then, the researcher concluded if modern lesson was really suitable for the student because it made them get motivation and they felt that the teaching was enjoyable. In this side, the teacher could know the students' understanding by a wide variety of interactive activities.

Those previous studies are used as references for the researcher in comparing between those relevant studies with the studies conducted by the researcher this time. This study was the correlation between students' perception on the teachers teaching reading comprehension and reading ability. Some differences appeared between this study and the previous study was obviously the method of this study. Although there are differences, those previous study has a similarity the objectives to this research. The objective from the previous research and this research is to know the correlation between students' perception on the teaching reading comprehension and their reading ability.

RESEARCH METHOD

The researcher used the quantitative method in conducting this research. It means that the researcher collected and analyzed the data statistically from the questionnaire of students' perception on the teachers teaching reading comprehension and reading scores in order to find out the correlation between students' perception on the teachers teaching reading comprehension and reading ability of third semester of English Education Department in University of Islam Malang. This research is categorized into correlation research.

Correlational research is concerned with establishing relationships between two or more variables in the same population or between the same variables in two populations (Leedy & Ormrod, 2010). So that, the researcher correlated two variables of this research, they are students' perception toward teachers style in teaching reading comprehension as the X variable and reading ability as the Y variable on student of third semester of English Department in University of Islam Malang.

Reliability for questionnaire was determined by how many variations of items. Then, the results would enter into the *alpha* formula of SPSS 20. So, it would be known if $r\text{-critical} > r\text{-table}$ (0.443); the instrument was reliable and if $r\text{-critical} < r\text{-table}$; the instrument was not reliable. The result below was proof of reliability of this questionnaire:

Case Processing Summary

Cases	N	%
Valid	38	95.0
Excluded ^a	2	5.0
Total	40	100.0

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a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.878	30

To know the level of reliability of instrument, the value is interpreted based on the qualification of reliability as follows:

0.800 – 1.000	:	Very High Reliability
0.600 – 0.799	:	High Reliability
0.400 – 0.599	:	Fair Reliability
0.200 – 0.399	:	Poor Reliability
0.00 – 0.199	:	Very Poor Reliability

Based on the result of reliability test above, it could be concluded the *alpha* value was 0.878, $\alpha > r\text{-table}$ or $0.878 > 0.433$, it categorized if reliability of the instrument is very high. So, the instrument for this research was feasible to be used to measure the research variables.

FINDING

It is prominent to mention again in this chapter about the aims of the research to find out between students' perception on the teachers teaching reading comprehension and reading ability of third semester in University of Islam Malang. The researcher used IBM Statistical Package for Social Science (SPSS) Version 20 software for analyzing the data. In accomplishing, the researcher used Pearson Product Moment Correlation.

The data of the research were obtained by using questionnaire that was given by the researcher and collected the score of final tests in reading course during third semester. The population of two classes was 52 students, but the researcher decided 40 students as her sample. Then, the sampling was non-random sampling. The researcher got the data of

students' score of final tests in reading III from the lecturer who her status is non-institution lecturer in University of Islam Malang, but she taught two classes of third semester who were as the sample in this research.

Then, the score is analyzed by using Pearson Product Moment Correlation. The two tailed was used based on the hypothesis from this research was "There was a significant correlation between students' perception on the teachers teaching reading comprehension and reading ability". Here is the result of the data analysis by using IBM SPSS 20:

**, Correlation is significant at the 0.01 level (2-tailed).

The result of IBM SPSS showed that the mean of final score in reading course was 99.35 with standard deviation 10.123. The mean score of students' perception was 98.95 with standard deviation 10.360. Then the correlation between students' perception on the teachers teaching reading comprehension and reading ability was represented by symbol r or Pearson Correlation. Level of significance was represented by symbol P or Sig. (2-tailed) and the number of subject was represented by N . The researcher divided $N=40$, it means that the number of subjects of this study was 40 students. Besides that, the r observed of students' perception and reading ability was at .930 with P value was at .000. Therefore, the level of significance indicated that the P value was less than 0.05 or $0.000 < 0.05$, so it could be concluded that there was significant correlation between students' perception on the teachers teaching reading comprehension and reading ability.

The interpretation step was finished; then the hypothesis testing of two-tailed test used SPSS Pearson Product Moment Correlation analysis. The hypothesis of this study was 'there was significant correlation between students' perception on the teachers teaching reading comprehension and reading ability'. Based on the data analysis, the P values of students' perception on the teachers teaching reading comprehension and reading ability were < 0.05 .

However, the researcher also tested this research by using the theory of Mistar (2013) in interpreting the correlation. In terms of significance, the r -observed was 0.930. According to the result above about the correlation table of SPSS, the correlation for this research was significant at 0.01 and it used 2-tailed. Then, it was found that r -critical at 0.05 was 0.304 and at 0.01 was 0.393 when calculated that $df = N - 2 = 40 - 2 = 38$. It could be spelled out that there was correlation between students' perception on the teachers teaching reading comprehension and reading ability, because the researcher got the result that r -observed = $0.930 \geq r$ -critical = 0.393. The size showed that two variables of this research were followed by very high or very strong categories because the r -observed = 0.930 was higher than 0.80 or $0.80 < 0.930$. On the other hand, in terms of the shared variance, the contribution of students' perception on the teachers teaching reading comprehension and reading ability was $0.930^2 = 0.8649 = 86\%$. Then, the alternative hypothesis (H_1) was accepted and the null hypothesis was rejected because it was significant at 0.01.

Therefore, based on calculation, there was correlation between students' perception on the teachers teaching reading comprehension and reading ability of third semester in University of Islam Malang, the shared variance was in very high categories and the contribution was 86%.

CONCLUTION

In this study, there were some conclusions related the problem, purpose, and hypothesis of the research. Based on the data described in previous chapter, the mean of students' perception was 98.95 and standard deviation was 10.360, the mean of reading score in final test was 99.35 and standard deviation was 10.123. The researcher had $N = 40$ students from two classes of Reading 3 in this research, with degree of freedom was 38 ($N-2 = 40-2=38$). Then, it known r -observed of students' perception on the teachers teaching reading comprehension was .930 and P -value at .000 in level of significant presented by Sig.(2-tailed)

and it indicated P value was less than 0.05, or $.000 < 0.05$. Beside that, the correlation for this research was significant at 0.01 by using SPSS 20 version, it found at r-critical of 0.05 was 0.304 and at 0.01 was 0.393. So, $r\text{-observed} \geq r\text{-critical}$ or $0.930 \geq 0.393$, in the terms of size $r\text{-observed}$ was very higher than 0.80 and in percentage of correlation was $0.930^2 = 0.8649 = 86\%$. The last result of description above, it could be concluded, there was significant correlation between students' perception on the teachers teaching reading comprehension and reading ability, for alternative hypothesis (H_1) was accepted and the null hypothesis was rejected because it was significance at 0.01.

Furthermore, this result could answer the research problem which has been stated on the first chapter. So, students' perception on teachers teaching style in Reading 3, especially for students in class A and B was correlated with their reading ability. In other words, teaching style related by what the student needed in learning process in reading class. Students' perception whether good or not on their Reading teachers teaching style also gave the relation on their achievement and understanding in reading comprehension. The result to answer the first research problem about how students' perception on the teaching styles of teachers' teaching reading comprehension, can be seen in attachment.

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