

The Correlation Between Students' Perception of Reading Lecturer and Students' Reading Achievement at The Fourth Semester Students of University of Islam Malang

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Abstract: One of the most crucial impressions in teaching reading comprehension was when the learner luxuriated in the reading experience. In another word, students' perceptions are formed not only by themselves, but also by their surroundings and motivational support, which might affect them in increasing their comprehension. This study applied quantitative method and the population was two classes of Reading 4A & 4B, totally 59 students as samples. In this point, the students would be assessed their Reading lecturers' competences by filled out the questionnaire, and compared with their Reading final scores. The result indicated that the mean of students' perception was 100.186 with standard deviation was 12.123 and Reading 4 final score was 82.694, then standard deviation is 12.360. The r observed of students' perception and reading achievement was at .960 with P value .000. The level of significance of the P value was less than 0.05 or $0.000 < 0.05$. Finally, there was significant correlation between students' perception on the reading lecturers' competences and students' reading achievement of fourth semester in English Department at University of Islam Malang.

Key Word: Correlation, Students' Perception, Reading Lecturers' Competences, and Reading Achievement

INTRODUCTION

Teachers and students relate to one another during the teaching and learning process. Meanwhile, student's perceptions can be positive or negative, it relies on how students absorb the instructional material supplied by teachers. According to Baharuddin & Zakaria (2018), teacher performance is the activity of the teacher in fulfilled their tasks and obligations for achieving educational goals. The role of students' perspectives has received little consideration. Failure to learn and to get reading comprehension can often lead to inappropriate behavior in the classroom in order to distract attention from perceived weaknesses (Chapman & Tunmer, 2002). A behavior problem can be the result of a learning deficit. Reading issues can be avoided for the majority of students if they get good classroom instruction that is suited to their needs and interests (Clay, 1998). Students who are having trouble in reading skills may be chosen for more

intensive tutoring, either in the classroom or in a separate room, to work with a teacher or teacher aide to address these issues. The use of student perceptions in school reform and performance has become a trend in education (Rudduck, Chaplain, & Wallace, 1996). Meanwhile, schools involved students in school life through activities such as peer tutoring, peer mediation, and student councils, it appears reasonable to incorporate their perspectives when it comes to their learning. It may be beneficial to assess teacher in teaching reading from the students' perspective in order to enhance teachers' approach. According to Gollop (2000), when teachers need information from students, they should get it straight from students. Teachers must determine whether the reading programs they are implementing are effective.

Roit (2016) said that understanding skills are the method utilized by the reader to grasp the text; whereas understanding strategies are cognitive procedures brought by the reader to the information from the text. Students tend to have difficulty comprehending English since they may not feel able to read English. The approach to reading might be enhanced by utilizing cognitive methods and processing information in English (Mikulecky and Jeffries (2005)). According to Richards & Renandya (2002), reading for understanding is the main approach to read, as it is an essential way for students to understand when they enhance their awareness and to understand the text. The views of students are not just from their personal context, but how their environment is supported in them because students are impacted by the viewpoint of students in the assessment of conventional and alternative learning; Entwistle (1991) as cited by Struyyen, Dochy and Janssens (2002). Mulyasa (2007) further noted that teachers' performance may be assessed by means of indicators based on key skills, including pedagogical skill, personality skills, social skills or professional competence.

Not all students gain the same readability. Reading begins with acquiring the knowledge of pre-literacy, including letter acquisition and improving phonemic awareness. The teaching on phonics teaches students how to draw sounds to literature and sound words follows closely. Also, several common difficulties of reading comprehension, like issues with decoding, poor comprehension, and fast reading. Importantly, this research will be conducted to find whether there is any correlation between students' perception of English lecturer and reading achievement at the fourth semester students of University of Islam Malang.

METHOD

The researcher applied the quantitative method in order to collect and analyze the data statistically from the questionnaire of students' perception on the reading lecturers' competences and reading final scores. This correlation study would be indentified students' perception on the reading lectures' competences and reading achievement of the fourth semester students of English Department in University of Islam Malang. The populations of this research are 2 classes of fourth semester of English Department in University of Islam Malang. Those are 30 students in class 4-A and 29 students in class 4-B. The sample of this research took through non-random sampling. The researcher chose students of Reading 4 as his subjects who assessed their Reading

lecturer by filling the questionnaires in accordance with their respective perceptions. He selected all students of reading class from two reading classes. In collecting the data needed by researcher, he used questionnaire to find out of students' perception of Reading lecturer and rounded up the reading scores from final test in reading course during in the fourth semester. The aim of this way was to know the result of students' perception of Reading lecturer from questionnaire and their reading achievement from final test scores. The used of questionnaire is to find out the scores of students' perception of Reading lecturer of fourth semester students of English Department in University of Islam Malang. The researcher adapted the questionnaire from the previous study by Ningrum (2018) entitled 'The Correlation between Students' Perception of English Teacher, Students' Learning Motivation, and Students' Achievement at the Tenth Grade Students of MA Hamid Rusdi Malang'.

The categories of questionnaire consisted from strongly agree to disagree. The researcher arranged the questionnaire consisted of 25 statements. The first sub-point of statement is about personality competence that included 6 statements. In this point, the statements are about how her/his attitude to whip up online reading materials, as a problem solver during online reading was going on, and importantly, how she/he establish a good relationship with students even though through online learning. In the next section was pedagogical competence, included 6 statements. These statements asked about reading teacher who able to understand the differences in the reading comprehension ability of each student virtually. He/she has excellent knowledge of how to teach reading which is effective and fun during online learning. Also, he/she able to use a variety of reading teaching techniques. Thereafter, social competence would be following by 5 statements. Reading teacher who able to understand students' social habits about differences in the ability to comprehend the reading material. He/she involved students in identifying their reading comprehension problems. Perfectly, he/she respected students' opinions and helped in supporting the development of their Reading comprehension. Also, reading teacher who involved during the discussion session in order to provide responses and correct students' reading abilities.

Eventually, professional competence provided by 8 statements. It would ask about how reading teacher has good grammar skills, varied foreign vocabulary, excellent reading comprehension, and able to understand many synonyms/antonyms of words in Reading text. He/she has good skills in making Reading learning media in the form of audio, visual, and audio visual. Applying the scientific method to develop students' mindsets in interpreting the findings related to reading skills, and reading comprehension. Also, providing a wide variety of readings to help improve students' reading skills during online classes. Last, the researcher shared link of the online questionnaire by using Google form to be filled by the participants, and then the researcher collected the scores of reading final test from their reading lecturer.

FINDINGS AND DISCUSSIONS

The result of IBM SPSS 25 showed that the mean of reading final score was 82.694 with standard deviation 12.360. The mean score of students' perception was 100.186 with standard

deviation 12.123. In other hand, the correlation between students' perception on the reading teachers' competences and reading achievement was represented by Pearson Correlation. Level of significance was represented by Sig. (2-tailed) and the number of subjects was represented by N. The researcher divided N=59, it means that the number of subjects of this research was 59 students. Another result showed if the r observed of students' perception and reading achievement was at .960 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 defined that there was significant correlation between students' perception on the reading teachers' competences and students' reading achievement.

Based on competency standards that were declared in Indonesian Act on Teachers and Lecturers 14/2005, pedagogical competence was about teachers were not only delivering lesson information but also giving support in educational learning. In achieving these objectives, subject-matter and material resources must be optimized because each student has a unique potential, teachers must work hard to assist their students reach their full potential. The teachers must be able to assess and execute suitable learning strategies in order for each student to maximize their potential. Finally, teachers must be able to effectively communicate while imparting instruction. In other word, according to the results of student responses, the results showed that the Reading 4 lecturer fulfilled several points regarding personality competence applied to Reading 4. In this case, it could be explained if the lecturer always prepared teaching materials very well. On the other hand, he always remained to keep calm and tactful in dealing with problems that occurred during online classes (even those problems that arose from students, reading learning, or learning media). Meanwhile, he always utilized new ways of introducing Reading material to be taught in order to increase student interest in online Reading learning. The good thing is, he always maintains a good code of ethics and morals when teaching Reading online, provides clear explanations regarding the Reading material that is being given during online lectures and is able to establish good relationships with his students even though it's virtual.

On the point of pedagogic competence, it could be taken off from the students' responses that they gave many positive things about their reading lectures' competence. Among them, their reading lecturer is able to understand the differences in the online reading comprehension abilities of each student. He has the capability to organize his teaching materials very well, is handy to understand, and is creative. On the other hand, this reading lecturer did not forget to consistently correct his students' assignments very well, conscientiously, and is also able to offer positive feedback. The good thing was, he is the one who can supply varied examples and more detailed explanations when there were students who did not grasp the Reading material given online. On the other hand, to assist in reading comprehension improvement, the lecturer also has wide knowledge about how to teach Reading which is convenient and catchy during online learning. Likewise, in teaching, a teacher should have a social competence; the teacher's capability to deliver both verbally, in writing, and in deeds to students, education attendants, students' teachers, and the school environment. In addition, in this social competence, teachers

are able to cooperate and conform to the diversity of ethnicities and cultures in the place where they carried out their duties. According to the students, this reading lecturer was able to grasp social habits regarding the differences in the ability to understand the material in each of his students, and also involved his students in identifying their reading comprehension problems. Valisova & Subrt (2012) stated that social competence viewed to a teacher's personality may also be inspected as an ability of the nice teacher's behavior as art to notice processes of the group, capability to represent it adequately and to execute it into line, and also as teamwork competence.

Likewise, he gave good assessments of students' reading abilities to measure his teaching success, usually, he provided students opportunities to develop their reading comprehension by applying in other subjects (writing, listening, and speaking/storytelling). Another point explained is if this lecturer provided various kinds of reading texts in improving students' reading skills during online classes (references given are in the form of English articles, blogs, e-books/e-novels, news, etc). He offered lots of practice questions, teaching procedures, and student frameworks to assist instructions' plans that would stir students towards the ultimate goal of Reading comprehension. Indonesian Act on Teachers and Lecturer 14/2005 defined if professional competence in teachers involved their mastery of the subject matter being taught, as well as the structure, ideas, and scientific mentality. Also included are lessons on Competency Standards (SK), Basic Competencies (KD), and learning objectives for a subject being taught. Teachers can enhance subject matter imaginatively in order to equip students with broader and deeper understanding. Importantly, they behave in a reflective manner in order to continually improve their professionalism. In another word, according to Boud and Moly (2013), professional teachers must be able to apply their experience, abilities, and knowledge to do tasks in a professional way. Professional teachers should be distinguished from generic (universal, cross-professional) skills, which are formed as an individual's fundamental characteristic, which impresses teachers' successful performance of duties in various settings.

The findings of this research supported with the previous study conducted by Nur Aeni & Supadi (2020) entitled "*The Effects of Students Perception on Teacher Performance and Learning Motivation Towards Students' Achievement*". In this result showed if the teacher's performance is a necessity. Teachers must be imaginative in their class delivery so that students are motivated and anxious to learn the English language. Another study was conducted by Mohammed Bawah & Zaireena Wan Nasir (2021) entitled "*Students' Perception of Lecturers' Performance at The International Islamic University Malaysia*". The study's goal was to evaluate lecturers' performance in various courses by utilizing students' perceptions as a measure of lecturers' success. According to this study, the association between lecturers' attitudes and performance in class, as well as the relationship between methodology and lecturer performance in class, are all favorable.

CONCLUSIONS AND SUGGESTIONS

This result could be conclude if students' perception on the reading lecturers' competences in Reading 4, especially for students in class 4A and 4B was correlated with their reading achievement. It means that lecturers' competence is determined reading students' scores. In other words, reading teachers' competences related by what the student needed in learning process in reading class. Students' perception whether good or not on their Reading lecturers' competences also gave the relation on their capability and understanding in reading comprehension. The result to answer the first research problem about how students' perception on the reading teachers' lecturers' competences.

Based on the results and discussions, the researcher would like to propose some suggestion for EFL teachers and non-English teachers that it is assumed that self-reflection can be done in order to become successful teachers that capable of producing better learning and developing a perfectly good personality, social, and educational program. While as educators, we have the ability to reorganize and redesign lecturers' preparation, professional development, and student quality in education. Importantly for the current researcher that additional researchers might do research in a broader region using a variety of factors. The next researcher can look into how professional EFL teachers with varying levels of teaching experience might advance their professional growth.

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