

THE CORRELATION BETWEEN READING METHOD USED BY LECTURER AND THE STUDENTS' READING COMPREHENSION

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Abstract: Reading is important for language learning and development of life in general. Reading as dynamic interaction between the background knowledge and cognitive skills, has reading comprehension as its primary goal. Teacher contribution and teaching style are significant factors influencing students' success in learning. Therefore, the researcher is interested to do the research on the correlation between reading methods used by the teacher in teaching the English language and students' reading comprehension. This study implemented quantitative correlation research to investigate the relationships between students' perception of the reading teachers' method and reading comprehension ability. The study conducted on third semester students in reading 3 class from the English Department at the University of Islam Malang. The instruments used are questionnaire to find out students' perceptions of the reading teachers' method and reading comprehension test. The data is analyzed quantitatively using statistical correlation analysis of Pearson product moment from SPSS 24. The result shows that the correlation between teaching method used by the lecturer and reading comprehension is significant at $0.00 < 0.05$. In this case, alternative hypothesis is accepted and null hypothesis is rejected. The correlation coefficient is at 0.516 which categorized as moderate and positive correlation. Based on the discussion teaching method might have influential correlation to reading comprehension because reading comprehension involve more than just how to read but involve several factors including prior knowledge, general knowledge, language skills, vocabulary and other external factors like interest, reading motivation and habit.

Key Words: : *Storytelling, effectiveness, reading comprehension.*

INTRODUCTION

Reading is important skill to develop individual's language learning skills and for their learning life in general. According to Mikulecky (2008, reading is beneficial for learning the language, reading is the one basic instruction for all aspects, such as writing, revising, elaborating the vocabulary, editing, using a textbook when doing a course, and using computer programs Furthermore, Ryder

& Graves (2003) explains that reading can be described through the structure of knowledge with an interactive process, students use information in constructing meaning. Reading involves factors of complex activity, such as the introduction of grapheme, description of the phonology, the process of reading strategy, understanding in each reading structure, vocabulary, and context contained during reading activity (Hudson, 2007). Reading comprehension is the goal of every reading activities. As stated by Mickulecky (2008) that students tend to have problems in understanding reading the English language because they may feel have little ability about it, in fact by using cognitive processes and understanding information in English text, the approach to their reading understanding might be better

However, reading is a complex skill that is not easy to master especially in EFL setting. Reading strategies is one of the method that should be managed and applied in the teaching and learning process. The reading showed the dynamic interaction between the background knowledge of the reader, where the context situation formed the meaning (Dutcher, 1990). There are several factors affecting students' reading comprehension divided into internal and external factors. According to Varga (2017) internal factors influencing reading comprehension are the ability to comprehend, background knowledge, reading strategies, motivation and interest in reading. Meanwhile. External factors influencing reading comprehension according to Grabe and Stoller (2002) are socio-economic factors, availability of material, leisure time, reading purpose, facility, psychological condition and social relationships. The important thing in teaching reading comprehension has some factors, like motivation, beliefs, and observed students in the classroom because it gives a significant impact to develop their desire to read. In this case, reading should be learned by the guidance of teachers as their role to guide students' reading is important.

The teacher contribution to education are very important to support students' success in learning (Mantasiah, 2018). Instead of only relying on preferred teaching method, teachers should consider style of instruction may not meet the needs of all students. The purpose of teaching reading method to the

students is really essential although it is really hard to do nowadays. The teacher needs more strategies to make the students learn it enthusiastically. Other than that, Parlindungan (2011) stated that helping students find information from the text quickly, and provide insight in getting a message from the text can be seen from several words, these things include the purpose of teaching reading. As stated by Callahan, Clark, and Kellough, (2002) that students differ in the way they approach the learning process and deal with various learning activities. One good way to develop learning method that suits the students' need is by considering students' perspective and recognize the need when developing teaching method.

Teaching students in the reading process is able to improve students' skill to process the information in the text as Richard and Renandya (2002) stated that "teachers are expected to select and monitor learners' performance on tasks to ensure that the tasks are generating the appropriate use of language or choice of learning strategy. In teaching students there are other things that can support the students in giving their opportunities to read, in order to increase their knowledge widely, so teaching reading to students can also help them in how to understand passage by passage, etc. Yusuf, Natsir, and Hanum (2015) stated that reading subjects and techniques are needed in learning reading; both knowledges must be possessed by the reading teacher in EFL class. In providing the techniques, materials, and media in reading class, teachers have an important effect on the students' behavior changes emotionally and intellectually, because they comfortably follow and gain new things during the learning process.

There are several studies that focused on the relationship between teaching method and English reading comprehension skills. For instance, a study by Lamatokan (2018) found that students' perception of teachers' teaching styles and learning strategies influenced the success of students in developing English skills, which in this case includes reading skills. Another study by Badea (2012) found that modern lesson was suitable for the student because it made them get motivated and they felt that the teaching was enjoyable. Furthermore, study by Lamatokan (2018) found that teachers' teaching styles and strategies which covers

attitudes, behavior, interaction, method, teaching material and media during teaching and learning process gave positive impact in learning. Therefore, the research conducted to find whether there is any correlation between students' perception of the reading teachers' competencies and reading ability. Based on the reasons mentioned above, the researcher is interested to do the research entitled: Third Semester Unisma Student Perception on The Reading Methods Used by The Teacher In Teaching the English Language.

METHOD

The researcher used the quantitative approach with correlational design in conducting this research. It means that the researcher collected and analyzed the data statistically from the questionnaire of third-semester Unisma students' perception of the reading methods used by the teacher in teaching the English language. The populations of this research are the third semester of the English Department at the University of Islam Malang with the sample of 32 students of Reading 3 as the subject who assess the reading teachers' competencies by filling the questionnaires in accordance with their respective perceptions. Before the researcher used this instrument for her data collection, an instrument is needed to be tested in the level of validity and reliability because in this case, the researcher adapted from another research. To determine the level of validity of the questionnaire, this research used the Pearson Product Moment Formula by correlating the number of scores per item and the total score. After the item of the questionnaire was known which is valid or invalid, the researcher made improvements for some invalid items.

In collecting the data needed by the researcher, she used the questionnaire to find out students' perceptions of the reading teachers' method and reading comprehension test. Perception of reading method questionnaire consisted of 40 items adapted from Imron (2015) who conducted similar study about perception of teacher teaching method was used in the study. There are 25 items in the test and each items have 4 points, so the score ranged from 0 to 100 point. The data

collection begins after the researcher got the permission letter, she came to each class chosen for her sample. Then, the researcher gave the questionnaire to be filled by the participants, and then the researcher would collect the scores of reading comprehension test. The data analysis is done to find out the correlation between students' perception of the reading teachers' competencies and reading ability, the researcher used the correlation formula Pearson Product Moment in SPSS 24 to test the significant correlation between them. The correlation coefficient that the research gets from the data analysis is compared with the critical coefficient that we get from the table of critical coefficients at a certain level of significance. The significance level used in this study is 0.01 or 99% and 0.05 or 95%.

FINDING AND DISCUSSION

The result of the study presents the analysis on teaching method used by lecturer which shows that the mean score is near maximum score, so most of participants have the teaching method score higher than the mean score. Meanwhile, for the reading comprehension score, the data shows that the score also nearing maximum score, so majority of participants have the reading comprehension higher than the mean. The descriptives is presented as follows.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Teaching Method	32	3.33	4.23	3.87	3.15334
Reading_Score	32	56.00	88.00	77.7379	6.32037
Valid N (listwise)	32				

Based on the data above, the result shows that there are 32 students joined in this study by answering both questionnaire and reading comprehension tests. The score of teaching method was measured using the mean score of all the students' answers so the score ranging from 1 to 5. The result of students'

perception on teaching method shows that the minimum score is 3.33 and the maximum score of 4.23 with the mean of 3.87 and the standard deviation at 3.15. Meanwhile for reading comprehension, the score is measured by the sum of correct answer multiplied by 4, the reading comprehension score have 25 items so the score ranging from 0 to 100. The data shows that the minimum score of reading comprehension test is at 56 while the maximum score is 88, the standard deviation is at 6.32.

The data shows that the mean score of both teaching method and reading comprehension is higher than standard deviation which indicates that the data is a good representation of the result. This result are in line with Gilakjani and Sabouri (2016) state that when EFL teachers gave motivation, help them to understand the text, responsibility in their strategies incomprehension, and guide them in the high-quality discussion on the meaning of texts, so this is not complicated, really suitable for student. Moreover, a study by Mihaela Badea (2012) also stated that teachers' role in teaching reading is how they guide the students in reading strategies so the students comprehend the texts more effectively.

In terms of correlation analysis, the researcher aims to draws the connection between two variables by observing the significance and its correlation value. The data is presented as follows.

Correlations

		Reading_Hab it	Reading_Sco re
Teaching Method	Pearson Correlation	1	.516**
	Sig. (2-tailed)		.000
	N	32	32
Reading_Score	Pearson Correlation	.516**	1
	Sig. (2-tailed)	.000	
	N	32	32

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

Based on the data above, the correlation is significant at 0.000 which is less than 0.05 of significance. This means that there is a significant correlation between teaching method and reading comprehension. The two variables are correlated at $r = 0.516$ which based on table 3.1 of Pearson's product moment correlation interpretation by Asuero (2006) is considered as moderate correlation as it is between 0.400 and 0.599. This indicates that the correlation between students' perception on lecturer's teaching method and reading comprehension is at moderate and positive correlation, this means that the better teaching method used by lecturer, might improve students' reading comprehension. The positive and medium correlation shows the importance of developing suitable teaching method for the students to enhance reading comprehension. This is in line with Lamatokan (2018) who stated that the implementation of teaching method that suitable for students' learning need might improve their learning achievements. Moreover, it is also consistent with Ellis (1992) who mentioned that L2 acquisition can be promoted effectively by knowing students' condition of naturalistic learning from their perception, as one significant indicator in teaching reading comprehension is when students feel pleased with the process. This is supported by Callahan, et al, (2002) that, teachers should consider developing suitable style of instruction instead of only relying on preferred teaching method. Moreover, Mantasiah (2018) also confirms that students differ in the way they approach the learning process and deal with various learning activities and considering students' perspective and recognize the need when developing

teaching method is a good way to develop learning method that suits the students' learning needs.

According to the data, the researcher found that there are moderate correlation between teaching method used by lecturer and reading comprehension that is proven with significance level below 0.05. Considering the results of the research hypothesis above, it showed that H_0 was rejected and H_a was accepted with the significant correlation between teaching method used by lecturer and reading comprehension with significant value is 0.000 which is below 0.05. This is in line with the statements of Sulistyo (2011) that reading not only about how to read but involves many aspects of reading including prior knowledge, language skills and reading habit. This is also in line with Chelsea Pierleoni (2012) who indicated that there is no correlation between students' motivation in learning and reading comprehension, this indicated that reading involve more than just how to read. Therefore, it is confirmed that the correlation between students' perception towards teaching method in reading class and might have an influence on students' reading comprehension skills.

CONCLUSIONS AND SUGGESTIONS

The result of the study indicates the correlation between teaching method used by the lecturer and reading comprehension is significant. So, hypothesis alternative is accepted and null hypothesis is rejected. Moreover, it also have correlation at 0.516 which categorized as moderate and positive correlation. Based on the discussion teaching method might have influential correlation to reading comprehension. Based on the discussion, this is because reading comprehension involve more than just how to read but involve several factors including prior knowledge, general knowledge, language skills, vocabulary and other external

factors like interest , reading motivation and habit. The result of the study provides the suggestion to learners, teachers and the next researchers. For the learners it is suggested to give their feedback on lecturers regarding their perception of teaching method in reading class. Because, the teaching method utilized by lecturer is influential to develop reading comprehension. it is also suggested for the teacher and lecturers to not only focused on how to develop good teaching method, but also how to develop students' interest in reading, and independent learning. This way the students will not rely too much on teaching method. For the next researcher it is suggested to study teaching method used by lecturers in different English skills or different participants such as non-english students undergoing English classes.

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