



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

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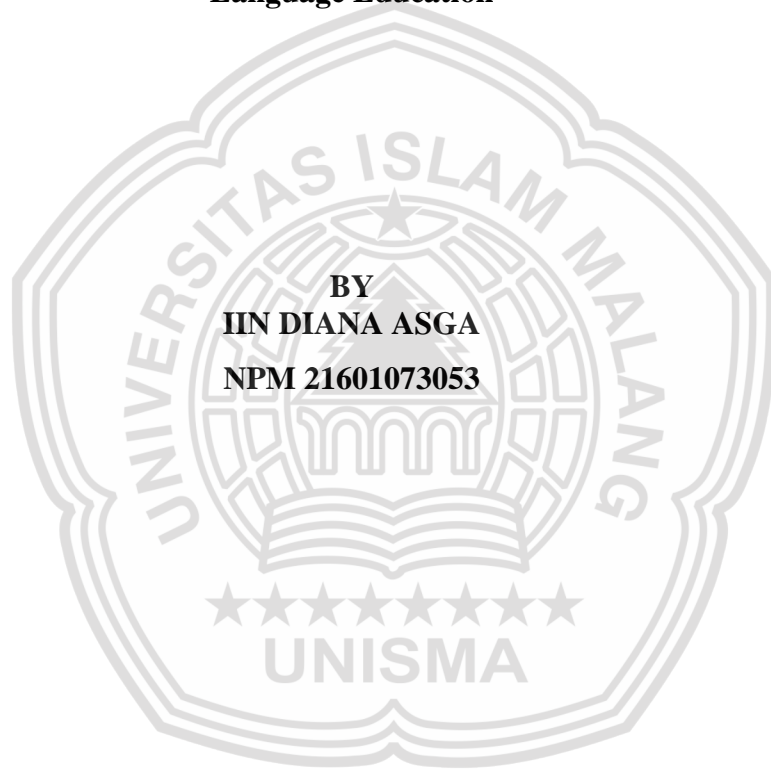
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Language Education**



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ABSTRACT

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Keywords: Correlation, teaching method, reading comprehension.

In learning English, reading is important for language learning and development of life in general. Reading is a dynamic interaction between the background knowledge and cognitive skills of a reader with 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 research used the 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 study indicates 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.



CHAPTER I

INTRODUCTION

This section explains the background, problems, objectives, significance, and hypothesis of the study as well as the scope and limitation and definition of key terms.

1.1 Background of the study

In learning English, reading is the main skill of four existing skills for one's language learning development and for their learning in general. 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 (Mikulecky, 2008). Reading strategies is one of the strategies 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 formed the meaning (Dutcher, 1990). Yang (2002) stated that understanding the interconnecting dynamically and progressively is necessary in order to realize for understanding a text.

The teacher contribution to education like teachers' teaching style and the use of learning strategy 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. 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. According to Lamatokan (2018), the implementation of teaching method that suitable for students' learning need might improve their learning achievements. Moreover, Ellis (1992) mentioned that it is important to assume that L2 acquisition can be promoted most effectively by replicating the conditions of naturalistic learning and the way to know the students' condition of naturalistic learning can be seen from their perception. According to Zakiyuddin, Mustofa and Yunus (2022) teaching styles can be influential to the level of technology implementation in the classroom for successful learning as the learning style is the individual process of processing learning that learners receive.

Reading comprehension is the procedures to understand the text which used by the reader; while comprehension strategies, a cognitive process that the reader has brought to the content from the text. 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 (Mikulecky, 2008). The 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. Based to Richard & Renandya (2002), to make students strategic readers, teaching reading is one of the goals to help develop it as it improve understanding and efficiency in reading. Furthermore, Yunus and Ubaidillah (2021) stated that activities in comprehension commonly related to reading text, answering questions, main idea identification, synthesizing, and summarizing to establish well-achieved comprehension.

There are several studies that focused on the relationship between teaching method and English reading comprehension skills. For instance, a study by Lamatoka (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 Lamatoka (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.

1.2 Research Question

According to the issues in the background of the study, the research question is formulated as “Is there any significant correlation between students’ perception of the reading method used by teachers and the reading achievement of third-semester students?”

1.3 Purpose of The Study

According to the issues in the background of the study, the purposes of the study are stated as “To find out the correlation between students’ perception of the reading method used by teachers and the reading achievement of third-semester students at the University of Islam Malang.”

1.4 Research Hypothesis

A hypothesis in this research is the basic assumption of how the result of the research would be. It is a prediction of a phenomenon. Moreover, in formulating the hypothesis, the researcher ensured that the hypothesis is real based on fact. There is a hypothesis:

Ha: There is a significant correlation between third-semester Unisma students' perception of the reading teachers' method and reading comprehension.

H₀: There is no significant correlation between third-semester Unisma students' perception of the reading teachers' method and reading comprehension.

1.5 Significance of the Study

Theoretically, the result of this study confirms and contributes to the theory about the relationship between students' perception of the reading teachers' method with reading comprehension skills. More information was expected to be useful for the researcher, English teachers, and the development of knowledge. The finding of the study would supply additional knowledge about students' perception of their reading teachers' method and it could correlate with their reading ability.

Practically, this study can inspire reading teacher and lecturer to teach, learn and improve their students' reading method and comprehension, therefore as well as an explanation from teachers can help and increase students' reading ability. Moreover, this study can be guidance for the reading teacher to enrich their material and media in assessing their students' reading ability. This study also provide other researchers with reference to carry out related research.

1.6 The Scope and Limitation of the study

This research only focused on the students' perception of the reading teachers' method correlated with their achievement in reading ability. The population of this study was third-semester students at the University of Islam Malang. The sampling method was simple random sampling so the population all have the same probability to participate in this study. The researcher chose the

students of the third semester because the reading major was focused on their semester. Since the researcher was not an expert to make the questionnaire, so she was adopted the questionnaire from the previous study.

1.7 Definition of Key Terms

Considering was not having a misunderstanding of the definition of the term in this study, so the researcher clarifies it in the subchapter.

The term perception refers to a good or bad response by students to their teacher's competencies in reading comprehension.

Teachers teaching reading method is the method used by the teacher that can make students understand easily comprehend a text and explain clearly based on the content. A teacher will give good attention and explanation to improve students' reading comprehension.

Reading comprehension is the ability of students to read and understand the meaning of the text. Students can tell the information that they have got after reading and answer some questions related to the text.



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CHAPTER V

CONCLUSION AND SUGGESTION

Based on the finding and discussion above, the researcher formulates the conclusion of the study as follow:

5.1 Conclusion

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.

5.2 Suggestion

The researcher provides the suggestion based on the result as well as limitation in this study which might be useful for the next researcher.

It is suggested for learners 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.

For the lecturer, it is suggested 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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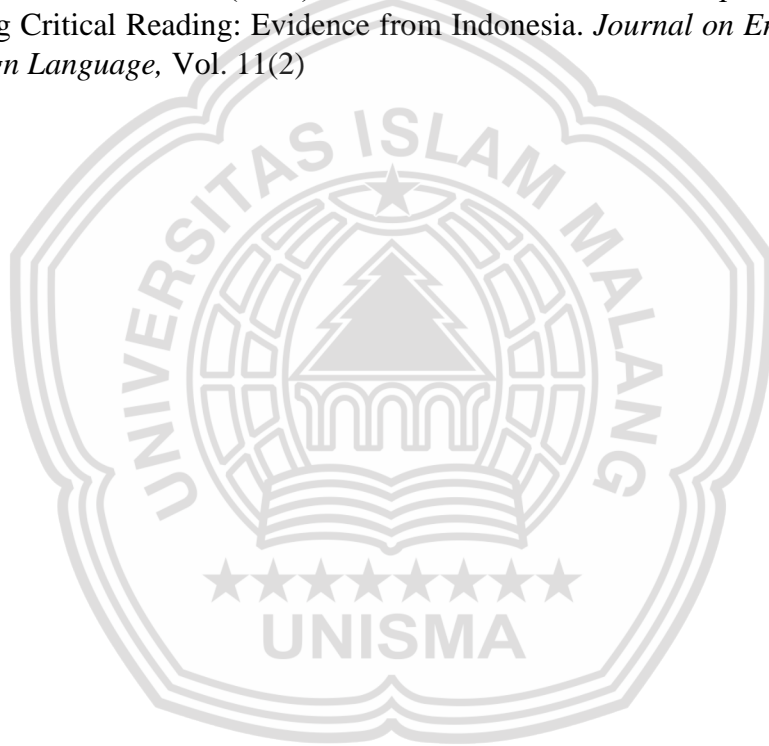


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