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The Correlation Between Lecturers' Teaching Styles and Students' Reading Habit Towards Reading Comprehension

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Abstract

Students' reading habit and lecturers' teaching in a classroom have a role to raise students' achievement for being an important part of successful teaching and learning process. The aims of the research were to observe 1) the lecturers' teaching styles in teaching Extensive Reading class, 2) the students' reading habit, and 3) the correlation between lecturers' teaching style and students' reading habit in reading comprehension. The research employed a correlational research. Data sources were obtained from reading habit questionnaire distributed to the students, teaching style survey based on Grasha-Riechmann to the lecturers, and TOEFL in reading test section to the students. The research indicated that 1) Lecturer 1 (D1) had moderate category as Expert and Facilitator, but high category for Formal Authority, Personal Model, and Delegator. Lecturer 2 (D2) had high category as Expert, Formal Authority, Personal Model, and Delegator, but moderate category for Facilitator. Lecturer 3 (D3) had high scores for five categories (Expert, Formal Authority, Personal Model, Facilitator, and Delegator), 2) the students' reading habit category were fair, and 3) the lecturers' teaching style was inversely correlated to reading comprehension. Reading habit had a proportionate relationship to reading comprehension. R value (0.661) indicated correlation between lecturers' teaching style and students' reading habit on reading comprehension is strong. Reading comprehension skill should not be only observed from students' reading habit, but also lecturers' teaching style, for the success of learning and teaching in classroom.

Keywords: Reading Habit, Teaching Style, Reading Comprehension

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1. Introduction

In learning English as a Foreign Language (EFL), reading is one of the skills needed by EFL students as readers because it is believed that reading is as the basic tool for learning. Bamberger (1975), said that "reading is one of the most effective means of systematic development of language and the personality." It implies that reading has an important role to support the progress of EFL learners in learning English so that it can influence their quality of learning and lives.

As Johnson (2008), stated that without getting meaning in a text, reading is not there. Here, it indicates that EFL students must know information in the texts by creating

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meaning based on their understanding when they read. In short, students need reading comprehension for reading activity.

Ngware et al (2014), mentioned many factors that influenced the skill, such as teacher, curricula, teaching, student, home and school environment. Because it is related to the present research, it takes only two factors: student and teacher. Student's factor refers to students' reading habit and teacher refers to lecturers' teaching style.

Students' reading habit is one of students' activities to read texts or written information repeatedly. This activity can be a useful activity for the students because it makes students develop their language skills autonomously. Moreover, reading habit makes the students to be good readers in order to help themselves for their lifelong learning, especially in language learning. As Mikulecky (2008), said that reading is the basis instruction in all aspects of language learning. It indicates that reading habit can bring students to be successful language learners. By reading, students can develop their skill in learning language. Moreover, a previous research by Owusu-Acheaw (2014), on the effect of reading habit on the students' academic performance in the tertiary level of education in Ghana found that between reading habit and students' academic performances had an effect particularly on their examination. Reading habit shows that language learner particular can get some learning from that. Therefore, reading habit is much needed by EFL students to improve their language skill, especially in reading comprehension aspect.

Meanwhile, in EFL context, Pammu (2014), said "the teaching of reading at tertiary education in Indonesia has recently faced a serious challenge." It is said as the serious challenge because it is related to lecturers and their teaching style as they should perform effectively in managing and giving materials for students. Thus, students can have good learning outcomes. Actually, there is no predicate good or bad and right or wrong for teaching styles that lecturers have because the style has its own advantages and disadvantages in learning process (Briesmaster & Briesmaster-Paredes, 2015)

As Briesmaster & Briesmaster-Paredes' research (2015), about the relationship between teaching styles and non-native pre-service EFL teachers' anxiety level, in which they used teaching style categories from Grasha-Riechmann, it was found that the teachers who had the Expert and Formal Authority styles provoked high anxiety level to the students, except when they were paired with more Facilitating or Personal Model styles. It becomes clear that teaching styles also affect learning process and students' achievement.

Related to the topic, the researcher found a problem in language learning situation when the researcher did the midterm project of need analysis to EFL students in Reading class at Dayanu Ikhsanuddin University on March 14, 2015. The researcher distributed the questionnaires of students' situation in Reading course to 20 students. The result was dominated 16 students agreed that they felt interested in reading course. The assumption of the researcher is when they are interested in reading, they have reading habit. However, after the researcher asked to their lecturer about their reading achievement, he said that they were less motivated and low in reading achievement.

It is important to be researched because there is a problem of students' reading comprehension skill. The students felt that they were lack of vocabulary to build the meaning of the texts. Basically, if the students have reading habit, they will get more input of language from that. The more we read, the more we get. It implies that if the students

read as many English texts as possible, their vocabularies will develop and the students will understand the content of the texts. In fact, the students cannot have good reading comprehension skill. In this case, it should not be viewed only from the aspect of students, but also it should be viewed from the aspect of lecturers. The role of lecturers influences students' achievement in a classroom, they teach students in order to raise students' achievement also becomes an important part of successful teaching and learning process. Based on this situation, the researcher conducts this present research that refers to the correlation between lecturers' teaching styles and students' reading habit towards reading comprehension.

2. Research Method

2.1. Research Design

This present research used quantitative approaches. This research was a correlational research. According to Gay et al (2006), correlational research refers to the examination of the correlation between two or more variables which the variables do not affect each other.

2.2. Source of Data

The researcher used a TOEFL in Reading Comprehension Section from Deborah Phillips for measuring students' reading comprehension, the students' reading habit questionnaire for investigating students' reading habit and the teaching style survey from Grasha (1996).

2.3. Method of Data Collection

The researcher administered reading habit questionnaire to the students to find out situation of their reading habit. After that, the researcher gave them TOEFL in Reading Comprehension section to measure their reading comprehension achievement. In determining the reading score, it was given one point for one correct answer and it was not given a point for an incorrect answer. Besides, the researcher administered the teaching style questionnaire to the lecturers that taught the students in the Extensive Reading class to know the teaching style that lecturers had.

2.4. Method of Data Analysis

The data obtained from the test was analyzed quantitatively using multiple linear regression by employing Statistical Product and Service Solution (SPSS) version 22 IBM for Windows.

3. Findings

The teaching styles of Lecturer 1 (D1) were: 1) Expert was Moderate (3.625), 2) Formal Authority was High (3.5), 3) Personal Model was High (3.625), 4) Facilitator was Moderate (3.875), and 5) Delegator was High (3.25). Then, the teaching styles of Lecturer 2 (D2) were: 1) Expert was High (4.125), 2) Formal Authority was High (3.875), 3) Personal Model was High (4.00), 4) Facilitator was Moderate (3.75), and 5) Delegator was High (3.5). Last, the teaching styles of Lecturer 3 (D3) were: 1) Expert was High (4.375), 2) Formal Authority was High (3.875), 3) Personal Model was High (4.625), 4) Facilitator was High (4.5), and 5) Delegator was High (4.125). In sum, the primary teaching styles were

Personal Model (4.083), Facilitator (4.042), and Expert (4.0417) and the secondary teaching styles were Formal Authority (3.750) and Delegator (3.625).

The result obtained after distributing the questionnaire to the students that mostly of them are in Fair Category to their reading habit; they were 60.42% or 29 students. Then, it was followed by Good Category (25.00%) for 12 students. There were 5 students on Poor Category or 10.42% and the rest are 2 students on Very Good Category or 4.17%.

Based on analysis, regression coefficient X1 (teaching style) had negative value that indicated the variable had an inverse relationship to the dependent variable, reading comprehension (Y). It means that the smaller the value of variable X1 (teaching style) will make the greater the value of the variable Y (reading comprehension), and vice versa. Variable X2 (reading habit) had a positive value to Y variable (reading comprehension). It means that if the independent variable increases, the dependent variable will also increase (proportional relationship). Besides, the value of R was 0.661 indicated that the correlation between lecturers' teaching style and students' reading habit towards reading comprehension was strong.

4. Discussion

The results showed that the lecturers had five types, namely Expert, Formal Authority, Personal Model, Facilitator, and Delegator. However, the lecturers had the primary styles as Personal Model, Facilitator, and Expert, and the secondary styles as Formal Authority and Delegator. According to Grasha (1996), there are four dominant clusters of teaching styles that displayed to everyone who teaches. It is in line with this finding of this research, the lecturers' teaching styles refers to cluster 3 based on Grasha's cluster of teaching styles, the primary styles were Personal Model, Facilitator, and Expert and the secondary styles were Formal Authority and Delegator. Based on the finding in this research, it can be seen that the lecturers' teaching styles were oriented by student-centered learning.

Meanwhile, the students' reading habit was fair. In this research, Leedy (1985) in Hamra (2003), stated that there were three factors that influenced reading habit: reading techniques, emotional factors and visual factors. Reading techniques that consisted of skimming, scanning and SQ3R procedure were needed by the students to establish their reading habit. The students did less skimming while reading because they sometimes noticed the purpose of the reading text and the main idea and supporting detail while reading an English paragraph. Also, they less concerned to grammatical structure of the sentences and the punctuation marks in the text. Therefore, their techniques to skim should be more improved. Therefore, it could make them slow to read or find the specific information in a text. Besides, Brown (2007), presented five steps of SQ3R procedure, that is, Survey, Question, Read, Recite, and Review. First, survey, most of students rarely noticed the summary, graphs, charts or illustration before reading an English book. Consequently, they had less preparation in reading so that they could not get an overview information and purpose of the text optimally. Second, question, the students raised questions when they read. Third, read, it dealt with the students involved them in a reading activity and found out the answers for previous questions while reading. In those steps, the students sometimes paused to summarize after a paragraph heading while reading a difficult English text, the students rarely noticed the writing style of the writer, and the types of paragraphs structures while reading an English paragraph. Fourth, recite, the students sometimes summed up the main idea using their own words while reading an English text.

Fifth, review, they sometimes got easiness for keeping their mind on the reading material and have difficulty in remembering what they had read; it means that the students still got a little difficulty to review of the text.

Related to the visual factors, the students usually paid attention to the clear printed page in order to make easy in reading, usually stopped reading a few minutes and rested their eyes by looking at some distant objects after reading for a while and rarely read for a long time without feeling of eye tiredness. However, they sometimes paid attention to the range (from 38 – 50 cm) between eyes and text while reading. Besides, this research revealed that the students believed that reading practices can improve their reading comprehension skill, but they sometimes felt comfortable and enjoyed while reading an English text. This showed that the students believed for what activity that must be done to increase their skill in reading comprehension, however, the skill that they had such as how to read or their reading strategy was not still fully optimal to be done so that it could influence their joy for doing reading activity.

The findings indicated that there was a strong correlation between lecturers' teaching styles and students' reading habit towards reading comprehension. Meanwhile, the result of multiple regression analysis showed that teaching styles had negative value to reading comprehension (an inverse relationship) and reading habit had positive value to reading comprehension (a proportional relationship). It means that the higher the value of reading habit will make the higher the value of reading comprehension and vice versa, however, the higher the value of teaching styles will make the lower the value of reading comprehension.

With reference to the inverse relationship between lecturers' teaching styles and reading comprehension, it indicates that if the lecturers use their teaching styles excessively, it will decrease the quality of the students' achievement in language learning, especially in reading comprehension skill. This present research found that Personal Model, Facilitator, and Expert more frequently used in classroom. The finding of this research is in line with the research that was conducted by Shaari et al (2014). He found that many lecturers in University Utara Malaysia used Personal Model and Expert teaching style, and then it was followed by Facilitator, Formal Authority and Delegator. In this case, between the present research and Shaari et al.'s research, Personal Model and Expert occurred as dominant teaching styles. This is caused by the lecturers still regarded themselves as people who had responsibility to teach the students by giving crucial material related to the course in order to develop the students' skills.

Related to the Five Hypotheses from Krashen (1982), one of the hypotheses that influenced them is affective filter. It refers to motivation, self confidence and anxiety in acquiring language. Affective filter has claimed by having good motivation, good self-confidence, and low anxiety, the students can have a better performance in second language acquisition. In this research, the affective filter concerned to the lecturers' teaching styles. How the lecturers performed themselves in teaching, it influenced the students learn. It is known that result of this research found that the lecturers had Expert, Facilitator and Personal model as cluster 3 of their teaching styles. Grasha (1996), stated that the teaching styles in cluster 3 would present a challenge to some learners while others would become anxious to the situation in teaching learning process. Looking these styles that used more frequently, it could make pessimist feeling to the students because they cannot be like the lecturers' expectation, so that the students feel anxiety and worried to their works in learning process although their level has been in university level. In such

condition, it influenced the students' achievement in reading comprehension especially. Their affective filter did not run well, their self confidence was disturbed and the anxiety was occurred. Therefore, there was inverse relationship between lecturers' teaching styles to reading comprehension.

Meanwhile, with reference to the proportional relationship between students' reading habit and reading comprehension, it indicates that by having good reading habit, the students' reading comprehension skill will get a good performance. This research showed the category of the students' reading habit was fair and their reading comprehension skill was also fair. It implies that their reading habit influenced their skill to comprehend English text. This research was in line with the research from Owusu-Acheaw (2014), that found there was a direct relationship between students' reading habits and their academic performances in Koforidua Polytechnic of the Eastern Region of Ghana because they were engaged in reading for passing examination.

This case was related to Krashen's Hypothesis, that is, input hypothesis that refers to how people understand language by hearing and reading the language. In this case, the students acquired English reading comprehension skill through reading activity. Moreover, it was related to one of the reading principles from Harmer (2007), that said the students who read more, they will get have better achievement in language skill. Because the students who had reading habit in average level, it would have also reading comprehension skill in fair level. There was influence between their reading habit and their reading comprehension skill. Therefore, input hypothesis that proposed by Krashen was in line with the result of this research.

5. Conclusion

The lecturers have five types of teaching styles from Grasha-Riechmann, but every type has different range or category. In this research, the lecturers were dominant to have Personal Model, Facilitator, and Expert, and then it was followed by Formal Authority and Delegator. The students' reading habit was in fair category. It also influenced their reading comprehension achievement because the achievement was fair as well. The correlation between lecturers' teaching style and students' reading habit towards reading comprehension was strong. But, the lecturers' teaching styles had an inverse relationship to reading comprehension and students' reading habit had a proportional relationship. The findings of this research revealed that the types of teaching style to the lecturers that influenced themselves in learning and teaching to the students. However, some limitations were still found. So, the findings were still far from conclusive. Therefore, for further researchers, they need to take some considerations based on the limitations of this current research and the next research can apply interview to the lecturers to get more data and information about their teaching styles. The present research exposed the correlation between lecturers' teaching style and students' reading habit towards reading comprehension. For further research, the researcher hopes the next researcher can apply the correlation between lecturers' teaching style and students' reading habit, but in different language skill as dependent variable.

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