STUDENTS' PERSPECTIVE ON LECTURERS' STRATEGIES IN TEACHING READING

Agustin Parwati, Umdatul Khoirot
STKIP PGRI Tulungagung
tengilday23@gmail.com, umdatul@stkippgritulungagung.ac.id

Abstract:

Nowadays, especially in STKIP PGRI Tulungagung, the reading interest of the students is varied. But, they realize that reading is important. But, there were opinion from students that the lecturers' strategies can affect their interest in reading or in reading lesson. The aim of this study is to know how students' perspectives on lecturers' strategies in teaching reading. For that reason, it does not analyze the way students learn during reading lessons. But, it just analyzed from the students' opinion. The subjects of this study are students from semester two and students from semester four. There are two instruments employed: questionnaires (close and open questionnaires) and interviews. From the data obtained, the results of close and open questionnaires, most students from second semester and fourth semester have thought that in reading activity, it is not only focus on pronunciation. Then, they also thought that reading activity is very important to increase their knowledge even to add vocabulary. Furthermore, they agreed if reading is beneficial to add vocabulary and knowledge. Then, most of them said that the strategy used by lecturer in teaching reading is good and acceptable.

Keywords: *students' perspectives, lecturers' strategies, and teaching reading.*

Reading will not be separated from understanding. People who read will definitely have an understanding of something. In short, it is the purpose of reading. Unfortunately, teaching reading is not easy. In teaching reading, teachers or lecturers have a responsibility to help their students to become good readers. Besides, a teacher or a lecturer has to find the appropriate strategies in teaching reading. Mostly in the reading class, there must be reading activity and doing the task. From which, the students will feel bored just by looking at long textbooks and some of them do not understand the content of the reading.

From students' point of view, lazy or sleepy in reading class is not necessary if it is due to the students themselves. But, it also can be caused by the strategy used by the teacher or lecturer which is less appropriate or less interesting. In teaching reading, the teachers or lecturers have to use various strategies to attract students' attention.

In line with this study, there are several studies which are related and similar to this study. They were done by Hidayah (2016) and Kurniawan (2017). They found that the teachers use various teaching strategies and those strategies give good contribution for teacher and students. The next was done by Muhammad, et.al (2017). They concluded that most students had positive responses to teachers' methods in reading lesson, and they also found negative responses namely the teaching reading methods were not motivating and interesting. Then, a study by Sarjan (2017) explained that there were two strategies used in reading learning namely scaffolding strategy and QARs (Question-Answer Relationships). From those strategies, they can make students focus on reading texts, and students can understand reading content more easily. And the last study is done by Ningsih (2017). She found that a teaching reading strategy are monitoring comprehension, predicting strategy, summarizing/retelling, generating and answering questions.

From the previous studies, we can get information that students' response to the methods and strategies in teaching reading is important to suceed the teaching and learning reading skill. On the other hand, this study

is eager to know students' persepective which is not only from the result of the study (student's score), but also from students' point of view or arguments. It means that students need to monitor themselves to get understanding the need of reading.

In reading, a form of self-monitoring and self-regulating activity and focus on the process and product of reading is defined as metacognitive strategy (Zhang, 2013). Metacognitive strategies are considered as a skill in the process of acquiring knowledge and an attempt to organize self-study by means of planning, monitoring, and evaluation (Zhang, 2013). It includses the reader's awareness of whether they can understand what they are reading; then the reader's ability to judge cognitively about reading assignments; and their knowledge of when and how to apply cognitive strategies according to textual difficulties or cognitive ability of the readers themselves (Baker & Brown, 1984 in Zhang, 2013).

According to Baker (2002) as cited by Zhussupova & Kazbekova (2016)in the frame of a metacognitive pedagogical model, at the Eurasian National University with the 2nd year students who was taught English as \u0430 foreign language, during 15 weeks. We divided them into two groups as \u2018control\u2019 and \u2018experimental\u2019 according to FCE pre-testing so the levels of reading comprehension of both groups were equal. Our research included 3 stages: a, the goal of using metacognitive strategies is to help students determining goals and become effective and independent. Using varied strategies in teaching reading is very important because it can help students to understand reading lessons easily. Moreover, teaching reading using some strategies can reduce the boredom of students while in reading classes.

Therefore, the purpose of this study was to find out how students' perspectives on lecturers' strategies in teaching. Then, reading is a practice or activity using a text to create a meaning (Johnson, 2008). Therefore, Grabe and Stoller (2013) state that reading is a process of reading that refers to cognitive activity which involves skills, strategies, atentional resources,

knowledge resources, and their integration.

The purpose of reading is to know the meaning or value contained in a reading or used to summarize the author's meaning. By understanding the definition, it means reading involves understanding. When readers do not comprehend the text, they are not reading (Farzaneh & Nejadansari, 2014). So, when the readers read, they have to think and they will get the information that will be saved in their mind. It can be concluded that reading is a process in which it involves a written text and the reader will have thoughts/illustration and they will think to get the information correctly. This is supported by an explanation of Johnson (2008) that reading is the unifying of visual and nonvisual information. So, during reading, someone will find the visual information of what he read and then put together with the nonvisual information in his head. Then, there will be a process of creating (reading).

In this teaching reading, the lecturer had to use the effective or fresh strategies in order it can make the situation in reading class more interesting. Beside that, if the teacher uses the right strategy in teaching reading, it can increase the students' comprehension about reading lesson. Moreover, Brown (2001) adds several strategies in teaching reading such as Language Experience Approach (LEA). This is a reading teaching strategy that refers to student skills. This strategy can improve creativity in the process of creating their material for reading.

And according to Education and Reutzal (Education & Reutzel, 2006), reciprocal teaching itself is a guided strategy to understand a text that encourages students to develop effective skills that readers or students automatically read (summarize, question, clarify, predict and respond to what they read).

METHOD

This is a descriptive qualitative research. In this research, the writer collected the data in two classes at English Department in STKIP PGRI Tulungagung. They are students from second semester and students from

fourth semester. The data collected through close and open questionnaire, and guided interviews. After the data collected by giving questionnaires and interviews, then the next step, data will be analyzed. here were six steps in analyzing data as Creswell (2016) explained, they are:

    a.   Organizing and preparing the data for analysis. In this step, from the collected data, the writer prepared the result of the data such as scanning the questionnaire data and transcribing data from interview.

    b.   Reading and looking at all the data. In this step, from information that has been collected by the writer, the writer got a general idea and reflect on the overall meaning.

    c.   Start coding all of data. The data already obtained were edited and grouped into categories, and coding done by giving a symbol or sign.

    d.   Use the coding process to generate a description of the setting or people as well as categories or themes for analysis. In this step, all the information that has been obtained was processed into a description by creating the codes. After the data obtained is marked with the code, the writer used the coding process to create several categories. From this coding process, the description was identified.

    e.   Advance how the description and themes will be represented in the qualitative narrative. In presenting the result of the analysis, the approach used was narrative approach. This approach has a discussion of the description of events, certain themes and specific illustrations.

    f.   Interpretation in qualitative research. In this stage, when the data has been analyzed, then the writer interpreted the result of the analysis. The purpose of this interpretation was to get the conclusion from the research that has been done.

FINDINGS AND DISCUSSION

From questionnaire that has been given to the students from second semester and fourth semester, the result shows that most of them have thought that reading activity is very important to increase their knowledge even to add vocabulary. It is supported by Grabe and Stoller (2013) that the importance of reading is for learning.

Beside that, they argued that lecturers who teach reading in second and four semester were very patient and the way of their lecturer teach is relaxed. It is in line with the theory argued by Fachrurrazy (1993) about extensive reading or reading for enjoyment.

From the interview section, the writer found that students from second and fourth semester mostly liked reading and they agreed if reading is beneficial because it can add vocabulary and knowledge. It is related to the theory by Grabe and Stoller (2013) that mentioned the importance of reading is to learning. But they often have difficulty reading English books because they find new vocabulary and difficulty in pronunciation.

Then, most of them said that the strategy used by lecturers in teaching reading is good and can be accepted by students which is in line with Brown (2001). He explained that from good strategies it will make students to achieving a specific goal and then, it can be accepted by the students.

From the findings above, the writer found some students' perspectives. They argued that by reading, someone will get some information and knowledge from the text. It is supported by Pang et.al. (Pang, et.al, 2003: 6), reading is an activity one undertakes to understand the content of a reading. From the above explanation, then, reading is very important for everyone because, reading can increase knowledge. For example, for a student, reading is very important to look for information contained in the text. It is as stated by Grabe and Stoller (2013), that people read for general understanding, such as to seek information and for pleasure.

The result of interviews and the questions are about the opinions of strategies used by lecturers in teaching reading, the answer is that they love

the strategies their lecturers used because the strategies were good and can be accepted by them.

In addition, from students' perspectives, it was also found that they still have little difficulty in reading English books and in reading course. They have little difficulty in terms of new/unfamiliar vocabularies and difficulty in pronunciation. But, they realized that from these difficulties, they will know more of new vocabularies and also their pronunciation will be better.

Thus, from some students' perspectives, the lecturer may know the strategy used to influence or not to students. If influential, the lecturer can further develop the strategy, and if the strategy used did not affect, the lecturer can improve her strategy. Thus, lecturers may know the shortcomings and advantages of strategy they used in teaching reading directly from the students' opinion.

CONCLUSION

Reading is very important to someone. Not only for students and workers but, it is very important for everyone. Because with reading, it can help someone to expand knowledge and help to obtain information. It is supported by Grabe & Stoller (2013), he said that people read for general understanding, such as to seek information and pleasure. Then, without reading, someone will not get the knowledge and information, and that the person will be out of date. While, in teaching and learning, reading always required an improvement. Thus, students' perspectives are essential to monitor what kind of strategies in teaching reading which can be accepted or understood by students or not. As from the result of interviews, the questions are about the opinions of strategies used by lecturers in teaching reading, the answer is that they love the strategies their lecturers used because the strategies were good and can be accepted by them.

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Based on findings, discussion and conclusions, there were several suggestions in order to make some improvement for the further study. First, this study does not focus on the level of reading. The next study can be more focused on a level of reading like reading comprehension, intensive reading, or extensive reading. Then, the second study can use more informant like interviewing the lecturers and can use reading score to get more valid data.

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