PREFERED TEACHING METHODOLOGY USED BY UNIVERSITY LECTURERS IN TEACHING EFL READING IN RIAU

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Abstract: Teachers and lecturers still play significant roles in guiding their learners in EFL classes in achieving academic success during their study and these educators may become exemplary to foster their learners' reading habit so they discern reading any types of texts needed, This research objective is to investigate the types of EFL teaching methodologies in teaching reading frequently used by all lecturers teaching both at public and private universities in Riau. There were three methodologies were studied: Audio Lingual and Grammar Translation Methods (traditional or lecturers' centered) and Communicative Language teaching (as learners' centered). This study implemented a quantitative research design using 5-Likert Scale questionnaire and 97 respondents were involved in the research. The data were analysed by using descriptive statistics (measuring percentage, standard deviation, mean, and overall mean scores) and inferential statistics (independent t-test and one-way MANOVA). The research has revealed that CLT tended to be used more than AL and GTM. This implied that both public and private universities in Riau preferred using the CLT method. From the quantitative research findings, it showed that lecturers aged between 30 and 40 years old felt more confident in their use of this method compared to other age groups.

Keywords: *Preferred Teaching Methodology, University Lecturers, Teaching EFL Reading*

INTRODUCTION

Related research have confirmed that the success of students in learning EFL depends very much on their teachers or lecturers (Mappiasse and Sihes 2014; Sungging and Nguyen (2013). The ability of EFL learners in reading is below standard and this is similar condition experienced by Indonesian students. Most university graduates are not able to read English with complete comprehension, however, they cannot avoid of doing assignments in which their reading texts were written in English. If they can digest or discern academic readings properly, reading is crucial to improving learning outcome in many fields of study. Reading is an inseparable part of any English subjects.

In addition, research result conducted in 5 senior high schools in Indonesia, for example, had been revealed that 24 teachers were in difficulties in teaching English, especially when implementing competency-based curriculum as its' lacking instructional materials and socialization programs for English (Arifudin & Eny 2010). In addition, teaching facilities were also unsatisfactory which function to facilitate teachers' work. As an accompanying impact on the teaching, the students' performance in English was unsatisfactory. This is also has been pointed out by Nunan (1992) that empirical evidence about what teachers and students actually do inside the classroom, that is, what teachers teach, what students learn and the language used, is unsatisfactory. Lately, a national newspaper in Indonesia has reported as well that proficiency in reading in English is still low in Indonesia (Kompas newspaper, 22 February 2016).

Formulation of Research Question

1. What types of EFL teaching methodologies in teaching reading are frequently used by public and private university lecturers in Riau?
2. Is there any significant difference in lecturers' perception of EFL teaching methodologies based on age?

Objective of the Research

1. To investigate the types of EFL teaching methodologies in teaching reading frequently used by public and private university lecturers in Riau.
2. To find out whether there is significant difference in lecturers' perception of EFL teaching methodologies based on age?

The significance of the Research

The main objective of this research was to find out how EFL reading is taught at eight universities in Riau, especially in the Faculty of Teachers Training and Education in Riau Province, Indonesia. In addition, this research may also provide information on the reading skills students are exposed to, and the teaching approaches used by lecturers, whether they are teacher-centered or student-centered. As such this research attempted to explore and evaluate the gap in current research on teaching EFL reading in higher education in universities in Riau.

LITERATURE REVIEW

EFL Reading is a compulsory subject learnt by English department students and EFL reading is considered similar to the subject of General English that is compulsory for all non-English department students at the Faculty of Teachers Training and Education at both public and private universities during their first year studying at universities in Riau. In this study, EFL reading is related to activities that the students engage in when they read EFL reading materials, especially during classroom-based reading activities.

In addition, the extent to which students can master English depends very much on the teachers (Safiah Osman 1992) and lecturers. The role of educators is significant. As

Nunan (1988) states, these professionals are the agents of curriculum development. It is irrefutable that students' attain high levels of achievement in their English language learning are due to the contributions of their teachers and their teachers' commitment to pursuing the quality education.

Teaching Methodology

In the context of classroom instruction, one of the pedagogical terms is teaching methodology. There are various teaching methodologies used by practitioners and/or lecturers when teaching EFL. The methodologies need to be in line with the teaching and learning objectives, for example, the methodologies used to increase learners' language skills.

There are various teaching methodologies used by the teacher and/or lecturers when teaching EFL in classrooms. Larsen-Freeman (2000) points out that the methodology in EFL refers to general ideas about approach, method, technique, procedure, and models.

Anthony (1963) as cited in Richards and Rodgers (1986) states that approach, method, and technique have separate meanings and explanations but they are inter-related each other. Techniques carry out a method that is consistent with an approach. An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. It describes the nature of the subject matter to be taught. Within one approach, there can be many methods because methods may mean different things to different people. Powers (1982) defines a method as a way to do something in order to achieve something. If a curriculum is the 'what' of formal education, the method is the 'how'. The function of the method is clear and is totally occupied with implementation. Meanwhile, a technique is somewhat different from a method in that it is a particular trick, strategy or contrivance used to accomplish an immediate objective. Therefore, it must be consistent with the method and in harmony with an approach as well. Procedures are interrelated in language-teaching practice. They believed that approach, design, and procedure are all attached within the confinement of method.

Types of EFL Methodologies

There were three traditional approaches used in teaching EFL (Richard and Rodgers (1986) consisting of GTM, ALM, and Direct Method. Each of these has their main features in language learning. GTM focuses on translation with lots of activities on memorizing grammatical rules, translation activities and emphasis on writing and reading skills. Besides, ALM has main activities on repeating the role model (can be lecturers, teachers, and instructors) on learning grammatical structures of EFL language. Furthermore, this method has prioritized on listening and speaking and writing activities. Lastly, a direct method in which oral practice in English has been becoming core activities, where the speaking and listening skills are used in this method.

Reading Comprehension

Understanding a written text means extracting the required information from it as efficiently as possible (Grellet 1988) depending on the purpose for reading. To understand reading, researchers must consider not just the eyes but also the mechanisms of memory and attention, anxiety, risk-taking, the nature and uses of language, the comprehension of speech, interpersonal relations, socio-cultural differences, learning in general and that of young children in particular (Smith 1985).

A good reader finds the most suitable way to engage in reading for him/herself, determines the preferred reading materials, determines how much to read and where to do the reading. Efficient readers make adjustments or select the best strategies for reading by selecting reading skills or changing reading speed when necessary (Ur, 1999)

Schema Theory

A major contribution to the knowledge of reading, with many implications for the classroom, was provided by the Schema theory introduced by Bartlett (1932). He used this term to elaborate that the knowledge we have about the world is organized into interrelated patterns in accordance with our previous knowledge and experience. These 'schemata' also allow us to predict what may happen. This theory shows reading to be an interactive process in which efficient readers are able to relate the texts they read to their background knowledge of the world. Schematic knowledge, therefore, is significant to improving learners' reading comprehension skills.

RESEARCH METHODOLOGY

This study implemented quantitative research design which used a five-item Likert scale questionnaire through which quantitative data was gathered, in other words, respondents were required to rate items for which she/he agrees/disagrees to a statement. The respondents of this research were all lecturers who teach EFL reading classes in Riau Province. The involved respondents were 97 lecturers consisting of 40 male and 57 female lecturers consisting of public and private university lecturers. There were two public universities, namely *Universitas Riau* and *Universitas Islam Negeri SUSQA*. Meanwhile, six private universities are *Universitas Islam Riau*, *Universitas Lancang Kuning*, *Universitas R*ab, *Universitas Muhammadyiah, Universitas Pasir Pengaraian,* and *Universitas Islam Indragiri*. There were three methods were investigated in this research: Audio Lingual (AL), Grammar Translation Method (GTM, and Communicative Language Teachings (CLT). Descriptive analysis of frequencies, percentages, means and standard deviations were conducted to determine the lecturers' demographic profiles (such as gender, age, qualifications, and length of service) as well. Independent t-test, one-way ANOVA, Kruskal Wallis, Mann Whitney U and MANOVA were carried out to identify the differences in lecturers' perceptions on the EFL reading methodology.

RESEARCH FINDINGS

Lecturers' Perceptions of EFL Reading Methodology

Data are presented using frequency counts, percentages, overall mean scores, and standard deviations. To maintain consistency throughout the survey and to help the discussion of the results, the same points in the lecturers' survey are used. The overall mean score and standard deviation of each variable are displayed in Table 1 in the following.

Table 1 shows that the communicative language teaching method (mean = (4.03 and sd= 0.46) has the highest mean, followed by the audio-lingual (mean = 3.69 and sd = 0.56), while the method with the lowest mean is the grammar-translation method (mean = 3.65 and sd = 0.57). Overall, the three methods were highly used (mean = 3.82 and sd = 0.46). The Communicative Language Teaching method tended to be used more than the other two methods.

Table 1 Lecturers' perceptions of EFL teaching methods in teaching reading.

No	Variable	Mean	Standard deviation	Interpretation
1	Audio lingual	3.69	0.56	High
2	Communicative language teaching	4.03	0.46	High
3	Grammar translation	3.65	0.57	Moderate
	Total	3.82	0.46	High

The differences in levels of lecturers' perceptions of EFL reading methodologies is illustrated in the following figure 4.1
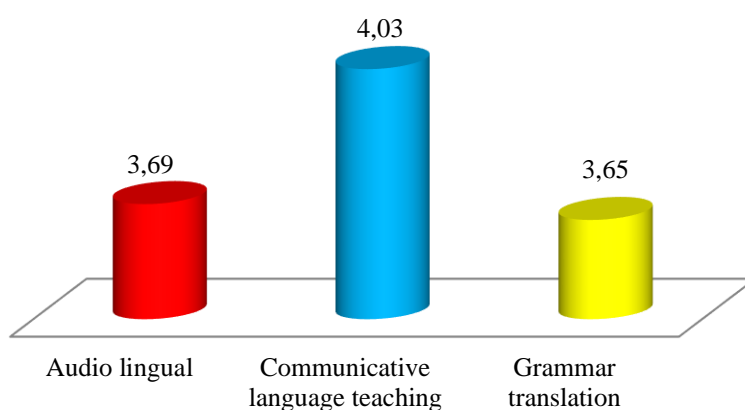

Figure 1 Lecturers' perceptions of EFL reading methods

To understand the detailed EFL reading methodologies used by the lecturers, the three EFL teaching methodologies; Audiolingual, Communicative Language Teaching, and Grammar Translation Method were presented below.

Audio-Lingual

Table 2 Level lecturers' perceptions of EFL reading: Audio-Lingual Method

No	Statement	SD	D	UN	A	SA	Mean	Interpretation
1.	The focus of teaching EFL reading is on the structure of the language.	9 (9.3%)	22 (22.7%)	23 (23.7%)	37 (38.1%)	6 (6.2%)	3.09	Moderate
2.	Learning a language is about forming habits.	-	2 (2.1%)	13 (13.4%)	45 (46.4%)	37 (38.1%)	4.21	High
3.	It is more effective to learn speech first then written language in EFL reading.	1 (1.0%)	11 (11.3%)	10 (10.3%)	45 (46.4%)	30 (30.9%)	3.95	High
4.	EFL can be mastered after this language becomes a habit for learners	2 (2.1%)	2 (2.1%)	8 (8.2%)	45 (46.4%)	40 (41.2%)	4.23	High
5.	Drilling of grammatical rules is necessary to help students to be able to use English.	1 (1.0%)	7 (7.2%)	12 (12.4%)	53 (54.6%)	24 (24.7%)	3.95	High
6.	My EFL teaching focuses on learners' acquiring sentence patterns in English.	5 (5.2%)	20 (20.6%)	29 (29.9%)	33 (34.0%)	10 (10.3%)	3.24	Moderate
7.	When I teach, I make sure my students have a lot of practice in using dialogues and structure.	2 (2.1%)	15 (15.5%)	16 (16.5%)	52 (53.6%)	12 (12.4%)	3.59	Moderate
8.	I am a model in my class when students mimic what I say.	2 (2.1%)	11 (11.3%)	17 (17.5%)	54 (55.7%)	13 (13.4%)	3.67	High
	Total						3.69	High

Table 4.3 shows that every item in the level lecturers' perceptions of EFL reading audio lingual methodology is moderate to high. Items with the highest mean in EFL can be mastered after this language becomes a habit for the learners (mean = 4.23). In terms of frequency and percentage, 45 lecturers (46.4%) agreed, 40 (41.2%) strongly agreed, 8 (8.2%) were undecided, 2 (2.1%) disagreed and 2 (2.1%) strongly disagreed. The item with the lowest mean is "The focus of teaching EFL reading is on the structure of the language" (mean = 3.09). In terms of frequency and percentage, this shows a total of 37 lecturers (38.1%) disagreed, 23 (23.7%) were undecided, 22 (22.7%) disagreed, 9 (9.3%) strongly disagreed and 6 (6.2%) strongly agreed. On the whole, this shows that

the lecturers' perception of the use of the audio-lingual methodology in teaching EFL reading is high. However, items no. 1 (*The focus of teaching EFL reading is on the structure of the language*), 6 *(My EFL teaching focuses on learners' acquiring sentence patterns in English*) and 7 (W*hen I teach, I make sure my students have a lot of practice in using dialogues and structure*) showed moderate level mean scores. These three items deal with the objectives of learning EFL reading using the Audio-Lingual method in which the learning focus is on practicing sentence patterns using dialogue and structure. These three items are the least favourable among lecturers.

Communicative Language Teaching

Table 3 Level of Lecturers' Perceptions of EFL Reading Communicative Language Teaching Methodology

No	Statement	SD	D	UN	A	SA	Mean	Interpretation
1.	EFL reading should include communicative tasks since language is a system for the expression of meaning.	-	1 (1.0%)	13 (13.4%)	54 (55.7%)	29 (29.9%)	4.14	High
2.	To help students to communicate actively, it is necessary for them to have knowledge of linguistics, meaning, and function of EFL.	-	8 (8.2%)	11 (11.3%)	45 (46.4%)	33 (34.0%)	4.06	High
3.	It is important to teach learners to communicate in English.	-	1 (1.0%)	2 (2.1%)	36 (37.1%)	58 (59.8%)	4.56	High
4.	My EFL teaching focuses on practicing language functions such as describing a place, giving directions, and expressing likes and dislikes	1 (1.0%)	10 (10.3%)	9 (9.3%)	55 (56.7%)	22 (22.7%)	3.90	High
5.	The focus of a language course should be on real communication	1 (1.0%)	1 (1.0%)	4 (4.1%)	52 (53.6%)	39 (40.2%)	4.31	High
6.	My students are active in my reading class.	1 (1.0%)	1 (1.0%)	27 (27.8%)	55 (56.7%)	13 (13.4%)	3.80	High
7.	My EFL students communicate actively in English, for example,	1 (1.0%)	2 (2.1%)	17 (17.5%)	54 (55.7%)	23 (23.7%)	3.99	High

	they exchange information in conversation, role play, and group discussion.						
9.	I facilitate learning for my students through communicative activities.	-	2 (2.1%)	8 (8.2%)	68 (70.1 %)	19 (19.6 %)	4.07 High
10	I use newspapers, magazines, and business reports as EFL reading materials.	1 (1.0%)	3 (3.1%)	24 (24.7 %)	48 (49.5 %)	21 (21.6 %)	3.88 High
11	My tests are related to real-world language use.	1 (1.0%)	5 (5.2%)	14 (14.4 %)	62 (63.9 %)	15 (15.5 %)	3.88 High
	Total						4.03 High

Table 3 shows that every item in the level lecturer's perceptions of EFL reading communicative language teaching methodology is high. The item with the highest mean is 'It is important to teach learners to communicate in English' (mean = 4.56). In terms of frequency and percentage 58 lecturers (59.8%) strongly agreed, 36 (37.1%) agreed, 2 (2.1%) were undecided and 1 (1.0%) disagreed. This implies that CLT is more favorable or is the preferred method used in teaching EFL reading.

In terms of frequency and percentage, 54 lecturers (55.7%) agreed, 17 (17.5%) were undecided, 13 (13.4%) strongly agreed, 11 (11.3%) disagreed and 2 (2.1%) strongly disagreed. Overall then, the lecturers' perception of the communicative language teaching methodology in teaching EFL reading is at a high level.

Grammar Translation Method

Table 4 Level of Lecturers' Perception of EFL Reading GTM Methodology

No	Statement	SD	D	UN	A	SA	Min	Interpretation
1.	Analyzing grammatical rules is important in EFL reading	1 (1.0%)	13 (13.4 %)	22 (22.7 %)	44 (45.4 %)	17 (17.5 %)	3.65	Moderate
2.	The teaching of English grammar will help learners to be familiar with the grammar of their native language/ mother tongue.	8 (8.2%)	21 (21.6 %)	42 (43.3 %)	17 (17.5 %)	9 (9.3%)	2.98	Moderate
3.	To read literature in EFL, students need to learn its structure rules	1 (1.0%)	5 (5.2%)	14 (14.4 %)	56 (57.7 %)	21 (21.6 %)	3.94	High

	and vocabulary.							
4.	Ability to translate from one language to another is important since it is an indicator of successful EFL learners.	2 (2.1%)	11 (11.3 %)	23 (23.7 %)	42 (43.3 %)	19 (19.6 %)	3.67	High
5.	I use a syllabus focusing on grammar points.	6 (6.2%)	16 (16.5 %)	30 (30.9 %)	37 (38.1 %)	8 (8.2%)	3.26	Moderate
6.	The course objective of my EFL reading is to increase students' ability to read EFL literature.	1 (1.0%)	6 (6.2%)	5 (5.2%)	52 (53.6 %)	33 (34.0 %)	4.13	High
7.	I am always active in providing models such as pronouncing English words or sentences.	1 (1.0%)	4 (4.1%)	16 (16.5 %)	54 (55.7 %)	22 (22.7 %)	3.95	High
	Total						3.65	Moderate

Table 4 shows that every item in the level lecturers' perception on EFL reading grammar-translation method is at a moderate level. The item with the highest mean is "The course objective of my EFL reading is to increase students' ability to read EFL literature" (mean = 4.13). In terms of frequency and percentage, 52 lecturers (53.6%) agreed, 33 (34.0%) strongly agreed, 6 (6.2%) disagreed, 5 (5.2%) were undecided and 1 (1.0%) strongly disagreed. The item with the lowest mean was "the teaching of English grammar will help learners to be familiar with the grammar of their native language/ mother tongue" (mean = 2.98). In terms of frequency and percentage, 42 lecturers (43.3%) were undecided, 21 (21.6%) disagreed, 17 (17.5%) agreed, 9 (9.3%) strongly agreed and 8 (8.2%) strongly disagreed. As a whole, this shows that the lecturer's perceptions of the grammar-translation method for use in EFL reading were at a moderate level.

Overall, GTM is less favorable than CLT and AL as the average mean score is at a moderate level even though the mean scores of four items (3, 4, 6, and & 7) are at a high level. However, there are three items of which the mean scores are at a moderate level. The items are: *Analyzing grammatical rules is important in EFL reading* (no. 1); *The teaching of English grammar will help learners to be familiar with the grammar of their native language/mother tongue* (No.2), and; *I use a syllabus focussing on grammar points* (No. 5). It is interpreted that teaching and practicing grammatical rules as well using related syllabus are relatively less practiced or are unfavourable.

This study has shown all the three methods in this research: CLT, Audio-lingual and the Grammar Translation Method were positively used by the majority of lecturers in teaching EFL reading. CLT (mean = 4.03) had the highest mean (reflected in the high scores from lecturers) followed by AL (mean = 3.69), and the GTM (mean = 3.69).

The difference in Lecturers' Perceptions of EFL Teaching Methodologies Based on Age

MANOVA analysis was conducted to examine the differences in lecturers' perceptions of EFL teaching methodology based on age. Before the MANOVA analysis was conducted, the researcher conducted tests to determine the homogeneity of the variance-covariance matrix (homogeneity of the variance-covariance metrics) using Box's M test. Box's M test analysis can be seen in Table 4.28 below.

Table 5 Box's M differences in lecturers' perceptions of EFL methodology in teaching reading based on age

Box's M	Value-F	df1	df2	Sig.
9.569	0.760	12	40532.610	0.693

Table 5 shows that there is no significant variants-covariance among the dependent variables for all levels of the independent variable with the Box's M = 9.569 and sig = 0.693 (p>0.001). This means that the variance-covariance dependent variable is homogeneous across the independent variables. Therefore, MANOVA analysis can be carried out to identify the differences in lecturers' perceptions of EFL methodology in teaching reading based on age (Pallant, 2007). MANOVA analysis results can be seen in Table 4.34 and below.

Table 6   *Wlilks' Lambda* differences in lecturers' perceptions of EFL methodology in teaching reading based on age

Variable	Wilks' Lambda value	F value	Df1	Df2	Sig
Lecturers' perceptions of EFL teaching methodology	0.886	1.910	2	94	0.081

Table 6 shows that there is no significant difference in lecturers' perceptions of EFL methodology in teaching reading based on age with the Wilks' λ = 0.886, F (2,94) = 0.081 (p>0.05). The difference for each aspect of lecturers' perceptions of this EFL methodology based on age with a more detailed analysis using MANOVA.

Then, to see the differences lecturers' perceptions of EFL CLT reading method based on age more clearly post hoc tests were conducted as shown in the following Table 4.31.

Table 7   Post Hoc test differences in lecturers' perceptions of EFL Communicative Language Teaching methodology based on age

Dependent Variable	(I) age	(J) age	Mean Difference (I-J)	Std. Error	Sig.

Communicative language teaching	Less than 30 years	30 to 40 years	-.1934	.10881	0.211
		More than 40 years	.1417	.10785	0.425
	30 to 40 years	Less than 30 years	.1934	.10881	0.211
		More than 40 years	.3351[*]	.11273	0.015
	More than 40 years	Less than 30 years	-.1417	.10785	0.425
		30 to 40 years	-.3351[*]	.11273	0.015

Table 7 shows that there are significant differences in lecturers' perceptions of EFL communicative language teaching reading method among lecturers aged 30 to 40 years old and over 40 years old with a mean difference = 0.3351 and sig = 0.015 (p<0.05). Lecturers 30 to 40 years old perceived EFL communicative language teaching reading method higher than lecturers under 40 years old. There is no significant difference in lecturers' perceptions of EFL communicative language teaching reading method based on greater age (p>0.05).

CONCLUSION (1/2)

The objective of this study was to investigate the types of EFL reading methods frequently used by all university lecturers in Riau. The EFL methods discussed here are based on those proposed by Richards and Rodgers 1986, Nunan 1999, Krashen 1999, Mitchell and Myles 2004, Ellis 1990, and Brown 2001.

They teach at two public universities and six private universities. The answer to the research question revealed that CLT tended to be used more than AL and GTM. This means that both public and private universities in Riau preferred using the CLT method. From the quantitative findings, it was shown that lecturers aged between 30 and 40 years old felt more certain in using CLT. Intarapanich (2013) in her research on EFL teaching methods in high schools in Laos, the results of her study also showed that CLT was preferred or more likely to be implemented by Laotian teachers as CLT allows for more communicative activities and greater engagement in language learning among students.

Thus, this implies that of these three methods, there is a possibility that a lecturer may combine EFL teaching methodologies when she/he teaches EFL reading in the classroom. There is no single teaching methodology that is used exclusively in teaching language skills, thus the idea of combining relevant EFL teaching methodologies in teaching EFL reading strategies might help students to reach their optimal capacity in developing their reading skills.

There are several recommendations that can be offered for the development of EFL teaching methodologies employed in universities or future research. This study may be expanded to investigate other EFL teaching methodologies in teaching reading in Indonesia and in other countries in which EFL is taught. This perhaps would illuminate similar findings or bring about added knowledge about EFL teaching methodologies in teaching reading.

Secondly, a comparative study among EFL countries may also be carried out as an extension of this study. It is also recommended that a different research design is implemented, such as experimental research design, for a better comprehension EFL teaching methodology.

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