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THE EFFECTS OF LECTURERS' TEACHING STRATEGY AND STUDENTS' LEARNING STYLE ON THEIR READING PERFORMANCE

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Abstract

Problem in this research was whether there is a positive and significant effects of teaching reading strategy and students' learning style on reading performance. The objective of the research was to measure is there any positive significance the effect of teaching reading strategy and students' learning style on reading performance at English education study program, Dayanu Ikhsanuddin University. This research method was survey design using path analysis approach. Population in this research was all of third semester students at English Education Study Program, Dayanu Ikhsanuddin University with total 40 students which was taken using total sampling technique. The instrument used was a questionnaire (Teaching Reading Strategy & Perceptual Learning Style) and test (TOEFL). This research found that there were: 1) the score of each lecturers' teaching strategy questionnaire were 80.1% Reciprocal Teaching Strategy, 79% for SQ3R Strategy, 78.5% for Scaffolding Strategy, 77.3% for Think-Aloud Strategy and 75.9% for QARs Strategy. It indicated that one strategy (Reciprocal Teaching Strategy) is always category and four strategies (SQ3R Strategy, Scaffolding Strategy, Think-Aloud Strategy and QARs Strategy) are often category applied by EFL lecturers in teaching reading, 2) the average of each learning style questionnaire were 4.2 for Auditory, 4.2 for Kinesthetic and 4.0 for Visual Learning Style used by students, based on the high

percentage of questionnaire, there was 85% or 34 students in major learning style category, it meant the students' learning style was major learning style, 3) based on the high percentage of reading performance test, there was 65% or 26 students in fair category, it suggests the students' reading performance was fair, 4) based on the result of hypothesis testing using independent sample T-test obtained fcount 7.951 and obtained significant value 0.001 < 0.005, with a positive effect 0.301 or 30.1% therefore Ha was accepted and H0 was rejected. Thus, it can be concluded that reading performance can be affected by teaching reading strategy and students' learning style on third semester students at English Education Study Program, Dayanu Ikhsanuddin University.

Keywords: Teaching Strategy, Learning Style, Reading Performance.

Abstrak

Masalah dalam penelitian ini adalah apakah ada pengaruh yang positif dan signifikan antara strategi pengajaran membaca dan gaya belajar siswa terhadap kinerja membaca. Tujuan dari penelitian ini adalah untuk mengukur apakah ada pengaruh yang positif dan signifikan antara strategi pengajaran membaca dan gaya belajar siswa terhadap kinerja membaca di program studi pendidikan bahasa Inggris, Universitas Dayanu Ikhsanuddin. Metode penelitian ini adalah desain survei dengan menggunakan pendekatan analisis jalur. Populasi dalam penelitian ini adalah seluruh mahasiswa semester tiga di Program Studi Pendidikan Bahasa Inggris, Universitas Dayanu Ikhsanuddin dengan jumlah 40 mahasiswa yang diambil dengan teknik total sampling. Instrumen yang digunakan adalah kuesioner (Strategi Pengajaran Membaca & Persepsi Gaya Belajar) dan tes (TOEFL). Penelitian ini menemukan bahwa: 1) nilai dari masing-masing kuesioner strategi mengajar dosen adalah 80,1% untuk Strategi Pengajaran Timbal Balik, 79% untuk Strategi SQ3R, 78,5% untuk Strategi Perancah, 77,3% untuk Strategi Berepikir Keras dan 75,9% untuk Strategi QAR. Hal ini menunjukkan bahwa satu strategi (Strategi Pengajaran Timbal Balik)kategori selalu dan empat strategi (Strategi SQ3R, Strategi Perancah, Strategi Berpikir Keras dan Strategi QARs) kategori sering diterapkan oleh dosen EFL dalam mengajar membaca. 2) rata-rata dari masing-masing kuesioner gaya belajar adalah 4.2 untuk Auditori, 4.2 untuk Kinestetik dan 4.0 untuk Gaya Belajar Visual yang digunakan oleh mahasiswa, berdasarkan persentase tinggi dari kuesioner, ada 85% atau 34 mahasiswa dalam kategori gaya belajar utama, hal ini berarti gaya belajar mahasiswa adalah gaya belajar utama, 3) berdasarkan persentase tinggi dari tes kinerja membaca, ada 65% atau 26 mahasiswa dalam kategori cukup, hal ini menunjukkan bahwa kinerja membaca mahasiswa adalah cukup, 4) berdasarkan hasil uji hipotesis dengan menggunakan uji-t sampel independen diperoleh fhitung 7,951 dan diperoleh nilai signifikan 0,001 < 0,005, dengan pengaruh positif 0,301 atau 30,1% sehingga Ha diterima dan H0 ditolak. Dengan demikian, dapat disimpulkan bahwa kinerja membaca dapat dipengaruhi oleh strategi pengajaran membaca dan gaya belajar siswa pada mahasiswa semester tiga di Program Studi Pendidikan Bahasa Inggris, Universitas Dayanu Ikhsanuddin.

Kata kunci: Strategy Pengajaran, Gaya Belajar, Kemampuan Membaca.

1. INTRODUCTION

As a receptive skill, reading has major effects on language learners. By reading, they could enhance their vocabulary, improve their writing ability, and discover useful knowledge. Vocabulary plays a crucial role in helping learners master the four language skills and can be developed effectively through extensive reading. Engaging with a variety of texts allows learners to encounter and acquire new vocabulary, which they can then apply in different contexts making reading a valuable activity. In addition to vocabulary, grammar proficiency can also be improved through reading, as texts often demonstrate correct grammatical structures. This, in turn, can positively influence students' writing abilities. Reading not only supports vocabulary and writing development but also expands learners' knowledge. By reading, language learners can access a wealth of up-to-date information and insights that are beneficial for their academic and personal growth. However, to fully

benefit from reading materials, comprehension skills are essential. Talking about information, reading becomes one of the most important skills in learning English which many learners are not mastering yet in gaining and comprehending information in the text. Reading comprehension happens when the learners can be informed by a reading text and have comprehension as the goal of reading, especially in their reading performance.

Since reading benefits language learners deeply, reading was a common thing to do even in English as Foreign Language (EFL) classrooms. In EFL, English was a mandatory subject with reading as one of the focused skills which was learned by learners. Reading many kinds of text was one of the activities in many EFL classes such as in university. University as the colleges that had an obligation to prepare the learners to face the work field, having good reading comprehension might be very beneficial for them. Having memos, messages or any kind of written text in English was common in the work field. Thus, the reading text found in the university syllabus (RPS) was like memos, short texts, letters, and instructions. Even outside the classroom, signs, marks, or many simple phrases in English which were found in many public places were something usual for English language learners. In short, they were used to having English reading activities whether inside or outside the classroom.

Unfortunately, many EFL learners are often reluctant to engage in reading, particularly at more advanced levels, where reading involves more than just recognizing individual words, it also requires the ability to understand the overall meaning of a text. However, achieving good reading comprehension can be quite challenging. According to Gebhard [1], many learners struggle with comprehension due to factors such as slow reading speed, limited vocabulary, and insufficient background knowledge.

Some of those intrinsic obstacles also occurred in English study program learners as mentioned by one of the lecturers in the third semester based on the interview in the preliminary research in 14 December 2024. The lecturer mentioned that the learners had a lack of vocabulary and background information reading of the text finally made their motivation in having reading class low. Besides the intrinsic obstacles, extrinsic obstacles also appeared such as the lecture's teaching method and the lecturers' awareness of teaching strategy. In the interview, the lecturer stated that she did not apply any specific strategies in teaching reading. During reading sessions, she simply instructed students to answer the questions immediately after reading the text. She explained that learners' internal challenges made it difficult for her to implement any comprehension strategies. As a result, reading the entire text became the primary approach to finding answers during class activities.

Effective reading comprehension requires the use of appropriate teaching strategies. These strategies can greatly support language learners in developing their reading skills. English as a Foreign Language (EFL) lecturers are responsible for teaching students whose native language is not English, and this task often presents significant challenges. EFL lecturers must prepare various components before delivering instruction, including lesson plans (RPS), instructional materials, and suitable teaching strategies. However, they may encounter several obstacles in teaching reading comprehension, such as limited time, inadequate materials, and difficulty in selecting effective strategies. As observed by Davis and cited by Brassell and Rasinski [2], successful readers are those who can comprehend a wide range of texts by applying appropriate reading comprehension strategies.

In teaching reading comprehension, EFL lecturers need to be mindful of the strategies they choose to implement. A teaching strategy refers to an instructional approach designed to facilitate students' understanding of the material and support them in achieving their learning objectives. Different learning methods are available to enable them to

develop the right strategy to deal with the identified target group. Teaching reading comprehension also requires an appropriate strategy based on learning goals. There are many strategies for teaching reading comprehension developed by experts such as Hillerich [3], and Anderson [4]. Moreover, Vacca and Vacca [5] proposed a theory for teaching reading comprehension that includes Scaffolding, Think Aloud, Reciprocal Teaching, SQ3R, and QARs, while students' learning style could be Visual, Tactile, Auditory, Kinesthetic, Individual, or Social depending on their tendency in approaching learning activity. Then, the lecture could use the strategies or even students' learning style that helped to improve their comprehension of a reading text.

Besides, the lecturer did not become aware of the learners' learning styles. Learners in the English Education Study Program, Unidayan had no idea what their learning style preferences were. They do the task in the teaching and studying process without considering their learning style preference. This indicates that each learner responds to new information differently within the learning process. This individual approach is commonly referred to as a learning style, which reflects a learner's unique strengths and weaknesses in acquiring and processing information. It is essential for lecturers to understand the learning styles of their students in order to design and implement appropriate teaching techniques. When teaching methods align with students' learning styles, they are more likely to successfully absorb and retain information. There are three main cognitive learning styles: visual, auditory, and kinesthetic. Vester [6] states that learners' approach can perceptually form a learning profile by means of the information stored in the memory through visual, auditory, and kinesthetic perception.

These issues ultimately contributed to unsatisfactory results in students' performance, particularly in reading comprehension, which was a key component of the final examination. Although the syllabus (RPS) required students to be able to extract various types of information from texts such as main ideas, inferences, and conclusions, their overall reading comprehension remained weak. This was evident from the average score, which did not exceed 75 on a scale of 0 to 100. Therefore, reading comprehension clearly requires greater instructional focus and support.

There are some previous studies supporting this current study. For instance, research conducted by Barruansyah [7] found that language learning strategies had a greater impact on learning outcomes compared to learning styles. Similarly, Zare and Nooreen [8] identified a strong positive relationship between the use of learning strategies and reading comprehension. Their findings suggest that the more frequently learners apply effective learning strategies, the higher their achievement in reading comprehension tends to be.

In contrast to the findings of Zare and Noordin, Molla reported no significant relationship between learning strategies and reading comprehension. Her study revealed neither a positive nor negative correlation between the two variables, concluding that learners' reading achievement was not influenced by the learning strategies they employed. Additionally, other studies conducted by Khademi et al. and Alharbi presented different results regarding the relationship between learning styles and reading comprehension. Khademi, *et. al.,* [9] research showed that there was a significant relationship between learning style and reading comprehension. They agreed that learning style and reading comprehension influenced each other.

Based on the previous related studies mentioned, it can be concluded that the effects of learning strategies and learning styles on reading comprehension have shown varied and sometimes inconsistent results. It is depending on the context and methods used, there is a positive or even no influence at all among those variables. Then, the non-existent research on the effect among teaching reading strategy, learning style, and

reading performance as well as the various results on the effectiveness of lecturers' teaching strategy on students' reading performance and the effectiveness of students learning style on students' reading performance are the gaps that can be filled by this research.

Based on the aforementioned explanations, findings from the unstructured interview, and research conducted by numerous experts, the researcher is curious to determine whether the unknown lecturers' teaching reading strategy and learners' learning style on English subjects especially in the reading performance at English Education Study Program, Dayanu Ikhsanuddin University. Consequently, the researcher carried out the effect that examined the lecturers' teaching strategy and learning style of the students third semester at the English Study Program, Dayanu Ikhsanuddin University, and their reading performance.

1.1 Teaching Strategy Definition

Teaching strategies serve as alternative approaches in education to assist teachers during the teaching and learning process. The importance of utilizing teaching strategies is emphasized in numerous studies (Akdeniz [10]; Hamruni [11]; Siwatu, Frazier, Osaghae, & Starker [12]; Shinn [13]. These studies define teaching strategies as planned instructional activities designed to support and facilitate student learning through structured guidelines. Teaching strategies typically comprise six key components: methods, techniques, tools or media, classroom management, communication, and learning objectives. Additionally, when selecting a teaching strategy, teachers should make rational decisions based on their own skills and capabilities.

Hamruni [11] defines a strategy as a plan, method, or sequence of activities intended to accomplish a specific educational objective. In this context, teaching strategies encompass carefully designed plans, methods, and techniques used during instruction to support the achievement of learning goals. When preparing lesson plans, teachers can decide which teaching strategies and methods to implement, enabling them to effectively facilitate students throughout the learning process.

However, Shinn [13] noted that teaching strategy is a complex educational behavior of a teacher in using methods, techniques, tools, discipline, and communications to achieve goals and /or objectives. This means that teaching strategies are about educational behavior of teachers, in these statements, there are 6 components of teaching strategies such as methods, techniques, tools, discipline, communications, and goals.

Based on the theories discussed above, it can be concluded that teaching methods and teaching techniques are distinct concepts. A teaching method refers to the approach selected and implemented by the teacher to facilitate the delivery of instructional material. In contrast, teaching techniques are the specific skills a teacher employs to present the material and manage the classroom effectively. Teaching strategy, meanwhile, encompasses the broader educational behaviors and approaches a teacher uses in instruction. Thus, teaching methods and techniques are components within the overall teaching strategy.

When teaching reading comprehension, teachers should employ appropriate strategies. Vacca [14] identifies several strategies that can be used to enhance reading comprehension instruction, namely: Scaffolding; Think Aloud; Reciprocal; SQ3R; QARs. So, teaching strategies for reading comprehension are a key focus of this study. Strategies serve as one of the main indicators guiding the researcher throughout the investigation. These indicators act as a reference framework, helping the researcher determine the necessary steps during the research process. Consequently, the researcher can maintain a clear focus on the objectives of the study

1.2 Learning Style Definition

Learning style is a crucial factor influencing how effectively students acquire a

second or foreign language. Various language experts and researchers have defined learning styles from diverse perspectives. According to Reid [15], defined learning style as "the variations among learners in using one or more senses to understand, organize, and retain experience". In addition, the term 'learning style' concerns individual preferences for obtaining, processing and retaining information (Gass & Selinker [16]). Similarly, it is an approach used by students both in acquiring a new language and learning any other object (Cohen, *et. al*., [17]). Learning styles can also be described as the different ways in which learners perceive, absorb, process and recall new information and skill (Van Patten & Benati, [18]). Shortly learning styles are associated with the fact that individuals learn best in different ways and these might influence their language performance during learning activities.

Learners learn in different ways. Some prefer facts, data and experiments whereas others prefer principles and theories. Some prefer reading written material whereas others prefer problem solving. Learning management systems so far have been developed with the philosophy of "one-size fits all", as a result of which students tend to get disoriented and the information overload results in reduced efficiency. Each student has his or her own learning style, determining a students' learning styles is a crucial step. (Bajaj & Sharma, [19]).

Language learning style came from Reid [15] divided one of three dimensions that is perceptual learning styles categorized into three types: visual, auditory, and kinesthetic. Visual learners absorb information best through seeing, auditory learners through hearing, and kinesthetic learners through full-body, hands-on experiences. Additionally, physical and sociological styles fall under environmental learning styles. Physical learners perform better when factors such as temperature, noise, lighting, food, mobility, time, and classroom setup are taken into account. Sociological learners, on the other hand, learn more effectively when learning occurs in groups, individually, in pairs or teams, or under varying levels of teacher authority.

In this research will focus on learning style perceptual dimension. Accordingly, Reid [15] developed learning style models centered on students' preferred ways of perceiving information, identifying three main types: visual, auditory, and kinesthetic learners.

1.3 Reading Comprehension Definition

According to William, Grabe [20], Reading is a crucial skill across various contexts, particularly in educational environments. Within English education, reading comprehension helps students understand texts and integrate new ideas from them. Sandra Silberstein [21] describes reading as a complex information-processing skill where the reader interacts with the text to (re)construct meaningful discourse. In other words, reading involves an active engagement between the reader and the text to extract information.

William Grabe and Fredricka L. Stoller [22] emphasized that students need to master reading alongside speaking, writing, and listening skills. Reading holds great significance because it provides access to information and knowledge from written texts. It serves as a means to extract information from a text and interpret its meaning. Readers start by recognizing the printed words, then comprehend and interpret the information by applying their prior knowledge.

Based on the definitions provided, reading can be described as a complex process in which a reader views and comprehends written material. It involves combining several elements in an active effort to grasp the writer's intended message.

Comprehension is a unique form of thinking essential for understanding reading. This is why the term "reading comprehension" is used. According to Snow [23], reading comprehension involves the simultaneous process of extracting and constructing meaning through engaging with written language. The reader interprets the ideas in the text by using intellectual skills to

analyze and organize information in order to accurately understand the message.

Based on this definition, a reader's success relies not only on their comprehension skills but also on their experience and prior knowledge related to the text. Moreover, reading comprehension is a communicative process that involves reconstructing the author's message by drawing on one's existing knowledge, particularly language knowledge.

It is a complex cognitive process that requires the integration of several linguistic and cognitive abilities, such as vocabulary knowledge, grammatical understanding, and inferential reasoning. For language learners, particularly those studying English as a Foreign Language (EFL), developing strong reading comprehension skills is critical to academic and professional success. Gebhard [24] argues that reading comprehension can be taught, it is often hindered by intrinsic challenges such as limited vocabulary, a lack of background knowledge, or insufficient exposure to English in authentic contexts. These barriers make it difficult for learners to process texts effectively, leading to slow reading speeds and a superficial understanding of material.

Furthermore, Harrison [25] emphasizes that the significance of reading extends beyond knowledge acquisition; it also plays a vital role in shaping an individual's thinking abilities. These cognitive abilities form the foundation for the development of emotional, moral, and verbal intelligence, which ultimately influence the kind of person an individual becomes.

According to Burt, Peyton, and Adams (2003), learning to read is essential for several reasons: (1) it helps individuals develop thinking skills in a new language; (2) it enhances vocabulary acquisition; (3) it increases comfort with written English; and (4) it supports preparation for studying in English-speaking countries. Reading contributes not only to reading proficiency but also to the development of other language skills. Proficient readers understand the value of reading as a key to gaining broader knowledge.

The benefits of reading, as outlined above, greatly support students in various aspects of their lives. Reading is essential not only for expanding their knowledge but also for shaping their thinking processes, which contribute to the development of moral, emotional, and verbal intelligence. Reading is a very important skill that students have to master. Any exposure from reading gives many benefits for the students in the process of acquiring language and developing their thinking and emotional. Opportunities to expose English texts more helps the reader accustomed to written English texts. It will develop their awareness in decoding a printed language and recalling the meaning.

2. METHOD OF THE RESEARCH

2.1 Design of the Research

This research used a survey design, using path analysis approach. Grace & Bollen [26], defined path analysis as a technique that provides an algorithm to understand the direct, indirect, and total effect of one variable on another in a hypothesized model.

2.2 Variable of the Research

Variables in this research consisted of three variables: The independent Variables were lecturers' teaching reading strategy and students' learning style, while the dependent variable was students' reading performance. Sugiyono [27] proposed such variables in the following figure:

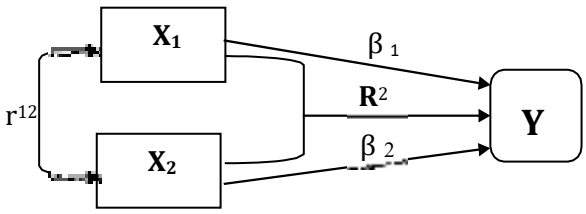

Figure. 1 Variable Constellation

Remarks:

X_1 : Lecturers' teaching reading strategy
X_2 : Students' learning style
Y : Reading performance
r^{12} : Correlation between X1 and X2

β_1 : Influence between X1 and Y
β_2 : Influence between X2 and Y
R^2 : Simultaneous influence between X1 and X2 to Y

2.3 Population and Sample of the Research

2.3.1 Population

The population were 40 students. The total class were two classes.

2.3.2 Sample

In taking the sample, the researcher used a total sampling technique. The total sampling technique is if all the population uses as a sample of research. Sugiyono (2013). So that, the sample of this research are 40 students.

2.4 Instrument and Technique of Data Collection

2.4.1 Instrument

2.4.1.1 Questionnaire for AMTB

The lecturers' strategy in teaching reading comprehension which developed by Vacca and Vacca [5] for investigating lecturers' teaching strategy that consisted of 30 items, and Perceptual Learning Style Preference Questionnaire (PLSPQ) from Reid [15] to find out the types of students' learning styles. This questionnaire consisted of 15 items.

Of the all indicators, teaching strategy in this research limited there were 5 indicators, in the following table:

a. Teaching Strategy

Table 1. Specification of Teaching Reading Strategy

Variable X_1	Indicators	Number of Questionnaire	Total
Teaching Reading Strategy	Scaffolding Strategy	1, 6, 8, 9, 10, 29	6
	Think-Aloud Strategy	2, 3, 5, 7, 16, 26	6
	Reciprocal Teaching Strategy	14, 15, 17, 18, 24, 25	6
	SQ3R Strategy	11, 13, 20, 22, 23, 30	6
	QARs Strategy	4, 12, 19, 21, 27, 28	6
Total			30

While the learning style in this research there were 3 indicators, in the following table:

b. Learning Style

Table 2. Specification of Learning Style

Variable X_2	Indicators	Number of Questionnaire	Total
Learning Style	Visual	3, 7, 8, 13, 15	5
	Auditory	1, 4, 6, 10, 12	5
	Kinesthetic	2, 5, 9, 11, 14	5
Total			15

2.4.1.2 Test of Reading Performance

Test of English as a Foreign Language (TOEFL) ITP in Reading section from Deborah Phillips [28] for measuring students' reading performance that consisted of 50 items. It was a paper-based test and academic content. According to Educational Testing Service (ETS), TOEFL ITP tests are a fair, valid, and reliable assessment of the highest possible quality. Therefore, many studies used it. It was supported by Nakanishi [29], he said that one of the most popular tests was TOEFL

2.4.2 Techniques Data Collection

For the section, the researcher started by having an intuitional procedure to provide detailed information related to the project.

Those procedures as follows:

a. Questionnaire

The researcher informed the Reading II lecturers that the researcher was conduct research by giving the questionnaire to students, then the researcher gave the questionnaire to students in the classroom. Before the researcher gave a questionnaire to students, the researcher gave an explanation how to answer the questionnaire and explained what the questionnaire was about.

b. Test

The test had given to the students to be undertaken within a period of 60 minutes.

The researcher explained the procedures for doing the test to students before they did the test.

2.5 Technique of Analysis Data

2.5.1 Descriptive Statistic

Creswell [30] stated that descriptive statistics was required to indicate general tendency (mean, mode, and median), the spread of scores (variance, standard deviation, and range). Besides that, the descriptive statistics also used to display the minimum and maximum scores.

To determine the teaching strategy, learning style and reading performance, the test had been administered. The result of the test analyzed by using the following steps:

a. Questionnaire

1) Teaching Strategy

The teaching strategy questionnaire had 30 items and the scoring system had five choices Likert Scales. Those choices are Never (1), Seldom (2), Sometimes (3), Often (4), and Always (5). The validation calculated by using a simple formula by Sugiyono (2015):

$$P = \frac{\sum R}{N} x\ 100\%$$

Notes:

P : Percentage

∑R : Number of answers given by renponses

N : Total maximum score

Table 4. Likert Scale of Teaching Strategy

Statement Score	Statement
5	Always
4	Often
3	Sometimes
2	Seldom
1	Never

To determine the teaching strategies used by the lecturers, the responses of each part are summed up then the score divided with the number of items for each part. Then, the validity result of questionnaire obtained based on the interval proposed by Arikunto (2008).

Table 5. The Percentage of Teaching Strategy Questionnaire

No	Score Range	Explanation
1	80% – 100%	Always
2	60% – 79.9%	Often
3	40% – 59.9%	Sometimes
4	20% – 39.9%	Seldom
5	0% – 19.9%	Never

The final completion of the analysis presented in the form percentage of Riduwan [31]. It used the following formula:

$$Index = \frac{Total\ Score\ of\ Weight\ Score}{y} x\ 100$$

Notes:

y : The Highest Score Likert x Number of Respondents

2) Learning Style

In identifying the students' learning style, the researcher used perceptual learning style preference questionnaire and rating scale by Reid.

Table 6. Likert Scale of Learning Style

No	Statements	Score
1	Strangly Agree	5
2	Agree	4
3	Undecided	3
4	Disagree	2
5	Strongly Disagree	1

For this questionnaire, there were 15 items for three styles, 5 items for each style, then the ratings for each style are summed. Next, they divided by eight to obtain the average numerical rating for every style. After that, ranges of five teaching styles could be seen. There are three indicators of ranges for learning style that determined by Reid: major learning style, minor learning style and negligible. It could be seen in the following table 7.

Table 7. The Indicators of Learning Style

No.	Range Score	Indicators
1	3.8 – 5.0	Major Learning Style
2	2.5 – 3.7	Minor Learning Style
3	0 – 2.4	Negligible

b. Test

1) The test in this research used multiple-choice tests, the criteria was if the answer was correct the score was one and if the answer wrong the score was null.
2) The scores obtained from the rubric were the raw scores which were then converted to final score used scale of 100 used the following formula:

$$A\ Students'score = \frac{Total\ correct\ answer}{Total\ number\ of\ items} x\ 100$$

3) To determine the students' reading performance, the researcher used the following criteria by Depdiknas in Rahim [32]:

Table 8. Classifying of Scoring of Reading Performance

No	Score Range	Criteria
1	81 - 100	Very good
2	61 – 80	Good
3	41 – 60	Fair
4	21 – 40	Poor
5	0 – 20	Very Poor

2.5.2 Prerequisite Analysis

As the matter of fact, it was essential to do pre-requisite test since the study was in the notion of parametric statistics, correlation and regression. Thus, before analyzing the data, the researcher tried to find out whether the data distribution from each variable was normal and linear or not between two variables

No	Range	Degree Correlation
1	0.00 – 0.199	Very low
2	0.20 – 0.399	Low
3	0.40 – 0.599	Moderate
4	0.60 – 0.700	Strong
5	0.80 – 1.00	Very strong

a. Normality Test

Normality test was used to determine whether sample data draw from a normally distributed population or not. It was conducted due to many parametric statistical methods, including Pearson correlation test and regression test. Therefore, the researcher applied Kolmogorov-Smirnov test by using SPSS 21. The data was normally if the p- value is greater than 0.05 ($p > 0.05$).

b. Linearity Test

The linearity test was conducted in order to recognize whether the data between the variables are linear or not. Test for linearity by using SPSS 21 was conducted in order to recognize whether the data of the variables are linear or not. Therefore, if the p-value (linearity) is higher than 0.05 (p-value > 0.05), the data are linearly. Then, after the researcher conduct those tests. If the data were normal and linear, the further analysis was able to be administered.

2.5.3 Inferential Statistic

Sugiyono explained that inferential statistic was a technique of statistic that use to analyze the simple data and the result applied to population. This type of this statistic would appropriate used if the sample taken from the obvious population and the technique of determining the sample from the population was total sampling.

a. Correlation Analysis

This analysis used to find out the correlation of lecturer's teaching reading strategy (X1) towards students learning style (X2). The analysis will use SPSS program 21.0. the criteria of the correlation adopted from Sugiyono [27] as follow:

Table 9. Score Interpretation Criteria

b. Regression Analysis

In this research, the hypothesis examined by applying multi linear regression analysis with the value of

significance (α) = 0.05 or 5%. The formula of the regression analysis can be seen as follow:

$$Y = a + b_1 X_1 + b_2 X_2 + \varepsilon$$

Sudjana [33]

Where:

Y : Subject in predicted dependent variable (English Proficiency)

X_1 : Subject in independent variable which has certain value (Learning Motivation).

X_2 : Subject in independent variable which has certain value (Attitude)

a : The value of Y as X = 0 (constant value)

b_1, b_2 : The value of direction of regression coefficient.

ε : Error / influenced by another factor = R Square

For measuring an effect lecturer's teaching reading strategy and students' learning style on students' reading performance, they analyzed by using linear regression through SPSS (Statistical Package for Social Science) program version 21.0.

3. FINDINGS AND DISCUSSION

3.1 Descriptive of Data Analysis

The data described in this part are of three sets, namely: (a) Teaching reading Strategy (X1); (b) Students' Learning Style (X2); and (c) Students' Reading Performance (Y). The description of the data is presented inform the sum score, mean score, median score, mode score, standard deviation score, variance score, minimum score, and maximum score. The summary of descriptive data can be seen below:

Table 10. Summary Descriptive Analysis

	X_1	X_2	Y
N	40	40	40
Sum	156.1	165.6	1972
Mean (X)	3.903	4.140	49.30
Median (Me)	3.900	4.300	48.00
Mode (Mo)	3.9	4.4	54
St. Dev(S)	0.3416	0.3768	11.237
Variance	0.117	0.142	126.267
Min	2.9	3.0	28
Max	4.6	4.8	78

3.1.1 Data Description of Teaching Strategy (X1)

Data of the teaching strategy questionnaire from 40 students show that the mean score is 3.903, the median score is 3.900, the mode score is 3.9, the standard deviation score is 0.3416, the variance score is 0.117, the minimum score is 2.9, the maximum score is 4.6.

The lecturers' score distribution percentage as the teaching reading strategy questionnaire result is presented in the following table:

Table 11. The EFL Strategies in Teaching Reading Comprehension

No	Teaching Strategy Reading Comprehension	Score	Percentage	Category
1	Reciprocal Teaching Strategy	80.1 %	20.5%	Always
2	SQ3R Strategy	79%	20.2%	Often
3	Scaffolding Strategy	78.5 %	20.1%	Often
4	Think-Aloud Strategy	77.3 %	19.8%	Often
5	QARs Strategy	75.9 %	19.4%	Often
Total			100%	

As presented in Table 11, one strategy is always and four strategies are often applied by EFL lecturers in teaching reading comprehension, namely the Reciprocal Teaching (20.5% of EFL lecturers), SQ3R (20.2% of EFL lecturers), Scaffolding strategy (20.1% of EFL lecturers), Think-Aloud (19.8% of EFL lecturers), and QAR strategy with a percentage of 19.4%.

3.1.2 Data Description of Learning Style (X2)

Data of learning style questionnaire from 40 students show that the mean score is 4.140, the median score is 4.300, the mode score is 4.4, the standard deviation score is 0.3768, the variance score is 0.142, the minimum score is 3.0, the maximum score is 4.8.

The students' score distribution frequency as the learning style questionnaire result is presented in the following table:

Table 12. Scoring Rubric of Learning Style

No.	Range Score	Frequency	Percentage	Category
1	3.8 – 5.0	34	85%	Major Learning Style
2	2.5 – 3.7	6	15%	Minor Learning Style
3	0 – 2.4	0	0	Negligible
Total		40	100%	

Based on table 12 above, it indicated that students' score in learning style is in the Major learning style category namely that there are 34 students or 85%, the score Minor learning style category there were 6 students or 15%, and the score of Negligible categories namely there is no any students or 0%. Therefore, the category of learning style Dayanu Ikhsanuddin University Study Program English Language Education is in the Major category, because most of the students get Major scores. The detail information of students score distribution as the result of learning style questionnaire is presented in the following sub-sections.

3.1.3 Test Result of Reading Performance (Y)

Data of the reading performance test from 40 students show that, where the mean score is 49.30, the median score is 48.00, the mode score is 54, the standard deviation score is 11.237, the variance score is 126.267, the minimum score was 28, the maximum score was 78.

The frequency and percentage of reading comprehension tests are presented in the following table:

Table 13. Criteria of Students Score of Reading Performance

No	Score Range	Frequency	Percentage	Criteria
1	81 - 100	0	0%	Very good
2	61 – 80	5	12.5%	Good
3	41 – 60	26	65%	Fair
4	21 – 40	9	22.5%	Poor
5	0 – 20	0	0%	Very Poor
Total		40	100%	

Based on table 13 above, it concluded that students' scores in reading comprehension at Dayanu Ikhsanuddin University Study Program English Language Education Third Semester Students are in the score good category namely that there are 5 students or 12.5%, the score Fair category there are 26 students or 65%, and the score Poor category namely there are 9 students or 22.5%. Therefore, the category of reading comprehension in third semester students at study program English Language Education is in the Fair category, because most of the students get the Fair scores.

3.2 Prerequeisite Analysis

3.2.1 Normality Testing

Normality testing was applied to find out whether the data were normally distributed. In doing the statistical analysis, the data were analyzed using Kolmogorov-Smirnov (K-S) non-parametric analysis. The data were normally distributed if the Asymp. sig. (2-tailed) value was greater than α (0.05). The summary of the statistical analysis was shown in the table as follows:

Table 14. Normality Testing Statistics Analysis

		Unstandardized Residual
N		40
Normal Parameters[a,b]	Mean	.0000000
	Std.Deviation	9.39741304
Most Extreme Differences	Absolute	.111
Kolmogorov-Smirnov Z		.701
Asymp. Sig. (2-tailed)		.709

Based on the table above the value of Kolmogorov-Smirnov Z is 0.701 and the Asymp. Sig. (2-tailed) is 0.709. Because of the value of Asymp. Sig. is greater than α (0.709 > 0.05), which means residual data have a normal distribution.

3.2.2 Linearity Testing

To find out whether the dependent variable had a linear relation to the independent variables, it applied the linearity testing. If the sig. deviation from linearity greater than and equal to 0.05 (sig. > 0.05), the correlation between independent variables toward dependent variable is linear. The summary of linearity testing statistical analysis is displayed in the following table as follow:

Table 15. Linearity Testing Variable Y to X_1 Statistical Analysis

	Reading Performance * Teaching Strategy				
	Between Groups			Within Groups	Total
	(Combined)	Linearity	Deviation From Linearity		
Sum of Squares	2589.400	1409.133	1180.267	2335.000	4924.400
df	12	1	11	27	39
Mean Square	215.783	1409.133	107.297	86.481	
F	2.495	16.294	1.241		
Sig.	0.024	0.000	0.309		

Based on the table, dependent variable Y towards independent variable one (X1) the value of F is 1.241 at a Sig. 0.309. Because the significance value of F (0.309) is greater than 0.05, it meant the data from dependent variable Y towards independent variable one (X1) have a linear distribution

While the summary of linearity testing variable Y to X2 statistical analysis is displayed in the following table as follow:

Table 16. Linearity Testing Variable Y to X_2 Statistical Analysis

	Reading Performance * Learning Style				
	Between Groups			Within Groups	Total
	(Combined)	Linearity	Deviation From Linearity		
Sum of Squares	1436.187	279.274	1156.913	3488.231	4924.400
df	12	1	11	27	39
Mean Square	119.682	279.274	105.174	129.193	
F	0.926	2.162	0.814		
Sig.	0.536	0.153	0.627		

Based on the table, dependent variable Y towards independent variable two (X2) the value of F is 0.814 at a Sig. 0.627. Because the significance value of F (0.627) is greater than 0.05, it means that the data from dependent variable Y towards independent variable two (X2) have a linear distribution.

3.3 Inferential Statistic

3.3.1. Correlation Analysis

This analysis used to find out the correlation of lecturer's teaching reading strategy (X1) towards students' learning style. The result of correlation can be seen table below:

Table 17. Correlation Variable X1 to X2

Correlations

		Teaching Reading Strategy	Learning Style
Teaching Reading Strategy	Pearson Correlation	1	.226
	Sig. (2-tailed)		.160

	N	40	40
Learning Style	Pearson Correlation	.226	1
	Sig. (2-tailed)	.160	
	N	40	40

Based on the table above, the result of correlation between teaching reading strategy towards learning style is 0.226. Based on the score interpretation criteria in previous chapter means that the correlation has Low category.

3.3.2. Linear Regression Analysis

The linear regression test is carried out to determine the effect of lecturer's teaching reading strategy and students' learning style on students' reading performance.

The result of the statistics analysis contains the Coefficient, Model Summary and Anova table as presented as follow:

Table 18. The Result model summary of Determine of Variable X_1, X_2 to Y

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Errorof the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df 2	Sig. F Change
1	.548[a]	.301	.263	9.648	.301	7.951	2	37	.001
a. Predictors: (Constant), Learning Style, Teaching Reading Strategy									

Table 19. The Result Anova of Variable X_1, X_2 to Y

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1480.256	2	740.128	7.951	.001[b]
	Residual	3444.144	37	93.085		
	Total	4924.400	39			
a. Dependent Variable: Reading Performance						
b. Predictors: (Constant), Learning Style, Teaching Reading Strategy						

Table 20. The Result Test Linear Coefficients of Variable X_1, X_2 to Y

Coefficients[a]									
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	-31.028	22.170		-1.400	.170			
	Teaching Strategy	16.680	4.644	.507	3.592	.001	.535	.535	.535
	Learning Style	3.680	4.210	.123	.874	.388	.238	.238	.238
a. Dependent Variable: Reading Performance									

To determine the research hypothesis is done by calculating the value of the path coefficient. The criteria used to determine the effect of the path coefficient is less than < 0.05, then it can be considered that the path is not significant.

After calculating using the formula, a summary of the results of the calculation of the path coefficient is obtained which is shown in the path diagram as shown in the following figure.

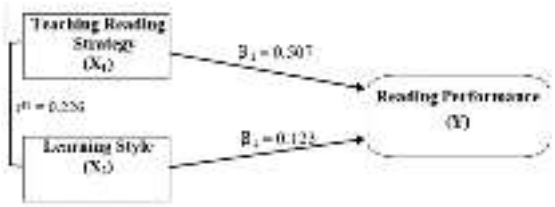

Figure 2. Structural Path Analysis

a. The effect between lecturer's teaching reading strategy on reading performance

The first hypothesis states that lecturer's teaching reading strategy (X1) has a direct effect on students' reading performance (Y). Based on the calculation results regarding the partial effect between lecturer's teaching reading strategy (X1) on students' reading performance (Y) seen in the coefficient table, it can be stated that there is a significant effect because 0.001 < 0.05 with a large effect of β1 = 0.507, and it turns out that the path coefficient obtained is greater than > 0.05 so that the path coefficient is very significant. This shows that lecturer's teaching reading strategy has a positive and significant effect on students' reading performance. Thus, the first hypothesis proposed which states lecturer's teaching reading strategy (X1) has a positive and significant effect on students' reading performance (Y), so that, it can be said (Ha) is accepted.

b. The effect between students' learning style on reading performance

The second hypothesis states that students' learning style (X2) there is no significant effect on students' reading performance (Y). Based on the calculation results regarding the partial effect between students' learning style (X2) on students' reading performance (Y) seen in the

coefficient table, it can be stated that there is no a significant effect because 0.388 > 0.05, with an effect value of β2 = 0.123, and it turns out that the path coefficient obtained is greater than 0.05 so that the path coefficient is very significant. This shows that students' learning style has a positive and not significant effect on students' reading performance. Thus, the second hypothesis proposed which states students' learning style (X2) there is no significant effect on students' reading performance (Y), so that, it can be said (Ha) is rejected.

c. The effects among lecturer's teaching reading strategy and students' learning style on reading performance

The third hypothesis states that lecturer's teaching reading strategy (X1) and students' learning style (X2) simultaneously significant effect on students' reading performance (Y). Based on the calculation results on the Anova table the F Sig. < 0.05, it can be stated that there is a positive and significant effect because 0.001 < 0.05. So, it can be said alternative Hypothesis (Ha) is accepted.

Table 21. The Summary of Direct and Indirect Effects of X_1 and X_2 to Y

Variables	Effects			Sub-Total
	Direct to Y	Indirect X1	Indirect X2	
Teaching Reading Strategy (X1)	0.2570	-	0.0140	0.271
Students' Learning Style (X2)	0.0151	0.0140	-	0.0291
Total Effects				0.301
Effected by Other Factor (ε)				0.699

Based on the table above that, the direct effect of teaching reading strategy (X1) is 0.2570, students' learning style (X2) is 0.0151 and the indirect effect is 0.0140 on students' reading performance (Y). So that the total effect is 0.301, this score indicated that the contribution of lecturer's teaching reading strategy and students' learning style on reading performance is 30.1% the rest 69.9% is determined by other factors those are not observed in this research.

So, it can be illustrated through structural equation modeling below:

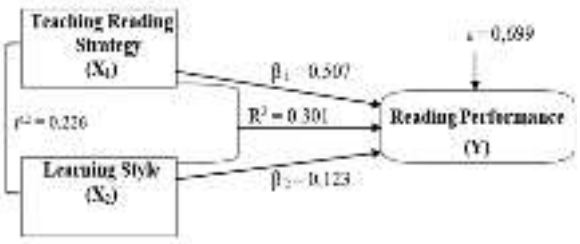

Figure 3. Path Structural Equation Model

3.4 Discussion

Teaching reading strategy and learning style are two important things that can affect the students' reading performance. Both are supporting factors derived from students who encourage the performance of reading comprehension. Teaching reading strategy, defined as systematic instructional approaches employed by educators, directly impact how students acquire and process textual information. Concurrently, learning styles particularly the visual, auditory, and kinesthetic modalities represent individual differences in how students optimally receive and internalize information. When educators effectively align their instructional methods with student' predominant learning styles, they create optimal conditions for improving students' reading comprehension. This alignment becomes particularly crucial in foreign language acquisition contexts where reading proficiency involves complex cognitive and linguistic processes. So, based on the findings that have been researched are as follows:

Firstly, the descriptive analysis of lecturers' teaching strategy revealed a mean score of 3.90, with both the median and mode also being 3.90, indicating consistency in the distribution of scores. The standard deviation was 0.3416, and the variance was 0.117, reflecting low variability in the data. The minimum and maximum scores recorded were 2.9 and 4.6, respectively. Regarding the distribution of teaching reading strategies used by lecturers, the Reciprocal Teaching Strategy was categorized as "Always" used, with a score of 80.1% and 20.5% of lecturers employing this strategy. In contrast, the SQ3R Strategy scored 79%, with 20.2% of lecturers using it; the Scaffolding Strategy scored 78.5%, with 20.1% usage; the Think-Aloud Strategy scored 77.3%, with 19.8% usage; and the QARs (Question-Answer Relationships) Strategy scored 75.9%, with 19.4% usage. Thus, the Reciprocal Teaching Strategy was the most consistently applied strategy, while the others were categorized as "Often" used. Since the score of sig. (0.001) < α (0.05), with a large effect of β1 = 0.507, and

it turns out that the path coefficient obtained is greater than > 0.05 so that the path coefficient is very significant so that the alternative hypothesis (Ha) is accepted, it strongly supports the hypothesis that lecturers' teaching reading strategies significantly affect students' reading performance makes sense because the way a lecturer teaches directly influences how well students understand the material. Effective teaching strategies, such as Reciprocal Teaching Strategy (predicting, generating questions, summarizing & clarifying), or using interactive methods like group discussions can help students stay engaged, understand texts more clearly, and develop stronger reading skills. When lecturers used clear explanations, relevant examples, and strategies that support comprehension, students are more likely to grasp difficult concepts and improve their reading outcomes. In contrast, if teaching is not well structured or lacks variety, students may struggle to follow the lesson, no matter their learning style. This shows that good teaching strategies can make a big difference in helping students perform better in reading. This research results are also relevant with previous research which conducted by Oktavia & Fitriana [34] explored the development of students' reading comprehension skills through Reciprocal Teaching. Their findings indicated that students were interested in using this strategy, and their reading comprehension achievements improved significantly. The study concluded that Reciprocal Teaching is effective in enhancing students' reading comprehension performance. In addition, Palincsar & Brown [35] introduced Reciprocal Teaching and found it significantly improves reading performance through dialogue and strategy modeling.

Secondly, the result data descriptive of students' learning style where the mean score is 4.14, the median score is 4.3, mode score is 4.4, the standard deviation score is 0.3768, the variance score is 0.142, the minimum score is 3.0, the maximum score is 4.8. The students' score in learning style in the major category namely there are 34 students or 85% and 6 students or 15% in the minor category in use learning style. Then, most of the students are using Auditory and Kinesthetic styles with average is 4.2, and followed by Visual learning style in average is 4.0. Since the score of sig. (0.388) > α (0.05), with an effect value of β2 = 0.123, and it turns out that the path coefficient obtained is greater than 0.05 so that the path coefficient is significant. It has a positive and not significant effect of students' learning style on students' reading performance at English language study program, Dayanu Ikhsanuddin University. So, the alternative hypothesis (Ha) is rejected, it suggests that while understanding students' learning preferences can be useful for classroom engagement, most classroom instruction is not specifically adapted to match individual learning styles. Lecturers often use a general teaching approach for all students, regardless of whether they are visual, auditory, or kinesthetic learners. As a result, students have to adjust to the way reading is taught, rather than learning in a way that best suits their style. Besides that, reading performance is influenced more by factors like vocabulary mastery, reading habits, motivation, and understanding of the text, which are not directly tied to learning styles. In many cases, students have mixed learning styles, so the impact of one dominant style becomes less visible in their actual performance. The result of this present study is in agreement with the studies of Blagg (in Argasetra, [36]) found no influence between learning style and academic achievement and his finding was similar to the findings this study. He argued that learning style was not affecting academic performance. It is supported by Rogowsky, Calhoun, & Tallal [37] in their study Matching Learning Style to Instructional Method: Effects on Comprehension. The study found no statistically significant difference in comprehension outcomes. Even though students are predominantly use Auditory and Kinesthetic styles, this preference does not significantly affect their reading comprehension performance.

Thridly, the result data descriptive of reading performance, where the mean score is 49.30, median score is 48, mode score is 54, standard deviation score is 11.237, variance score is 128.267, minimum score is 28, and maximum score is 78. The category of reading performance for students third semester English study program, Dayanu Ikhsanuddin University is in the Fair category because most of the students got a Fair score. Fair category namely there are 26 students or 65%. Since the score of sig. (0.001 < 0.05), there is a significant between lecturer's teaching reading strategy and learning style toward reading performance on students third semester of English language study program Dayanu Ikhsanuddin University. So, the alternative hypothesis (Ha) is accepted, it suggests that instructional effectiveness is enhanced when there is alignment between the way content is delivered and the way students prefer to learn. When lecturers implement a range of teaching strategies, such as visual presentations, discussions, reading activities, and hands-on tasks, they are more likely to address the diverse learning style preferences present in the classroom. It creates a more inclusive and responsive learning environment, where students are not only exposed to appropriate reading strategies but are also more motivated and cognitively prepared to engage with texts in ways that suit their individual learning styles. As a result, the synergy between teaching strategy and learning style contributes significantly to improving students' reading comprehension and overall performance. This finding reinforces the importance of adaptive instruction that considers both pedagogical approaches and learner characteristics and needs. The result also supports the idea that no single factor acts in isolation in influencing reading performance. While some students may benefit more from one learning style than another, the lecturer's ability to deliver adaptable and varied strategies ensures that different preferences are accommodated. This result supported by previous study from Amin, Teguh Satria [38] found that students' achievement in reading comprehension was significant when taught using the teaching strategies. Additionally, students with reflective learning styles achieved better comprehension than those with impulsive learning styles. While, Nguyen & Habók [39] found that combining teaching methods with students' preferred learning strategies had a stronger impact on language learning outcomes than either factor alone. It is supported by Dunn [39] proposed that while learning styles may not predict success, they become more effective when instructors adapt teaching strategies accordingly. Although learning style did not significantly with reading performance, when combined with teaching strategies, the interaction shows a significant effect. This suggests that teaching strategies may mediate or enhance the impact of learning styles on students' reading comprehension outcomes.

Finally, based on the discussion above it can be concluded that students' reading performance can be affected by using teaching reading strategy and learning style on students' third semester at English Language Education study program Dayanu Ikhsanuddin University. Typically, the classes might have students at different ability levels and they also learn differently. So, a lecturer must be able to understand what level of ability the students are being taught. In addition, lecturers also must understand the needs of students with different levels of ability. If this can be applied properly, the lecturer can determine the appropriate learning strategy so that each student can learn optimally even though they have different abilities. It means that each student must know and have learning style, whatever learning styles students have, they have the same opportunity to gain good achievement in reading comprehension performance.

4. CONCLUSION

Based on the descriptive data, analysis hypothesis and discussion above, it can be concluding the research are:

a. There is a significant effect of lecturer's teaching reading strategy in students'

reading performance on third semester students of English Language Education Study Program Dayanu Ikhsanuddin University. Based on the result of first testing hypothesis using the regression t-test. It is known that the significant value for the effect of lecturer's teaching reading strategy (X1) in students' reading performance (Y) is 0.001 < 0.05, with a positive effect of path coefficient = 0.507. So that, it can be concluded that there is a positive and significant effect of lecturer's teaching reading strategy on students' reading performance.

b. There is no significant effect of students' learning style in reading performance on third semester students of English Language Education Study Program Dayanu Ikhsanuddin University. Based on the result of the second testing hypothesis using the regression t-test. It is known that the sig. value for the effect of students' learning style (X2) on students' reading performance (Y) is 0.388 > 0.05. with a positive effect value of path coefficient = 0.123. So that it can be concluded that there is a positive and no significant effect of students' learning style on students' reading performance.

c. There is a significant effect of lecturer's teaching reading strategy and learning style in reading comprehension performance on third semester students of English Language Education Study Program Dayanu Ikhsanuddin University. Based on the output table above for the third hypothesis using the regression t-test, it can be concluded that the significant value for the effect of lecturer's teaching reading strategy (X1) and students' learning style (X2) simultaneously on students' reading performance (Y) is 0.001 < 0.05, with the effect of variables independent (R square) = 30.1% and rest 69.9% effected by other factors. So that, it can be concluded there is a positive and significant effect of lecturer's teaching reading strategy (X1) and students' learning style (X2) simultaneously in students' reading performance (Y).

Thus, it can be concluded that students' reading performance can be affected by lecturer teaching reading strategy and students' learning style on third semester students of English Language Education Study Program Dayanu Ikhsanuddin University.

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