Teachers' Problems in Teaching Reading Skill: A Case Study at SMPN 8 Dulupi

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Article Info	Abstract
	There were some problems faced by teacher during the process of teaching reading skill. These problems were hard to be figured out by the teacher in SMP Negeri 8 Dulupi. Thus this research was conducted to find the empirical data which observed in detail related to these problems. Moreover, the dominant explanation of this research took an aim to find out the teachers' problems in teaching reading there were deciding the appropriate method, students' less motivation and interest, students' lack of vocabulary, limited facilities in teaching, overcrowded class and not enough material sources. This research took the method of qualitative research through observation and interview as the technique of collecting the data and took teacher of SMPN 8 Dulupi as the participant of research. The researcher had examined the aim of this research and it was found that the biggest problems faced by the teacher were deciding the appropriate method, students' less motivation and interest, students' lack of vocabulary, limited facilities in teaching, and not enough material sources while the overcrowded class was not affecting the teaching reading process since the amount of students in the class was well-handled.

Abstrak

Ada beberapa masalah yang dihadapi guru selama proses pengajaran keterampilan membaca. Permasalahan tersebut sulit dipecahkan oleh guru di SMP Negeri 8 Dulupi. Oleh karena itu, penelitian ini dilakukan untuk menemukan data empiris yang diamati secara rinci terkait dengan masalah tersebut. Selain itu, penjelasan dominan dari penelitian ini bertujuan untuk mengetahui permasalahan guru dalam mengajar membaca yaitu menentukan metode yang tepat, kurangnya motivasi dan minat siswa, kurangnya kosakata siswa, fasilitas yang terbatas dalam mengajar, kelas yang padat dan tidak nyaman. sumber materi yang cukup. Penelitian ini menggunakan metode penelitian kualitatif melalui observasi dan wawancara sebagai teknik pengumpulan data dan mengambil guru SMPN 8 Dulupi sebagai partisipan penelitian. Peneliti telah memeriksa tujuan penelitian ini dan ditemukan bahwa masalah terbesar yang dihadapi guru adalah menentukan metode yang tepat, motivasi dan minat siswa yang kurang, kurangnya kosakata siswa, keterbatasan fasilitas dalam mengajar, dan sumber materi yang tidak mencukupi. sedangkan kelas yang padat tidak mempengaruhi proses pengajaran membaca karena jumlah siswa di kelas tertangani dengan baik.

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1. INTRODUCTION

Laddo (2017) said that reading is one of the language skills that is very important for students to learn. Through this activity, students can enhance their personal language and experience. They will get information and thoughts they want to know. In addition, they will be able to discover out what they did not comprehend beforehand. By reading, human beings can get a lot of information. The extra read, the more information he will get. Reading makes someone smarter and extra innovative as stated.

Considering the importance of reading, there are many teachers who also teach this reading skills in their English subject. Teaching is intimate contact between a more mature personality and a less mature one which designed to further the education of the latter. Morrison (1934) hence the researcher could state that teaching reading is an activity of giving education about how to understand a written text.

However, in the process of teaching reading, the teachers could also have some problems during their teaching process which hard to be figured by the teachers. Davis (1973) suggested that "A problem is a stimulus situation for which an organism does not have a ready response" (p. 12) hence it could be concluded that problem in teaching reading is about some situations which the teacher did not ready to response.

In addition according to Wallace (1992), Surong (2002), and Li-Juan (2007) three common problems that usually encountered by the teacher in teaching reading. First, vocabulary oriented teaching Surong, (2002) and Li-juan, (2007). In this case, teachers' presentation mainly focused on the vocabulary. As a result, the teachers have no idea about the complexity of reading process. The process of teaching reading is complex where it is not only about the vocabulary, when the teacher had only focused on the vocabulary thus the other indicators such as students' motivation, the facilities of teaching or the teacher's ability in teaching would also being ignored.

Second, Li-Juan (2007) said that, the teachers seldom get down learning their student needs, have the analyzed and tailor the teaching method. Here, the teachers just rigidly follow the natural arrangement of the text and experiences. Then, they exploit the text just for its own sake, not to use it as a tool to teach students read effectively. This means that the teacher has lack of ability in developing the method in teaching reading as the result the teacher has only teach based on the text and forget the students' needs.

Last, the lack of theoretically knowledge of EFL. Wallace (1992) stated that it can affect the situation where the teachers usually have little idea about how to plan a lesson regularly and systematically. Thus, what the teachers often do just sitting on the desk, going through the whole text to be taught, looking up in dictionary all the words and expressions. This means that the teachers do not develop the plan in teaching.

In specific, the teachers' problems in teaching reading are teacher ability and method, students' motivation and interest, lack of vocabulary, facilities in teaching, not enough resources and materials, and overcrowded class. As state by Songbangtumis (2017). The theory had been chosen to be the main theory considering it covers all the difficulties as stated by the previous experts and it is more complete and detail.

Factually, this theory is also in line with the researcher's interview with the teacher in SMP Negeri 8 Dulupi where the teacher faced some difficulties in teaching reading. In

general, the researcher foun the teachers' problem in teaching reading was the less of ability of the students in reading skill. However, in specific the teachers' problem in teaching reading were also the students' lack of vocabulary and the motivation of the students. The researcher found the less of ability of the students in getting the information given by the teachers in the teaching process. Moreover, the researcher had formulated a research to look at the teacher's problems in SMP Negeri 8 Dulupi and this research had been done in offline teaching process.

Considering the fact above, this research is initiated to discover the problems faced by the teacher in teaching reading. Regarding this, there were many problems faced by the teacher to adapt with the changes of teaching style. It also made the researcher interested on conducting the study on the teachers' problems in teaching reading skill, a case study at SMPN 8 Dulupi. This research is to find out teachers' problems in teaching reading. Based on the basic consideration above, this study attempted to investigate the problems faced by the teacher in teaching reading.

2. THEORITICAL FRAMEWORK
2.1. Teaching Reading

In the classroom, reading is one of ways to make the students understand in teaching – learning process. Every student has different character, so the teacher is expected to present some ways to make the student interesting to conduct their lesson. The strategy of teaching reading which the teacher is present one of ways in the classroom. Teaching is a complex process; it does not only give the information from the text but also about the process during the teaching of the teacher to the students.

There are many activities that can be doing especially when the process of teaching and learning in the classroom. According to Jaremy Harmer, teaching is not an easy job, but it is a necessary one, and can be very rewarding when the teacher see our students progress and know that we have helped to make it happen. It is true that some and students can be difficult and stressful as times, but it also worth remembering that it is best teaching can also be extremely enjoyable, (Harmer, 1991).

Regarding to some explanation of the teaching, the researcher concludes that teaching is the activities and manage the environment in a good condition to make and give the opportunity for the students in learning process to get the purpose. Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the first time. A second aspect of teaching refers teaching learners who already have reading skill in their first language.

2.2. The Problems in Teaching Reading

In the indicators of teachers' problems in teaching reading skill, the researcher had took the opinion of some experts as cited in Songbatumis (2017) where it was stated that Some of the problems or obstacles the teachers have to face in teaching English could come from teacher, facilities at school and the students., those are explained as bellow:

2.2.1. Teachers' ability and methods

In teaching reading skill, the teacher would automatically struggle in creating a teaching method that effective for either the teacher or the students, considering that the teachers might only get a basic preparation in theoretical and practical application (Bulter, 2005; Littlewood, 2007) as cited in Songbatumis (2017). Therefore, applying an appropriate teaching methods in teaching reading is a bit hard since the teachers do not only aim to transfer the reading skill bu also need to increase the students' motivation and their

enthusiasm when learning English. Ansari (2012) said that the efficiency and the competency of teacher is a vital in learning EFL. When teaching, teachers sometimes do something monotonous like start the lesson without asking students' mood, explain in whole lesson hours, and giving students task. This thing should be avoided by the teacher. That is why the knowledge of method is very important for teachers because teacher's knowledge is their basis in teaching (Ukessay, 2018). According to Pande (2013), when matching the teaching method and topic will help the teachers build an effective teaching learning process.

2.2.2. Students' motivation and interest

The teaching achievement can be good if the student's motivation is good (Yulia, 2013, p. 4). It was stated by Songbatumis (2017) the students' motivation is challenging in teaching hence the way to improve the students motivation in learning English was by giving them motivational feedback. Most students think English language is the most difficult lesson after math. Students sometimes do not listen to the teacher. It makes they do not get anything after the lesson end. Even though they understand the lesson, they will forget it quickly. Students only think about how they pass the course and not get remedial. It can be seen in Journal by Abrar (2016, p. 97) he said that, when teaching-learning English, some students preferred to do other activities, like playing, chatting with friends, and also making some noise. It is become the indication lack of students' motivation and interest in learning English. The indication of students' lack motivation is when the students have no desire or feel reluctant to get involved in learning the language comfortably (Abrar, 2016, p. 96). Therefore when the students did not have motivation and interest in learning this also make the teacher difficult to teach since there is no intrinsict desire within the students themselves.

2.2.3. Lack of vocabulary

English as a foreign language means, English is not used in daily life conversation by students and teachers in Indonesia. When teacher is talking to the class using full English and with difficult words, sometimes students do not understand what are the teacher saying because they are not familiar with the words. Also, there are many same words but different meaning that makes the students confused. For example the words of "express" can be something done fast or to show your thoughts by using words. Chung (2016) as cited in Songbatumis (2017, p. 57) said that "Students in English as foreign language context are limited by their knowledge of grammar and vocabulary of the target language and have to struggle to comprehend the context.".

2.2.4. Facilities in teaching

Facilities in this point mean the tools which use for support the process of English teaching-learning. The facilities will influence the success of English teaching-learning process. Songbatumis (2017, p. 58) said that, Teaching English process will not achieve the goals if the tools in teaching cannot support it. While teachers want to teach about song or film, of course they need projector to show the visual, and the speaker to display the audio. If the projector and speaker are not available how can the teacher teach the students about that. Roinah (2019) also argued that the teaching learning process cannot run optimally and maximally without any learning facilities available in the school.

2.2.5. Not Enough resources and materials

Abrar (2016, p. 98) mention about the limited resources and materials can influence the English teaching affectivity. Book, worksheet, and module are include in main resources in teaching English because it will help the students to cultivate what they already have learned

and it is become the teacher sources in teaching. Garton (2014) as cited in Songbatumis (2017) stated that in many countries it is a matter that appropriate books are either not available or not used in the classroom since the textbooks are set by the government approved books.

2.2.6. Overcrowded class

Overcrowded classes is the one of the most often mentioned problems encountered by English teachers and the effect of such condition can have on teaching and learning (Emery, 2012, p. 4) as cited in Songbatumis (2017). A good environment to teaching English is on the conductive class. If the class have many students it will difficult to make the teaching-learning become effective. Baker and Westrup (2000) cited in Songbatumis (2017, p. 2) state several problems of teaching large classes, such as "desks and chairs are fixed or difficult to move; students sit close together in rows; little space for the teacher and students to move in the classroom; walls between classrooms are thin, and noise will disturb other classes."

3. RESEARCH METHODOLOGY

Relevant to purpose and the research question previously mentioned, this research employed a qualitative approach which is regarded suitable to understand the process of teaching reading comprehension by which events and actions take place (Maxwell, 1996, p.19). This research was conducted to observe and to record how things occur or what happens as things naturally occur in a natural setting (Fraenkel and Wallens, 2008).

This study was carried out in one junior high school in Boalemo regency. The prior reason for selecting this site was the researcher's intention to look at the how teachers' teaching reading because the researcher has regarded that the English teacher in this school utilized the methods in teaching reading. Therefore, the result of the study would provide precious information about various methods in teaching reading and can be beneficial in enhancing the quality of teaching and learning English.

The participants of this research were the English teacher junior high school in Boalemo regency. Then, one English teacher was selected as the participants of this research based on the researchers personal.

The observation was conducted to one class during two meeting. The observation was carried out when the teachers were teaching reading. Therefore, the observation enables the researcher to investigate the problem in teaching reading. During the observation, the researcher used field notes as the main instrument. It is used in order to observe context (Fraenkel and Wallen, 2008). The researcher sit in the back of the classroom and took notes about was happening during the teaching process. The researcher used field based on the observation list which had been prepared according to the indicator of research.

According to Sugiyono (2008, p.72), "interview is a meeting of two people to exchange information and ideas through question and answer, so that there is communication and a combination of meaning construction on a topic". After conducting the observation technique, the researcher considered to apply nine unstructured interviews in interviewing English teacher in SMPN 8 Dulupi. The purpose of this interview was aim to investigate the teachers problem in teaching reading. This research used unstructured interview considering that there would be more information found in the field and the researcher had to ask more about the information beyond the question that already prepared before.

According to Huberman (2014, p.17), data analysis includes the steps of reduction or words, display the data, and draw conclusions or verification. The role of the researcher is only as a non-participant where the researcher did not participate either in teaching the class or interact with the teacher and the students but the researcher only observed the teacher's

problem and interviewed the English teacher without intriguing the process of teaching and learning.

Reduction process it can be carried out immediately after the data was obtained. The data gotten from the observation will be arranged in the form of patterned and grouped according to the research question. In this process, the research had collect all information from observation and interview results related to the teacher's problem and other data which did not show the teacher's problems were not taken as the data in this research.

The data is grouping in specific ways. Data from reduction data had been more categorized in short items. In this process, the researcher took data from the observation and interview which had been selected and begin the analysis steps. This part had given a brief explanation of the activity of the teacher's problem in teaching reading in SMP Negeri 8 Dulupi.

The researcher found out the teacher's problem in SMP Negeri 8 Dulupi and had analyzed in the display data. Furthermore, the data would be discussed based on the theory and reinforced with data and information from the analysis of observation and interview of, then researcher describing the conclusion of the study. Those steps above were still in general. It would be better if each data collection from the instrument is separated. After collection the data further it would be analyzed by qualitative descriptive data analysis. The data analysis had been divided into the indicator of teacher's problem in teaching reading.

4. FINDING AND DISCUSION

Reading could be a basic skill in teaching English as a foreign language. By teaching reading the teacher could transfer their knowledge to the students about how to get information from the written text. It is further useful for the students in the future and help the students in plenty situation which required their ability in reading English as a foreign language.

Teaching is not an easy job, but it is a necessary one, and can be very rewarding when the teacher see the students' progress and know that they have helped to make the reading comprehension happen. This means that in the process of teaching reading also the teacher would get gladness for the achievement to make the students able in reading English. In the process of teaching reading English to achieve this feeling, it was also understandable that there would be some problems which had been through by the English teacher in teaching reading to the students. It was also found by the researcher at SMP 8 Dulupi. This school was located at Polohungo, Dulupi District and Boalemo Regency. This school was firstly built and operate at 2009.

When the researcher had done a pre observation to the English teacher related to the teaching reading problems, the researcher found that the teacher admitted there were some problems faced by the English teacher during teaching reading. Therefore, the researcher initiated to formulate a research that entitled the teacher's problems in teaching reading at SMP 8 Dulupi.

In line with the previous explanation, it was stated that there were some problems which might happen during teaching reading process in opinion of Songbatumis (2017). Those problems were teacher's ability and method, students' motivation and interest, lack of vocabulary, facilities in teaching, not enough resources and material, and overcrowded classroom.

Based on those indicators, the researcher found that the teacher did not have much problems with the overcrowded class. Considering the problem related to the teacher's ability and method was quite supporting in challenging the teacher in teaching reading, it happened

since the new environtment of teaching from online to offline hence the teacher need to adapt with the new teaching environtment and the short time of teaching.

However the problems mostly faced by the teacher were students' motivation and interest, lack of vocabulary, facilities in teaching, and not enough resources and material. As firstly found by the researcher the teacher had admitted that the ability and method as the first problem faced at that time. This situation might happen since there was a changing of the situation from the online teaching to the offline teaching.

The teacher stated that *"yes sometimes, because thinking about the variation to be not boring. In teaching reading definitely, choosing the method is really hard.....Moreover the time of teaching is limited; I get into problems in deciding the method"* (E.T, 2021)

This statement was also supported by the result of observation where the teacher seemed to be difficult and facing some problems relating to choose the best method in teaching reading process. As the teacher did the monotonous teaching reading method such lecturing method or asking the students to read in front of the class.

This changing of situation where the students get used to the old teaching situation where they only had to pay attention to the teacher and suddenly had to be changed in the new teaching method made the students unfamiliar, this was also happened to the teacher where the teacher had already taught the students for the past 2 years by almost using the same method therefore the changing of teaching style made the teacher unfamiliar and need adaptation to choose other appropriate teaching methods.

This was also supported by the theory of (Bulter, 2005; Littlewood, 2007). Therefore, applying an appropriate teaching methods in teaching reading is a bit hard since the teachers do not only aim to transfer the reading skill but also need to increase the students' motivation and their enthusiasm in English.

It was true that the teacher also stated on the interview that *"because I used to the other method without looking at the condition of the class which can be boring" (E.T, 2021)* Here the teacher seemed to be worried related to choose the appropriate teaching methods since considering that the teaching style had been done in almost the same way. The teacher seemed to be worry because the objective of teaching reading was not only to make the students able to read but also to create an enjoyable situation.

Another indicator which found to be difficult by the teacher was students' motivation and interest. The students motivation and interest seemed to be low in some students as stated by the English teacher on interview that *"I always motivate students to learn. but indeed, some students still have low motivation. These students sometimes do not have an inner desire to be involved in the teching process and it becomes obstacles in teaching because they will not pay attention." (E.T, 2021)*

At the interview the researcher got that the students had been in the low motivation and interest in reading. This situation might happen because the students did not understand the important of reading as the media of getting information. The students who did not understand the importance of reading tend to have less motivation, and those who had less motivation tend to be less interest in reading as the result it made the students do other activities in the classroom which affected the teaching process.

As found at the observation also supported the interview section where the students tend to be sleeping during class hours, students ignore the teacher's explanations; students are more engrossed in their gadgets than reading books, and so on. It can be seen in Journal by Abrar (2016, p. 97) he said that, when teaching-learning English, some students preferred to do other activities, like playing, chatting with friends, and also making some noise. It is become the indication lack of students' motivation and interest in reading English.

The objective of teaching reading for the teacher was not only to make the students able to speak but also to create an interesting teaching activity. Moreover when the students did not interest and pay attention to the teacher while teaching reading, it was difficult for the teacher to teach or even more create interesting teaching method. It would even affect the classroom situation since the other students who pay attention would get impact from the other students who did disturb them. Moreover as the result the teacher was difficult to manage the teaching process.

The fourth problem that might become a problem for the teacher in teaching reading was the lack of vocabulary. This was because the more the students and the teacher understand the vocabulary and mastered it then the more the teaching process would run easily because it helps the teacher to make the students understand the reading passage.

As stated by the teacher that "*when I teach, students are asked to understand the main idea of the reading, sometimes it is very difficult because students do not understand the key words from the reading text. or like when I explain in English, sometimes it's even more difficult because some students don't understand the meaning of my words*" (E.T, 2021)

The interview above showed that the vocabulary of the students which was still lack might result the problem to the teacher in teaching reading skill. It was because when the teacher explained the reading passage to the students, the students did not understand the meaning of the teacher's command. It was also supported by the observation, for example when the teacher tend to be difficult in making the students understand about the main topic, it was because the students were difficult to identify it because they did not understand the meaning of the vocabulary.

It even worse that the teacher had difficulty in making the students able to identify the key word of the passage. In other conditions when the teacher explained the reading passage by using the English language the students were hard to understand it because the lack of vocabulary. This situation was in line with Chung (2016) as cited in Songbatumis (2017, p. 57) said that "Students in English as foreign language context are limited by their knowledge of grammar and vocabulary of the target language and have to struggle to comprehend the context."

Another problem that faced by the teacher was also the facilities in teaching. The more supporting the facility is then the more the teacher would be helpful in the teaching process. Moreover, in the teaching reading process at SMP 8 Dulupi, the teacher also faced difficulty in the facility of teaching at that time. It was showed when the teacher said *"Unfortunately in this school the facilities such as books and modules are still very limited. especially like audio visuals or projectors and the language lab is still limited, so teaching is a bit difficult"* (E.T, 2021)

Here the facilities in teaching reading were definitely affecting the teaching process. It was because the students had limited facilities such modules, projector, and language lab. This statement was proved by the researcher through the observation where it was correct the teacher had difficulty in the teaching facilities.

There was no language lab at the school which could support the students in reading the passage, this language lab was actually would be helpful for the teacher to teach since the laboratory would be private and facilitated by others tools such projector. The observation was also found that the textbook for the students were limited this made the teacher had to read the reading passage to the students.

Since the teacher objective was to make the students able to read English text, thus it was definitely affected the teacher's teaching process when there was no facilities which support her activity. Moreover, the result the students would be more confused because they only hear the passage and did not see it directly. This further made a continuous problem for

the teacher as supported by Songbatumis (2017, p. 58) said that, Teaching English process will not achieve the goals if the tools in teaching cannot support it.

As found on the observation that there was a student who still sat on the plastic chair, the other students were sitting on the studying chair. The appropriate facilities in teaching such the chair was also might affected the teaching process where students who felt uncomfortable with the chair or the table would be tired of studying which also made the teacher difficult in teaching these students. at the other side, there was an internet access on the school which could be used by the teacher or the students in teaching and learning process, however the internet access was also had low connection which made the teacher difficult in surfing the teaching materials.

Besides the facilities, the resources and material had also found as the problem of the teacher. Abrar (2016, p. 98) mention about the limited resources and materials can influence the English teaching affectivity. Book, worksheet, and module are include in main resources in teaching English because it become the teacher sources in teaching.

As the researcher found on the interview the teacher stated that "*For example from the teaching book from school, chapter I only exist of 5 to 6 pages include the reading text and other skills" (E.T, 2021)* the material or the textbook of the teacher had stated as not enough to be taught to the students. as stated that for the example from one chapter only consisted of 5 to 6 pages only which included the reading skills and other skill in there.

This was also supported by the observation of the researcher where there was limited resources and materials available on the classroom. This also made the teacher difficult in teaching reading where there was only one textbook handed by the teacher. This was definitely not enough as the material in teaching because the teacher had to read the textbook by herself or asked the students to alternate one by one to read the textbook.

This limited of material source made the teacher difficult to teach the reading English also made the teacher had to write down the reading passage on the whiteboard so all the students could see and read it together. Even though this method was proven as the way out on the limited material sources however the lack found at the time of the teacher where because of the teacher had limited material in teaching thus she took more time in writing in front of the class and reading the passage also to make the students understand when they did not have the textbook to read.

Beside that, on the classroom environment the researcher found that the teacher did not have any difficulties or problems. This was because the classroom was designed quite huge and appropriate amount of students therefore the students were not really crowded and affect the teaching process. As the teacher stated that in interview "*students are not too crowded so it is still easy to teach and can focus more on each student."(E.T, 2021)*

This statement was also supported by the evidence found by the researcher where the classroom environment was great enough to be used in teaching, the teacher were also able in handling the student one by one. Even though there were still some students who talked to each other and result noisy in the classroom but the teacher were able to handle it and take the students attention since the number of the students on the classroom was not really crowded. Therefore it was no problem that the teacher faced with the classroom.

Moreover, the limitation of this research was there were no discussion of the causes of these difficulties and the point of view from the students themselves, hence the discussion of the students' difficulties and the causes of teacher's difficulties are needed and could be used for the next researcher.

5. CONCLUSION

Teaching reading was seemed quite challenging to the teacher. It might happen since the aim of the teaching process was not only to make the students could read the reading passage but also to make the students understand the context, get the important information and enjoy the teaching process. Therefore, to achieve this goals, there would be some problems and challenges faced by the teacher in teaching reading. Based on the analysis in the previous chapter, the researcher can conclude that the teacher at the SMPN 8 Dulupi also did find some problems during implementing the teaching reading process. These problems were teacher's challenges in deciding the appropriate method, students' less motivation and interest, students' lack of vocabulary, facilities in teaching which were limited and not enough material sources. These five indicators were mostly faced as the problems and challenges for the teacher in teaching reading meanwhile at the indicator of overcrowded classroom the researcher found it was not affect the teaching process since the classroom was great and comfortable with appropriate number of students.

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