

**TEACHER'S PROBLEMS IN TEACHING READING COMPREHENSION
AT MTS NURUT TAQWA PERKAMIL**

THESIS

Submitted as Partial Requirement for the Degree of Education (S.Pd) in Teaching
English



Composed by:

Vinalia Mohammad Nastam

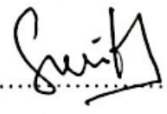
(1826015)

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHERS TRAINING
MANADO STATE INSTITUTE OF ISLAMIC STUDIES
1446 H/2025**

THESIS RATIFICATION

The thesis entitled "*Teacher's Problems In Teaching Reading Comprehension At MTS Nurut Taqwa Perkamil*" compiled by Vinalia Mohammad Nastam with student registration number 1826015, a student of English Education Study Program. Has been examined and defended in the Munaqasyah session held on June 2025 and has been declared acceptable an one of the requirements to obtain Sarjanah Pendidikan (S.Pd) degree with several improvement.

BOARD OF EXAMINERS

The Chairperson : Dr. Srifani Simbuka, S.S., M.Educ., Stud., M.Hum 

The Secretary : Lies Kryati, M.Ed

Munaqisy I : Dr. Andi Mukarramah Nagauleng, M.Pd

Munaqisy II : Indah Wardaty Saud, M.Pd


Advisor I : Dr. Srifani Simbuka, S.S., M.Educ., Stud., M.Hum 

Advisor II : Lies Kryati, M.Ed





Approved by:
The Dean of Tarbiyah and Teacher Training
Faculty IAIN Manado


Dr. Arhanuddin Salim, M.Pd.I
NIP. 198301162011011003

ABSTRACT

Name : Vinalia Mohammad Nastam
Student ID Number : 1826015
Faculty : Tarbiyah and Teacher Training
Study Program : English Education
Title : Teacher's Problems in Teaching Reading Comprehension at MTS Nurut Taqwa Perkamil

This study aims to evaluate the teacher's strategies in teaching English reading comprehension at MTS Nurut Taqwa Perkamil and to identify the problems encountered in the process. Based on the results of observations and interviews, it was found that the teaching process is still conducted using conventional strategy with limited techniques, such as shared reading, repetition, and pronunciation practice. The teacher has not yet applied comprehensive reading instruction principles, such as activating students' background knowledge, systematically building academic vocabulary, fostering comprehension through critical thinking strategies, and improving reading speed and strategic thinking skills. Furthermore, the teacher has not prepared a Lesson Plan (RPP) and has not utilized feedback from students or colleagues to enhance instructional quality. On the students' side, low motivation and interest in learning have contributed to limited vocabulary, low self-confidence, and minimal participation in classroom activities. The lack of supporting facilities, such as a language laboratory, also hinders the creation of a conducive learning environment. The findings reveal a significant gap between theoretical frameworks and actual classroom practice in reading instruction. Therefore, improvements are needed in the variety of teaching strategies, the use of more diverse learning media, more structured lesson planning, and professional development for teachers in applying literacy-based instructional strategy in order to achieve optimal outcomes in reading comprehension learning.

Keywords : *Teacher problems, teaching, reading comprehension*

ABSTRAK

Nama : Vinalia Mohammad Nastam
NIM : 1826015
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Judul : Masalah Guru dalam Mengajar Pemahaman Membaca di MTS Nurut Taqwa Perkamil

Penelitian ini bertujuan untuk mengevaluasi strategi guru dalam mengajar pemahaman membaca bahasa Inggris di MTS Nurut Taqwa Perkami dan untuk mengidentifikasi masalah yang dihadapi dalam proses tersebut. Berdasarkan hasil pengamatan dan wawancara, ditemukan bahwa proses pengajaran masih dilakukan dengan menggunakan strategi konvensional dengan teknik terbatas, seperti pembacaan bersama, pengulangan, dan praktik pengucapan. Guru belum menerapkan prinsip-prinsip instruksi membaca yang komprehensif, seperti mengaktifkan pengetahuan latar belakang siswa, secara sistematis membangun kosakata akademik, menumbuhkan pemahaman melalui strategi berpikir kritis, dan meningkatkan kecepatan membaca dan keterampilan berpikir strategis. Selain itu, guru belum menyiapkan rencana pelajaran (RPP) dan belum memanfaatkan umpan balik dari siswa atau kolega untuk meningkatkan kualitas pengajaran. Di pihak siswa, motivasi rendah dan minat dalam belajar telah berkontribusi pada kosakata yang terbatas, kepercayaan diri yang rendah, dan partisipasi minimal dalam kegiatan kelas. Kurangnya fasilitas pendukung, seperti laboratorium bahasa, juga menghambat penciptaan lingkungan belajar yang kondusif. Temuan ini mengungkapkan kesenjangan yang signifikan antara kerangka kerja teoretis dan praktik kelas aktual dalam membaca instruksi. Oleh karena itu, perbaikan diperlukan dalam berbagai strategi pengajaran, penggunaan media pembelajaran yang lebih beragam, perencanaan pelajaran yang lebih terstruktur, dan pengembangan profesional untuk guru dalam menerapkan strategi pengajaran berbasis literasi untuk mencapai hasil yang optimal dalam pembelajaran pemahaman membaca.

Kata kunci : Masalah guru, pengajaran, pemahaman membaca

PERNYATAAN KEASLIAN SKRIPSI

Mahasiswa yang bertanda tangan dibawah ini:

Nama : Vinalia Mohammad Nastam
NIM : 1826015
Tempat/Tgl. Lahir : Kobot, 01 November 1999
Fakultas : Fakultas Tarbiyah Dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Desa Kobot, Keccamatan Pinolosian, Bolaang
Mongondow Selatan
Judul : Teacher's Problems in Teaching Reading Comprehension at
MTS Nurut Taqwa Perkamil

Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa Skripsi ini benar adalah hasil karya sendiri. Jika dikemudian hari terbukti bahwa ini merupakan duplikasi, tiruan, atau dibuat oleh orang lain, sebagian atau seluruhnya, maka Skripsi dan gelar yang diperoleh karenanya batal demi hukum.

Manado, Juni 2025

The Researcher



Vinalia Mohammad Nastam
NIM: 18260015

ACKNOWLEDGEMENT



Praise be to ALLAH SWT, the Almighty God of all the worlds, the wisest of all abundance of grace and blessing for giving strength and guidance to the researcher so that this thesis can be finished. *Shalawat* and greetings hopefully bestowed on our Great Prophet Muhammad SAW, to his family, friends, and all his followers.

The thesis, titled "*Teacher's Problems in Teaching Reading Comprehension at MTS Nurut Taqwa Perkamil*" is the mandatory settlement of the 1-degree strata prerequisites. In completing this thesis, researcher get into trouble and obstruction, but researcher receive much help from many people.

The researcher is very thankful to the beloved parents, my father Mohammad Nastam Lagarutu, my mother Nuradji Paputungan, and dear my sister Chitra Naliza M.Nastam, my brother Triframana Lagarutu and Fabian Lagarutu for love, praying and endless support (may Allah SWT, bless them).

The researcher also would like to thanks the advisor, Dr. Srifani Simbuka, S.S.,M.Educ.,Stud.,M.Hum and Lies Kryati, M.Ed for the patient guidance, recommendation, correction, advice, and the valuable time to supervise the researcher from the first guidance until this thesis is completed.

In addition, researcher appreciate assistance and support from the following:

1. Prof. Dr. Ahmad Rajafi, M.Hi., as rector of Institute of Islamic Studies (IAIN) Manado.
2. Dr. Edi Gunawan, M.Hi., as the first Deputy Rector of Manado State Institute of Islamic Studies.
3. Dr. Salma, M.Hi., as the second Deputy Rector of Manado State Institute of Islamic Studies.
4. Dr. Mastang Ambo Baba, M.Ag., as the third Deputy Rector of Manado State Institute of Islamic Studies.
5. Dr. Arhanuddin Salim, M.Pd.I, as the Dean of Tarbiyah and Teacher Training of Manado State Institute of Islamic Studies.
6. Nur Halimah, M.Hum, as Head of English Education Study Program for the precious advices and support.
7. Fadlan Saini, M.Pd., as the Secretary of English Education Study Program for the help and motivation.

8. Dr. Andi Mukarramah Nagauleng, M.Pd, as the Examiner I who always motivates and give suggestion for the researcher to complete this thesis.
9. Indah Wardaty Saud, M.Pd, as the Examiner II who always motivates and give suggestion for the researcher to complete this thesis.
10. All English Education Study Program lecturers for giving precious knowledge.
11. Rabeha Basra, S.Pd, as the Headmaster of MTS Nurut Taqwa Perkamil for permitting and support the researcher to conduct this thesis.
12. Hemas Lintang Pertiwi, S.Pd, as the English Teacher of MTS Nurut Taqwa Perkamil for helping the researcher to complete this thesis with her great guidance.
13. Beloved family of Paputungan - Lagarutu for the love and support.
14. All the students of MTS Nurut Taqwa Perkamil for being cooperating and supportive to the researcher to complete this research.
15. TBI 18, TBI 19 and kost ungu family for they provide support and memorable time.
16. Beloved friends who always support in any condition, Fatima Zohrah Ombingo, S.Pd, Putri regina sanggilalung, S.Pd, Anggriani, S.Pd, and Adrian Lovonita.

The researcher realizes that this thesis is still far from being perfect, and hopefully, this thesis can provide benefits and input for readers.

Manado, Juni 2025
The Researcher



Vinalia Mohammad Nastam
NIM: 18260015

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CHAPTER I

INTRODUCTION

A. Background of Study

According to Brown, teaching reading is an activity carried out by English teachers in the classroom. Teaching means showing or helping someone learn how to do something, giving instructions, guiding in the learning process, conveying knowledge, and making someone know or understand something.¹

Teaching is not an easy matter. This includes productive activities that encourage students to write and speak. Teachers are advised to equip students with the ability to teach what they have learned to other students, people around them, or certain communities. These activities can take the form of sharing knowledge, presentations, holding seminars, as well as providing workshops and training. It is also important to remember that the goal of reading is to understand the text and learn from it. Good teaching enables students to learn, read, and develop their reading skills.²

From the definition above, it can be concluded that teaching reading is an important process carried out by teachers, but students can also play an active role in this activity. Teaching involves more than just imparting knowledge; it also includes guiding, instructing, and helping students understand and apply what is learned. Teachers are expected to equip students with the ability to share and teach their knowledge to others, through various productive activities such as presentations, seminars and training. The primary goal of reading is understanding

¹ H Brown Douglas, *Principles of Language Learning and Teaching (5th Ed)* (San Fransisco: Pearson Education, 2006).

² Y Resia Deviyanti, "Teaching and Learning Reading Comprehension By Using Visualization Strategy at The First Semester of The Eight Grade Of MTS Assalam Tanjung Sari Lampung In Academic Year of 2020/2021" (THE STATE ISLAMIC UNIVERSITY RADEN INTAN LAMPUNG, 2020).

text and learning it, and effective teaching supports the development of students' reading skills.

According to Jeremy Harmer, teaching is not an easy job, but it is important and can be very satisfying when teachers see students' progress and realize that they have contributed to that achievement. While it is true that teaching can become difficult and stressful for some teachers and students over time, it is also important to remember that good teaching methods can make the teaching and learning process very enjoyable.³ From Jeremy Harmer's definition, the researcher concludes that teaching is an activity that involves managing the learning environment in optimal conditions to provide opportunities for students in the learning process to achieve certain goals. Teaching reading generally has two main aspects. First, teaching students who are just learning to read for the first time. Second, teach students who already have reading skills in their first language.

In the field of language education, four key skills need to be developed: speaking, writing, listening, and reading. These skills are interconnected; speaking and writing are seen as productive skills, while listening and reading are considered receptive skills. Reading, often described as a gateway to knowledge, is an essential habit that should be cultivated in everyone to acquire information. It is viewed as one of the crucial language skills that students should master.⁴ According to Grellet, reading is a continuous process of interpretation, where what the reader brings to the text is often more important than what is found in the text itself. In developing reading skills, students may encounter new elements, such as ideas or simple sentences that need to be learned well.⁵

Reading should not be seen as a forced task, but rather as a very important need. Through reading, both individuals and groups have easier access to find the

³ Harmer Jeremy, *The Practice of English Language Teaching* (New York: Longman Group UK.Ltd, 1991).

⁴ Destari, "An Analysis on Teacher Strategies in Teaching Reading Comprehension At the Second Year Students in Mts N 3 Kuantan Singingi" (UIN SUSKA RIAU, 2021).

⁵ Grellet F, *Developing Reading Skills*. (New York: Cambridge University Press, 1999).

information they are looking for. As explained by Somadayo, reading is an interactive activity that allows us to reach and understand the meaning embedded in the text.⁶ Reading activities in daily routines need to be increased because reading can increase intelligence, inspire creativity, and stimulate the imagination of individuals and groups in understanding the meaning implied in the texts they read. Therefore, reading is not only a tool for obtaining information, but also a means for developing our intellect and creativity, both as individuals and as members of society.

From the definition above, is that in language education, speaking, writing, listening and reading skills are four key skills that are interrelated. Reading, as a key skill, is an important process of interpretation and depends more on what the reader brings to the table than what is in the text itself. Reading should not be considered as a burdensome task, but as an important necessity that facilitates access to information and increases intelligence, creativity and imagination. Regular reading activities can enrich knowledge and intellectual abilities, as well as support the development of individual and societal creativity.

English as one of the subjects taught in schools, especially in the context of reading comprehension, is expected to improve the knowledge, skills, attitudes and values contained therein. Reading comprehension is a quite complex subject and requires precision, precision and deep understanding because learning reading comprehension does not only involve reading activities but also requires understanding the message of the text. Reading is the main method for learning English. Reading ability is a fundamental aspect and is an important criterion in measuring a person's level of English proficiency.⁷

⁶ Sumadoyo Samsu, *Strategi Dan Teknik Pembelajaran Membaca* (Yogyakarta: Graha Ilmu, 2011).

⁷ Sagita, "Strategies In Teaching Reading Comprehension At IAIN Palangkaraya" (IAIN Palangkaraya, 2020).

Reading is an essential skill in English language teaching and learning. Reading activities provide many benefits in the teaching and learning process, such as obtaining information in various aspects, improving students' thinking processes, and enriching their experience and language skills. According to Jordan, reading can improve students' ability to write in English, expand vocabulary, and understand English texts.⁸ The importance of reading has been taught to us by Allah SWT. By reading, we can find out our various needs in the world through the Qur'an. The first verse of (Surah Al-'Alaq verses 1-5) regarding reading was revealed to the Prophet Muhammad by Allah through Jibril :

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

Translation: Read! In the Name of your Lord who has created (all that exist). He has created man from a clot of congealed blood. Read! Your Lord is the most Generous. Who has taught (the writing) by the pen. He has taught man what he didn't know.” (Surah Al-'Alaq verses 1-5)⁹

The surah teaches us about the importance of reading, showing that the Prophet Muhammad was commanded by Allah to read. Therefore, reading has been known since ancient times and must be practiced by mankind because it can increase our understanding and knowledge in various aspects.

Reading comprehension is a crucial skill for students to achieve academic success and prepare themselves for challenges in the real world. However, many studies show that many students have difficulty understanding the texts they read. These problems can negatively impact their academic performance as well as their

⁸ R Jordan, *English For Academic Purpose: A Guide and Resource Book for Teachers* (Cambridge University Press, n.d.).

⁹ Isnaini Nur 'Afifah and Muhammad Slamet Yahya, “Konsep Belajar Dalam Al-Qur'an Surat Al-'Alaq Ayat 1-5 (Studi Tafsir Al-Misbah),” *Arfannur* 1, no. 1 (2020): 87–102, <https://doi.org/10.24260/arfannur.v1i1.161>.

ability to function effective.¹⁰ In this context, the role of teachers in improving students' reading comprehension skills becomes very crucial. The teaching strategies used by teachers can significantly influence students' reading comprehension abilities. Therefore, research on effective teaching strategies in helping students develop reading comprehension is very important. Apart from that, differences in teaching methods are also the focus of attention in the context of this research. Throughout the world, teachers may employ a variety of instructional approaches in teaching reading comprehension, and some approaches may be more effective than others.

Reading comprehension skills are not only relevant in an academic context, but also prepare students for success in an increasingly complex world of work. Therefore, a better understanding of teachers' reading comprehension teaching strategies can make a significant contribution to improve the quality of education and better prepare students to face real-world challenges.

Education is a conscious and planned effort to create a learning environment and process that enables students to actively develop their potential. The goal is for them to possess spiritual and religious strength, self-control, good character, intelligence, noble morals, and the skills necessary for themselves, society, the nation, and the state. Education also serves as a vital tool in producing competitive human resources and cultivating a young generation that is civilized and upholds cultural values. This generation will become the guardians of the nation's cultural heritage, ensuring its preservation in society. Thus, individuals with leadership qualities will be formed, capable of bringing positive change to the nation as a whole.

In this context, the role of teachers as the frontline of education is extremely crucial. Teachers are the key elements in the educational system who must be able

¹⁰ Delviani Giawa, "Teacher Strategies in Teaching Reading Comprehension At the Eighth Grade Student of Junior High School 1 Umbunasi," *FAGURU: Jurnal Ilmiah Mahasiswa Keguruan* 1, no. 2 (2022).

to keep up with—even surpass—the advancements in science and technology within society. Through the influence and guidance of teachers in schools, it is hoped that competent students will be produced, ready to face life's challenges with confidence and self-assurance. Schools are also expected to become institutions that give rise to high-quality human resources, both in terms of academic knowledge and mental attitude, in order to achieve excellence in education.¹¹

The teaching and learning process is a core component of the entire educational system, with teachers holding the primary responsibility. Teachers serve not only as instructors but also as educators and mentors, and therefore must carry out a range of duties and responsibilities that reflect appropriate behavior in their interactions with students, fellow teachers, and other school staff. Given the critical nature of their role, student academic achievement—and even the overall quality of education—is largely influenced by the teacher's performance. The success of teaching and learning is determined by two main factors: internal and external. Internal factors originate from within the students themselves, such as their abilities, motivation, interest, attention, attitudes, study habits, perseverance, socioeconomic background, as well as physical and psychological condition. On the other hand, external factors come from the surrounding environment. Among these, the most influential factor affecting learning outcomes in schools is the quality of instruction, particularly how effective the teaching and learning process is in achieving educational goals.¹²

Based on the various definition that, education is a conscious and planned process aimed at developing students' potential in a holistic manner, covering spiritual, moral, intellectual, and practical skills. In this context, teachers play a central role as instructors, educators, and mentors who are key to the success of the

¹¹ Rusman, *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru* (Jakarta: Rajawali Pers, 2011).

¹² M. Sulton Baharuddin Sulton and Binti Maunah, "Problematika Guru Di Sekolah," *NUSRA: Jurnal Penelitian Dan Ilmu Pendidikan* 3, no. 1 (2022): 226–46, <https://doi.org/10.55681/nusra.v3i1.128>.

teaching and learning process. This success is influenced by internal factors within students—such as their abilities, motivation, and personal conditions—as well as external factors, particularly the quality of instruction. Therefore, teachers are expected to continually keep up with developments in science and technology in order to create competent students who are ready to face future challenges, enabling education to produce excellent and cultured human resources.

Based on the results of observations at Mts Nurut Taqwa Perkamil, it was found that students had difficulty understanding reading. Most students only read material, have dialogue and play games in class so they need help to understand the content of the reading. They also lack basic knowledge about the topic being read and have limited vocabulary, making it difficult to understand the content of the text. This difficulty is largely caused by teachers' teaching methods which only present material from textbooks and ask students to read independently, engage in dialogue and then answer questions related to the text. As a result, learning becomes monotonous and boring, and does not motivate students to read. Some students don't even pay attention to the teacher and make the class less conducive to learning. This problem causes students' grades and achievements in reading comprehension to be very low, which is not in accordance with the expected reading learning objectives. One of the main goals in learning reading comprehension is so that students can understand the text as a whole, including analyzing the social function, text structure, and linguistic characteristics of the text. In addition, students are expected to be able to retell information found in the text and write text independently. Therefore, teachers need to pay greater attention to learning to read, because the teacher's role is very important in this learning process.

Based on the background of the problems above, the researcher has chosen to raise the research title "Teacher's Problems In Teaching Reading Comprehension at MTS Nurut Taqwa Perkamil." Researchers are interested in researching teacher's problems in teaching reading comprehension at Mts Nurut Taqwa Perkamil.

B. Limitation of The Study

1. This research focuses on information about teachers problems in reading comprehension.
2. The scope of the problem is just information about the strategies

C. Research Questions

“ What are the teacher’s problems in teaching reading comprehension?”

D. Objectives of The Study

“This research aims to know what are the teachers problems in the process of teaching reading comprehension."

E. Significance of The Study

The researcher expects this study will give some contribution in quality of English language teaching. There are three significant contributions can harvested from this study.

First, to the English teacher the results of this research is expected to provide information as a feedback in order to develop the quality of teaching and learning activities, especially in reading comprehension.

Second, this research expected to give contribution to the students to be used as reference to improve English skills, especially in reading skill. Hopefully, they can understand the kinds of teaching strategies and select one of the strategies to improve their reading skills.

Third, to the other researcher the results of the research is expected to be an additional reference for the next researcher who will conduct research about teacher strategies in teaching reading comprehension.

F. Definition of Key Terms

1. Reading Comprehension

Reading comprehension is often described as a complex interactive process involving many components. After reading a written text, readers

are expected to be able memorize and interpret it. According to Klinger, reading comprehension is complex process that involves the interaction of several elements. These components are prior knowledge, text, topic interests, and knowledge of text types.¹³

According to Tarigan, reading comprehension is the reader's ability to convey and understand the meaning of written text.¹⁴

Based on the explanation above, we can concluded that reading comprehension is the ability to understand written text obtain the desired meaning from the text. It is also a complex interactive process between the reader and the text. This occurs in the human brain and involves many components are the reader, text, and prior knowledge that interact with each other to reproduce, evaluate, and compare the meaning of the text based on the reader's prior knowledge.

2. Teaching reading

In teaching reading, teachers can employ a variety of strategies to help students better understand reading texts. To apply instructional strategies effectively, educators must understand the fundamental principles and assumptions behind each strategy they use. There are many types of activities that can be classified as instructional strategies. A strategy refers to the steps or actions taken by a teacher to achieve specific teaching and learning goals. It can also be defined as the general direction set in the teaching process. Teachers need to apply multiple strategies in teaching reading, including the use of media, games, and other interactive strategy to maintain student interest. A key characteristic of teaching strategies is that they facilitate the implementation of diverse instructional strategy. The

¹³ E. Klinger, *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: Guilford Press, 2007).

¹⁴ H. G Tarigan, *Embaca Sebagai Suatu Keterampilan Bahasa* (Bandung: Angkasa, 2005).

essential aspect is creating an interactive learning environment, incorporating technology where appropriate, and applying suitable collaborative learning strategies. In effective reading instruction, teachers guide students to become proficient and successful readers. Creative teachers do not rely on a single strategy but instead integrate various strategies and skills to meet the diverse needs and learning styles of their students. Effective teaching is not merely about transmitting knowledge from teacher to student, but rather a dynamic interaction. Therefore, successful reading teachers understand that reading can be taught using multiple strategy, and instruction should be adapted according to students' needs.¹⁵

3. Teachers problem

Teaching and learning have a factor that is shown in the falling standards of the teaching and learning English in education. It is need to examine the environment which the English is conducted. According to Brown it shows that in addition to socio-psychological factors, there are other factors such as school management, motivation, attitude, language learning strategies, and personality types, personality factors and instructional factors which have positive impact on learner's English learning.¹⁶

¹⁵ Tina Pandiangan, Sinta Parulian Lumban Gaol, and Erikson Saragih, "Reading Teaching Strategies Applied By English Teachers in Senior High School," *Jurnal Pendidikan LLDIKTI Wilayah 1 (JUDIK)* 1, no. 02 (2021): 72–81, <https://doi.org/10.54076/judik.v1i02.171>.

¹⁶ H Brown Douglas, *Principles of Language Learning and Teaching*, 2007.

CHAPTER II

LITERATURE REVIEW

A. Reading Comprehension

1. Definition of Reading Comprehension

Reading is an activity where a person tries to obtain information from a text to understand its content. In reading, the ability to comprehend is important. By understanding what they read, a person can delve into the meaning of the text. Intensive reading is one way to develop critical reading skills. Through intensive reading, a person can examine every detail, analyze arguments, and uncover hidden messages that might not be seen with a quick reading. Therefore, intensive reading is an important step in training the ability to read and understand thoroughly and critically.¹⁷ Opinions from reading experts indicate that this process is quite complex. Anderson highlights the importance of understanding hidden meanings in writing, showing the reader's ability to find messages that are not always clearly visible in the text.¹⁸ Meanwhile, Tarigan in journal by Stevani M, & K.E emphasizes the role of readers in searching for and understanding the message the writer wants to convey through writing. This helps us realize how important the role of the reader is in the reading process.¹⁹

Lado says that reading is an effort to understand the language patterns used in written texts. It emphasizes the importance of understanding the structure of language and communication in the text. So, reading not

¹⁷ Umi Maya Windasari, "Upaya Meningkatkan Kemampuan Membaca Pemahaman Siswa Melalui Metode PQ4R Pada Pelajaran Bahasa Indonesia Di Kelas Iv MI Islamiyah Sumberrejo Batanghari Lampung Timur Tahun Pelajaran 2016/2017" (2017).

¹⁸ R C Anderson et al., "Becoming a Nation of Readers: The Report of the Commission on Reading," *Education and Treatment of Children*, 1988, 155, <http://hdl.handle.net/2027/mdp.39015048585239%5Cnhttp://hdl.handle.net/2027/uiug.30112018728235%5Cnhttp://www.eric.ed.gov/ERICWebPortal/recordDetail?accno=ED253865>.

¹⁹ Margaret Stevani and Karisma Erikson Tarigan, "Need Analysis of Dyslexia Students in English Reading Comprehension Instructions," *JEELS (Journal of English Education and Linguistics Studies)* 9, no. 2 (2022): 327–52, <https://doi.org/10.30762/jeels.v9i2.520>.

only means understanding the meaning of words, but also understanding how language is used to convey information.²⁰

Comprehension is an important part of reading activities. Essentially, understanding the reading material greatly helps in improving reading skills and achieving specific goals through reading. In this case, reading ability means not only being able to read the words in the text, but also understanding, analyzing, and absorbing the meaning within the reading material.²¹

Comprehension of reading material means being able to find important information, see the connections between ideas in the text, and understand the messages or knowledge contained in it. When someone has good reading skills, they can process information from various types of texts, even complex ones, effectively. Reading is not just about recognizing words, but also about understanding the context, connecting information, and interpreting the message the author wants to convey. Therefore, understanding reading material is a main goal in reading, as this ability helps people increase their knowledge, broaden their perspective, and achieve learning goals or specific objectives through reading.

2. Types of Reading

According to Brown, there are four types of reading performance that have been identified as organizing various assessment tasks. These types are perceptive reading, selective reading, interactive reading, and extensive reading.²²

1. Perceptive reading

²¹ Windasari, "Upaya Meningkatkan Kemampuan Membaca Pemahaman Siswa Melalui Metode PQ4R Pada Pelajaran Bahasa Indonesia Di Kelas Iv MI Islamiyah Sumberrejo Batanghari Lampung Timur Tahun Pelajaran 2016/2017."

²² H Brown D, *Language Assessment: Principles and Classroom Practices* (London: Longman Group UK.Ltd, 2004).

According to Brown, perceptive reading is a task that involves observing letters, words, punctuation, vocabulary, and other graphemic symbols to understand meaning. In this case, students read by translating vocabulary one by one, which is called bottom-up processing.

2. Selective reading

Selective reading aims to ensure that the reader recognizes language features such as vocabulary, grammar, or text structure. Some common tasks used include multiple choice, true/false, matching, and pictures. In this case, students only read important information, not the entire text. This reading combines bottom-up and top-down processing.

3. Interactive reading

Interactive reading is a process where the reader uses their prior knowledge to understand the text and derive meaning from the interaction. In this case, students read several paragraphs and interact with the text by recalling the knowledge they already have. The main focus of interactive reading is the interaction between the student and the text.

4. Extensive reading

Extensive reading is a process in which readers read and discuss various types of texts such as books, articles, essays, reports, short stories, and others that are longer than one page. The purpose of assessment in extensive reading is usually to measure students' general understanding of the text. In this case, students read longer texts to understand the overall content using their prior knowledge. This process is more focused on top-down processing because it involves reading longer texts.

B. Principles of Teaching Reading Comprehension

1. Principles of Teaching Reading Comprehension

In carrying out reading activities, teachers must pay attention to the principles of teaching reading. According to Anderson, specifically outlines these principles for teaching reading as follows:²³

a. Exploit the readers background knowledge

Readers' background knowledge can influence their understanding of reading. Reading comprehension can be significantly improved by activating the reader's background knowledge. Background knowledge includes all the experiences a reader has before interacting with a text, including life experience, educational experience, grammar knowledge, as well as cultural background and knowledge.

b. Building a strong vocabulary base

According to Anderson in Nunan, basic vocabulary needs to be taught directly, and readers must be trained to use context to guess the meaning of words that are rarely used effectively.²⁴ According to Nation, teachers should focus on teaching the most useful vocabulary, including high-frequency vocabulary, academic vocabulary, and technical vocabulary. Before teaching it, teachers can consider three key questions: "What vocabulary do students need to know? How can they learn this vocabulary? How can I test best to find out what they need to learn and what they already know?".²⁵

²³ Anderson N J, *Individual Differences in Strategy Use in Second Language Reading and Testing* (New York, 1991). As Cited by N, Fatin & Hasibuan Aminah Siti, DKK in journal EFL Learner's Self Efficacy and Its Relation to Reading Comprehension in Online Learning, 2022.

²⁴ David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003).

²⁵ Nation I.S.P., *Teaching ESL/EFL Reading and Writing* (New York: Routledge, 2009).

c. Teach for comprehension

According to Beck, McKeown, Hamilton, and Kucan teaching students to think like writers is a very effective technique for creating meaningful cognitive interactions with text and helping students in the process of constructing meaning from the text. This technique is very useful for students who experience difficulties, because they often assume that their failure to understand the text is solely due to a lack of skill. When teachers provide examples by thinking aloud, students also learn to reflect on and understand the meaning of difficult or challenging texts. Students who question authors will become more strategic and critical readers.²⁶

d. Work on increasing reading rate

According to Buzan, reading speed and comprehension are two aspects that are often considered to need improvement. Improving reading speed and comprehension can be a challenge because it is not just about reading words more quickly, but also about being able to read at a speed appropriate to the material being read.²⁷ This means that students not only have to increase their reading speed, but also have to be able to understand and retain more information from what they read. Therefore, increasing reading speed should be an important part of improving reading comprehension, especially when answering the reading section in the TOEFL test. Before making improvements, it is important to know the starting point of the student's abilities. Teachers who want to increase students' reading speed and comprehension must first determine how quickly students read and how well they understand what they have read. In other words, teachers must help students calculate their current reading level

²⁶ M.G McKeown & R. L Hamilton & L. Kucan L. Beck, *Questioning the Author: An Approach for Enhancing Student Engagement with Text* (Newark: Delaware: International Reading Associations, 1997).

²⁷ Buzan, *The Speed Reading Book* (Woodlands: BBC Worldwide Limited, 2003).

to accurately assess the progress they make during the improvement process, and ultimately, their level of comprehension will also be tested.

e. Teach reading strategies

According to Nunan, strategy is not a single event, but a series of creative actions carried out by students actively. Students need to understand how to use reading strategies that suit their goals. Teaching this should be a major focus in reading classes.²⁸

f. Encourage readers to transform strategies into skills

When students actively learn and practice specific reading strategies, they move from conscious awareness to automaticity; from just a strategy to a skill. In this case, teachers need to help students become familiar with these reading strategies. When strategy use becomes automatic, students will shift from using strategies consciously to performing skills unconsciously.

g. Build assessment and evaluation into your teaching

Teachers need to assess the development of reading skills from both perspectives, namely formal and informal. This can be done by involving yourself in both qualitative and quantitative assessment activities in the reading class.

h. Strive for continuous improvement as a reading teacher

An effective reading teacher actively teaches students about the steps to take. Teachers should view themselves as facilitators, helping each reader find the method that works best for them.

Ultimately, following the principles of teaching reading will help teachers find effective ways to teach reading. Teachers can choose the

²⁸ Nunan, *Practical English Language Teaching*.

principles that best suit their students, and even combine several key principles to achieve success in teaching reading.

C. Strategies of Teaching Reading Comprehension

In teaching reading comprehension, teachers must have good strategies. According to Vacca, there are several strategies for teaching reading comprehension.²⁹

1. Scaffolding

In the educational context, the role of teachers in improving students' reading comprehension skills is very important. The teaching strategies used by teachers can significantly influence students' reading comprehension abilities. According to psychologist Lev Vygotsky, scaffolding is a learning strategies in which information or parts of a new skill are broken down into parts that can be digested by students.³⁰ Vygotsky suggested that students should be educated at a level at which they are capable of learning with peer support, teaching strategies, and regular assessment. Scaffolding helps students understand educational content by working with an educator or someone who has a better understanding of the material. This concept states that students learn more when working with people who have broader knowledge than students who study the material. Educators or students who teach students divide material into small parts so that students can expand their understanding of the material more than if they studied alone. Therefore, research on effective teaching strategies, including scaffolding methods, in helping students develop reading comprehension is very important.

2. QARs (Question Answer Relationship)

According to Leddy, this strategy is designed to make teaching and learning activities more effective and achieve the expected competencies, especially in

²⁹ Jo Anne dkk Vacca, *Reading and Learning To Read* (London: United States Of America, 1987).

³⁰ Vygotsky L S, *Zone of Proximal Development and Scaffolding* (Massachusetts: Harvad University Press, 1976).

reading comprehension of review texts.³¹ QARs are a strategy that links questions to answers, and categorizes different types and levels of questions. This strategy helps students learn how to answer questions and improves reading comprehension. Typically used in schools and implemented by teachers, QARs strategies are often used in teaching. The aim of the QARs strategy is to improve students' reading skills and ability to understand text content.³² There are several steps to the QAR strategy, namely:

- 1) First, the teacher introduces the strategy and shows the relationship between questions and answers.
- 2) Then, the teacher gives the text to the students and asks them to read it.
- 3) After that, the teacher gives an example of how each level of QAR is identified by students and answered step by step in reading comprehension using text.
- 4) After that, the teacher asks students to work in pairs to answer questions and determine the level of QAR (for example, "right there," "think and search," etc.).
- 5) After students have answered all the questions, they discuss the answers together.
- 6) Finally, the teacher asks students some questions and checks their understanding based on the text.

3. Think Aloud

According to McKeown and Gentilucci, think-aloud is a transactional strategy because it involves a joint process between teachers and students in

³¹ Thea Leddy, *Reading Comprehension Strategies In A Remedial Elementary Classroom* (Northern Michigan University, 2011).

³² Auliatishy Aziz and Celly Yasin, "The Experimental Reseach Of Using Questions-Answer Relationship (QAR) Strategy in Teaching Reading Comprehension for Indonesian Students in Junior High School," *Advances in Social Science, Education and Humanities Research* 110 (2017): 45.

building understanding of the text as they interact with it.³³ Think aloud is a strategy that helps students in learning activities and remembering more important information from the text given by the teacher. The aim of think aloud is to improve students' understanding of the text.³⁴ Here are some steps in the think aloud strategy:

- 1) First, select a passage of text to read using the think aloud method of identifying points of difficulty, ambiguity and unfamiliar words.
- 2) Then, students follow along silently and listen to how errors are identified.
- 3) Next, students practice thinking aloud by making conclusions from the text and reading briefly.
- 4) Additionally, use a checklist to involve all students in verifying use of the procedure.
- 5) Lastly, provide occasional demonstrations.

4. Reciprocal Teaching

According to Oczuks reciprocal teaching is a teaching strategy that directly teaches students to use metacognitive thinking as they construct meaning from text. Apart from that, this strategy aims to understand the content of the text. Reciprocal teaching consists of predictions, questions, summarizing, and clarification. Prediction is a strategy that helps students set reading goals and monitor their comprehension.³⁵ Typically, predictions are used with phrases like “I think” by students. Then, questions are a strategy to track understanding of the text. This strategy helps monitor their understanding. In addition, summarizing is a process that requires coordinated skills, especially in understanding text. This

³³ R. McKeown and Gentilucci G, “Think-Aloud Strategy: Metacognitive Development And Monitoring Comprehension In The Middle School - Language Classroom.,” *Journal Of Adolescent & Adult Literacy* 2 (2007): 136–47.

³⁴ Nurmadia Sarjan and Mardiana, “An Analysis on the English Teachers Strategies in Teaching Reading Comprehension SMP 1 of Wonomulya” 3 (2017): 153.

³⁵ Oczkus Lori d, *Reciprocal Teaching At Work Powerful Strategies and Lessons For Improving Reading Comprehension 3rd Edition, Network*. (Delaware USA: International Literacy Association, 2018).

summarization must be practiced and practiced to improve understanding of the text. The fourth part of reciprocal teaching is very important to improve understanding of the text. Here are some steps of this strategy:

- 1). Students draw conclusions and use evidence from the text throughout the reading process.
- 2). Then, students ask and answer questions and understand the content of the text.
- 3). Next, students recognize and apply phonics and word analysis according to grade level.
- 4). Finally, students identify the main idea and details in the paragraph.

5. SQ3R (Surviving, Questioning, Reading, Reciting, and Reviewing)

Nurhadi explained that the SQ3R strategy is an acronym for the stages that someone needs to go through in reading scientific books in depth. These stages include: Survey (reviewing), Questions (asking), Reading (reading), Recite (repeating), and Review (reviewing).³⁶ SQ3R is very useful for memorizing and understanding the contents of the text. This strategy is very useful for reading comprehension. Additionally, SQ3R helps readers capture the message of the text and develop a mental framework for what they read. SQ3R includes five steps are:

- 1). Survey: students review the text to understand the initial meaning of the bold text and diagrams.
- 2). Question: students create questions based on the text preview.
- 3). Read: when reading a text, students look for answers to questions they created during the text preview. This question is based on the structure of the text and students must focus while reading.

³⁶ Nurhadi, "Penerapan Strategi Survey Question Reading Recite Review (SQ3R) Untuk Meningkatkan Kemampuan Membaca Pemahaman Siswa," *Indonesian Journal Of Educational Studies (IJES)* 21 (2018): 110.

4). Recite: when students read the text, they must note down the answers to the text.

5). Review: after reading, students must review the text and answer questions based on the text.

D. Teachers Problem

The teaching and learning process is at the heart of the overall educational experience. The success of student learning is closely linked to how effectively the teaching process is carried out. One of the teacher's responsibilities is to create a learning environment where students feel comfortable and engaged. In other words, the teacher plays a crucial role in the success of learning. As Zein noted, a teacher's role goes beyond simply delivering information they are also responsible for guiding and facilitating the learning process to make it more effective. In doing so, teachers must understand the nature of the subject matter as a tool to develop students' abilities and be familiar with various teaching models that can enhance student engagement. Careful lesson planning is essential to support this. Throughout the teaching process, teachers will inevitably encounter a range of challenges.³⁷

Teaching refers to the activity of delivering knowledge to students, and it can also be seen as a way to facilitate student learning. Learning itself is the process of constructing meaning from information and experiences. Based on this concept, teaching becomes a form of teacher involvement in helping students develop their understanding. According to Sudjana, teaching is a process that involves organizing and managing the students' environment to support their growth and encourage active participation in learning.³⁸ Meanwhile, Maswan and Khoirul Muslimin describe teaching as providing students with lessons through guidance and training

³⁷ Zein, "Peran Guru Dalam Pengembangan Pembelajaran.," *Jurnal Universitas Islam Negeri Alauddin Makassar* V(2) (2016): 275.

³⁸ Sudjana N, *Dasar-Dasar Proses Belajar Mengajar* (Bandung: Sinar Baru :Algensindo, 2014).

to help them gain experience. Essentially, teaching is the act of transferring knowledge, with the expectation that students will reach a similar level of understanding as the teacher. In other words, what the teacher comprehends should also be understood by the students.³⁹

According to the experts mentioned above, it can be concluded that the teaching and learning process is the core of education that determines the success of student learning. Teachers play a crucial role, not only as transmitters of information but also as facilitators and guides in creating a comfortable and effective learning environment. Teaching is not merely about transferring knowledge, but about helping students build understanding through proper management of the learning environment. Therefore, teachers must have a deep understanding of the subject matter, apply appropriate teaching models, and design lessons carefully to address various challenges that may arise during the teaching process. Ultimately, the success of teaching is reflected in how well students comprehend what has been taught by the teacher.

Teaching reading involves the use of specific materials and instructional techniques to help students develop reading skills, with the teacher acting as the facilitator of this knowledge transfer. However, teaching reading to English language learners can be challenging, especially when many teachers lack sufficient proficiency in the language they are using to teach. According to Sentsho, as cited in Moswane, many teachers lack effectiveness in teaching reading, and this shortcoming negatively affects students' academic performance. When teachers are unable to use basic language structures properly or their pronunciation is unclear making it hard for students to understand what is being said they fail to teach the language effectively.⁴⁰

³⁹ Muslimin & Maswan K, *Teknologi Pendidikan: Penerapan Pembelajaran Yang Sistematis* (Yogyakarta: Pustaka Belajar, 2017).

⁴⁰ A.P and . Moswane, "Teacher's Challenges in Teaching Reading to English First Additional Language Learners : A Case Study of Seshego High School" (University Of Limpopo, 2019).

Reading proficiency is essential for students to succeed academically. In fact, students' ability to grasp all subjects in school is largely dependent on their reading skills. Ampofo states that if children do not begin to develop the skills to read, write, understand, and use language to express their thoughts and viewpoints, their chances of leading a meaningful and productive life may be significantly hindered. Nevertheless, achieving strong reading comprehension remains a challenge for many students. This difficulty is often linked to the methods used by teachers in teaching reading comprehension. Therefore, this research focuses on identifying the factors that make it problems for teachers to teach reading comprehension effectively.⁴¹

Reading proficiency is crucial for students' academic success, as understanding all school subjects relies heavily on strong reading skills. However, teaching reading especially to English language learners remains a significant challenge. Many teachers lack adequate language proficiency, both in terms of structure and pronunciation, which negatively affects students' learning outcomes. Furthermore, students' difficulties in reading comprehension are often related to the teaching methods employed by teachers. Therefore, this study aims to identify the factors that contribute to teachers' difficulties in effectively teaching reading comprehension.

Teachers are expected to serve as exemplary role models throughout the teaching and learning process. It is essential for them to uphold key principles such as reflecting on the learning process, demonstrating patience, fairness, empathy, understanding the learning environment, recognizing individual learning differences, building strong relationships, solving problems effectively, mastering the subject matter, maintaining discipline, fostering interaction, and inspiring motivation. The characteristics of an effective teacher are universally recognized. Every educator is expected to embody these traits in order to be regarded as a true

⁴¹ J. Ampofo A., *Investigating Reading Difficulties Among Class Six Pupils of Wa Basic School Complex* (Lambert Academic Publishing, 2019).

professional. Around the world, successful teachers are those who possess the qualities outlined in the following criteria :⁴²

1. Teachers need to have a solid understanding of the subject matter they deliver to students.

An effective teacher is someone who has a clear understanding of the subject they are delivering. A knowledgeable teacher can instruct with assurance. Educators who are well-trained and possess strong subject knowledge tend to perform better in teaching and learning compared to those who lack mastery of the material.

2. A teacher ought to be familiar with various instructional strategy and have a solid understanding of educational psychology.

In addition to mastering the subject material, a teacher is also required to possess the necessary skills to manage the teaching and learning process effectively. Teachers must be able to foster and develop students' diverse talents. Educational theories serve as a guide for opening up learning opportunities for students. Therefore, understanding educational psychology is essential to support the teaching process. While having knowledge in education is important, being able to transfer that knowledge into practical skills for students is a different challenge. Many students often confuse having knowledge with the ability to teach. However, there isn't always a direct link between the two. It is incorrect to assume that everyone with knowledge is automatically capable of teaching. This is what sets the teaching profession apart from others. Teachers are responsible for delivering the content that meets learners' needs not simply catering.

⁴² Desri Susiyanti, "Teachers' Difficulties in Teaching English as a Foreign Language at SMK Muhammadiyah 3 Makassar (A Descriptive Qualitative Research)," 2019, 1–99.

3. A teacher should possess a good sense of humor and show genuine care and affection toward their students.

Possessing a sense of humor can greatly contribute to a teacher's success. When a teacher incorporates humor, the classroom atmosphere becomes calm and free from unnecessary conflicts. Humor can also make students more attracted to the subject and develop a fondness for the teacher. Even serious teachers can captivate their students' attention if they balance it with warmth. Most importantly, a teacher should have a deep passion for their profession, even though teaching can sometimes be linked to stress or pressure. Teachers must be able to manage these challenges. A teacher's affection for students helps foster a democratic and engaging classroom environment. This approach makes the learning process more natural and interactive, minimizing any risk of embarrassment or mistreatment. Love and care enable teachers to build a more effective and meaningful teaching and learning experience.

4. A teacher should be adaptable and have a strong enthusiasm for continuous learning and self-improvement.

A teacher is expected to cultivate a reading habit in order to stay aligned with ongoing developments. An effective teacher should have a strong desire to keep learning, aiming to refine and improve their teaching strategy. It's also crucial for teachers to recognize that change is constant knowledge evolves and nothing remains fixed so they must adapt accordingly. Each day brings new challenges and opportunities, and teachers should embrace these changes. By accepting change, teachers can reduce stress, especially as students often expect them to be knowledgeable about the latest developments. Teaching is a continuous learning journey, and educators must stay informed and up to date with new trends and practices that emerge daily.

5. Should be role model

A good teacher should be a role model for students by demonstrating a strong work ethic, honesty, perseverance, and good behavior. These qualities encourage students to adopt positive attitudes. On the other hand, an unqualified teacher may produce low-quality students, while a qualified teacher helps shape learners with a clear vision for life.

6. To facilitate the teaching and learning process

One of the most crucial tasks a teacher must complete before stepping into the classroom is thorough preparation. Teachers are expected to plan, organize, and facilitate the teaching and learning activities in advance. When a teacher is well-prepared, they are more likely to conduct lessons effectively. On the contrary, ineffective teaching often stems from poor preparation, especially among teachers who have a heavy teaching workload. Therefore, it's essential for teachers to regularly revise and update their lesson plans to keep up with the constant changes in the world.

E. Previous Study

Before composed the research, the researcher find some research who have done the research about Teachers Problems in Teaching Reading Comprehension at MTS Nurut Taqwa Perkamil. First, previous thesis by Putri A'yuni Apriani entitled "TEACHERS' CHALLENGES IN TEACHING READING COMPREHENSION FOR EIGHTH-GRADE STUDENTS AT MTS WAHID HASYIM 01 DAU". The similarity between the previous study and this study is that both studies discuss the problems faced by teachers in teaching reading comprehension and both studies found that teachers face difficulties in teaching reading comprehension that affect students' abilities. The difference is that the previous study found challenges such as lack of student interest, lack of vocabulary mastery, inappropriate teaching methods and lack of school facilities and infrastructure. While this study found a gap between the theory and practice of

teaching reading, with teachers only focusing on technical aspects and not implementing comprehensive teaching strategies. Both studies use qualitative research methods.⁴³

Second, this is a journal by Yanuarti Apsari and Yana, entitled "TEACHERS' TECHNIQUES AND PROBLEMS IN TEACHING READING". In general, these two studies discuss what problems teachers face in teaching reading. The similarity of these two studies is that they discuss the problems faced by teachers in teaching reading comprehension. Both studies found that teachers face difficulties in teaching reading comprehension that affect students' abilities. The difference is that the previous study found that teachers used techniques such as previewing, vocabulary instruction, and questioning, while the current study found that teachers only focused on technical aspects such as pronunciation correction, text repetition, and vocabulary memorization. Both studies used qualitative research.⁴⁴

Third, this is a journal by Ridwan Hidayat, Ridha Ilma and Eko Saputra, entitled "TEACHERS' CHALLENGES IN TEACHING READING COMPREHENSION AT ISLAMIC JUNIOR HIGH SCHOOL". In general, these two studies discuss the similarities and differences in the problems faced by teachers in teaching students' reading comprehension. The similarities are that these two studies discuss the problems faced by teachers in teaching reading comprehension and both studies found that teachers face difficulties in teaching reading comprehension that affect students' abilities. The difference between these two studies is that the current study is more specific in providing suggestions for improving teacher competence and developing comprehensive lesson plans, while

⁴³ Apriani A'yuni Putri, "Teacher's Challenges in Teaching Reading Comprehension for Eight-Grade Students At MTS Wahid Hasyim 01 Dau" (Maula Malik Ibrahim State Islamic University Malang, 2023).

⁴⁴ Yanuarti Apsari and Yana Yana, "Teachers' Techniques and Problems in Teaching Reading," *P2M STKIP Siliwangi* 2, no. 2 (2015): 217, <https://doi.org/10.22460/p2m.v2i2p217-233.181>.

the previous study was more general in providing suggestions for using varied and interesting media and teaching methods. Both studies used qualitative research.⁴⁵

Fourth, this is a journal by Visa Ranico, Roma Nur Asnita and Husnaini, entitled "TEACHERS' DIFFICULTIES IN TEACHING READING COMPREHENSION OF THE SEVENTH GRADE STUDENTS" both studies found similarities that both studies discussed the problems faced by teachers in teaching reading comprehension and found that teachers face difficulties in teaching reading comprehension that affect students' abilities. The difference between the two studies is that the previous study found difficulties such as lack of student motivation, limited instructional time, lack of student background knowledge, and limited student vocabulary. The current study found a lack of theory and practice of reading instruction, with teachers only focusing on technical aspects and not implementing comprehensive teaching strategies. Both studies used qualitative research methods.⁴⁶

⁴⁵ Ridwan Hidayat, Ridha Ilma, and Eko Saputra, "Teachers' Challenges in Teaching Reading Comprehension at Islamic Junior High School," *DIDASCEIN: Journal of English Education* 5, no. 1 (2024): 1–9.

⁴⁶ Visa Ranico, Roma Nur Asnita, and Husnaini, "Teachers' Difficulties in Teaching Reading Comprehension of the Seventh Grade Students," *Journal of English Education and Linguistics* 4, no. 2 (2023): 1–6.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The study employs qualitative research as its chosen research methodology. Qualitative research is primarily focused on developing explanations and understanding social phenomena. In other words, it aims to explore and comprehend the intricacies of the social world in which we exist, shedding light on the reasons behind the way things occur and the dynamics at play within the social context.

Therefore, based on the explanation above, this research used qualitative research because the researcher wants to know what the teacher's problems in teaching reading comprehension.

B. Research Setting

The researcher conducted this research at MTS Nurut Taqwa, Perkamil in the odd semester of the 2024/2025 academic year. The researcher carried out the research in February.

C. Research Participants

The participants of this research is one of the English teachers who teaches English in class 8.

D. Source Data

There are two types of data used in this study, namely :

1. Primary Data

Observations and interviews are the primary data conducted on one English teacher .

2. Secondary Data

Secondary data, namely data obtained through library research, references, and documentation.

E. Techniques of Data Collection

In order to collect the data to be examined in this study, the researcher used some techniques of data collection, there is an observation, interview, and documentation.

1. Observation

Observation is conducted to examine research objects, such as specific locations, organizations, groups of people, or activities at school. During the observation, the observer may act as a passive observer without participating in the subject's activities.

2. Interview

Interviewing is a commonly used method of collecting information from people. In many walks of life we collect information through different forms of interaction with others.

The researcher used structure interviews, where researcher have prepared question to be asked of teachers and the answer is directed to the informant. In a structured interview the researcher asks a predetermined set of a questions, using the same wording and order of questions.⁴⁷

3. Documentation

Namely information or objective condition of the research location and sample studied by recording all data directly from the reference which discusses the object of research.

F. Triangulation

In this case, the researcher uses triangulation method to test the validity of data. The method that is used by the researcher is triangulation with three data collection techniques, they are observation, interview, and documentation.

⁴⁷ Ranjit Kumar, *Research Methodology A Step-By-Step Guide For Beginners* (New Delhi: SAGE Publications, 2011).

G. Data Analysis

After the necessary data is collected using the technique data collection or instrument applied, then the next activity is to perform data analysis. According to Miles & Huberman translated by Rohidi, Bogdan and Biklen data analysis is the process of compiling or process the data so that it can interpreted further.

Miles and Huberman's theory suggests that activity in analysis qualitative data is done interactively and takes place continuously to completion, so that the data is saturated. The measure of data saturation is marked with no new data or information is obtained.

Activities in the analysis consist of three main components, namely data reduction, data display and draw conclusions.⁴⁸

1. Data reduction

The data to be reduced are observation and interview data. To reduce the data, researcher transform data from a videos during class and audio interviews into transcriptions. After that, the researcher focused the transcription on the theme and remove all irrelevant information.

2. Data display

After reducing the data, the researcher will display the data with a descriptive data.

3. Conclusion drawing

From the data display, the researcher made a conclusion and verifies the data.

⁴⁸ Mathew Miles, B and A Huberman, Michael, *Analisis Data Kualitatif Buku Sumber Tentang Metode-Metode Baru* (Jakarta: UI Press, 2009).

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