

The Problems of Teaching-and-Learning Reading II at Program S-1 English Education Stkip-Pgri Banjarmasin

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Abstract: The research titled is A Descriptive Study: The Problems of Teaching-and-Learning Reading II at Program S-1 English Education STKIP-PGRI Banjarmasin. The goal of this research to find out the problems in teaching-and-learning Reading II. The subject of this research was the student of program S-1 that majoring English Education(English Department) in semester 2 and the lecturer who teach Reading II. In this research, the researcher used descriptive qualitative as the research design. The technic used to collect data in this research are observation, documentation, and interview. The data collected based on field data. From the data, the researcher made description and analysis to answer the research questions. The researcher did three steps to analyse the data; they are reduction the data, display the data, and verification/ drawing conclusion. To prove the trustworthiness the data, the researcher used the triangulation. The triangulation that is used is triangulation method. The result of this research shows that, first there are problems by students. Their limited vocabulary, the vary of sentence structure, less motivation and interest of the students. Second there are problems by the lecturer. They teach reading II too monotone, less in giving the students motivation, lack of using media, and didn't give their students enough vocabulary in reading text. Related to solve these problems, the researcher have some suggestion in teaching methods, first try to make the students more active by involving all of them in reading the texts, second give some strategies to do the exercises in texts, third, the lecturer also give motivation to the students to make them be more active, fourth give enough vocabulary that is related with the texts.

1 INTRODUCTION

Allow much time to think. When lecturer walks into his class, he has to face the class alone. What he does, depends mainly on what has got before he enters the class. Right or wrong, everything depends on him. He is the master of the class and he is the resourceful person for his students.

The lecturer must rely on what he has in his mind, books and other sources available around him. Moreover he must make up his mind and decide which to use and which to set aside. It's undeniable fact that lecturer has to face a lot of things when he teaches, such as question about the meaning of the words. Because of this the teacher must have a good reading ability.

In Indonesia, English is one of the foreign languages. This is one of the reasons why English is become one of the school or University curriculum. Reading then must be central and main activities in the teaching-and-learning process, because both

lecturer and the students rely mainly on written material to teach and learn. It comprises 1) the activities and the process of learning to read, and 2) the activities and the process of reading to learn from the material. There are two steps in studying English as foreign language through Reading II as the subject of a college;

1.1 Learning to Read English as Foreign Language

This must be the first step in learning a foreign language. With respect to English the necessity becomes imperative.

The written form does not provide clues of how to read it. It requires the learning English pronunciation. It does not require how to transform the written symbols into speech but also learning how to put stress and intonation. The learners must learn how to read following to the relation of the words that constitutes partial meaning and in the

manner the reading leads to the understanding of the message contained in the texts.

1.2 Reading to Learn

A reading passage, how simple it might be, must contain some "message". In the case of learning foreign language, the learning to read and the reading to learn go side by side. At a time, the learning to read takes more time while at other time the reading to learn takes more time and interest.

At STKIP, students majoring in teaching English must get adequate awareness that they are trained to become English Teachers. As English Teachers they must be good example in reading English passages for the class. He must be the model for his students.

Based on the early observation the students of STKIP-PGRI Banjarmasin who take reading II cannot reach the expected goal of learning achievement. Because of lack vocabulary knowledge, they didn't have enough understanding about the text even the lecturer already explain the meaning of it, it can be prove from the trouble that they have when they ask to answered reading comprehension question. Consequently both the lecturers and the students have a problem in teaching-and-learning process for reading II.

This research focus on the students of second semester who took Reading II and the lecture who teach Reading II as a subject of the college at STKIP-PGRI Banjarmasin. This research problem formulation is What are the problem encountered by both the lecturer and the students in the teaching-and-learning Reading II.

2 RESEARCH METHOD

Research conducted is descriptive qualitative research, which aims to explore or build a proportion or explain the meaning behind reality. The researcher is based on reality or events that take place in the field. Furthermore, researchers will explore further why this phenomenon occurs. This qualitative descriptive model emphasizes a holistic, pragmatic, strategic, and self-reflective description. Qualitative research is described according to several experts. According to Creswell (2009) "A qualitative study is a process of understanding a social or human problem, based on a complex holistic picture, formed with words, reporting detailed views of informants, and conducted in antural settings."

In this study researchers used qualitative methods that were descriptive in nature whose purpose was to describe, describe or describe objects that were systematically, factually and accurately examined about the facts, traits and phenomena investigated In the data collection methods used researcher, as prevalent in the qualitative study were interviews, observation and documentation. Data in qualitative research is more in the form of opinions, then interviews become very important devices. The interview method is a conversation process in the form of question and answer in person.

Researchers in this study to determine the validity of the data using Triangulation techniques. Qualitative data analysis is inductive, which is an analysis based on the data obtained then developed a particular relationship pattern formulated..

3 RESEARCH RESULT

Data from the results of research in this study were obtained through in-depth interviews conducted by the Researchers where all the informants conducted in-depth interviews are both the lecturers who teach Reading II and the students who took reading II subject.

From the results of interviews obtained results that in teaching-and-learning reading II there wasn't any reading basic course outline, no reference books were recommended, and low interaction between the lecturer and the student.

Besides that the researchers also did an observation while the teaching-and-learning process happened, from the observation the researchers found that there wasn't any variation in teaching-and-learning process in reading II and the lecturer governed the class. So the students got bore.

The researchers also did the documentation observation through the present list, Semester Learning Plan, the answer sheet from reading II test and the score from Study card results (KHS). As a results the researchers found out that some of them didn't come to the class for reading II subject, mostly the students got lower score in Reading II Subject and they also didn't have any information what will they study when entering the class in reading II, because the lecturer didn't make the semester learning plan (RPS). That's why there are problem in teaching-and-learning process for reading II.

4 ANALYSIS PROPER

Based on the results of interviews, observations, and documentation conducted by researchers during the research time range to know the problem encountered by both the lecturers and the students in the teaching-and-learning Reading II.

There are several way that can be used to fix the problem that exist in teaching-and-learning process in reading II.

First, the lecturer should make the proper reading basic course outline every teaching activities because reading basic course outline is important to make the teaching and learning process becomes smooth, by finding or picking some reading material that available and uses it for the class. Second, the lecturers should have at least two reference book that can be used by the students so the student's like to read more and reading habit can be founded in the students.

Third, in order to make low interaction into high interaction the lecturers should make the class active. Fourth, the lecturer should have variation in their teaching so the student didn't get bored when they study reading II subject.

Fifth, in the first meeting of a college the lecturer should introduce the semester learning plan, so the students know what will they learn in every meeting, on the contrary the students should pay attention to what will they learn next, so they can study it first.

5 CONCLUSIONS

Based on the results of the research and discussion, it was concluded that:

1. The observation indicates that the reading task is solely in the form of class assignment directly. The task is more of teacher oriented in every sense, so it makes the student get bored.
2. High interaction make the students to be active in reading II class, but if low interaction make the student to be passive.
3. Reference book is important, so the student will know what should they learn next.
4. Teaching variation is needed in teaching reading II, so the students won't get bored.
5. The students should improve their vocabulary by using dictionary and read many different text. if they found a difficult word in a text. They can look for it in the dictionary. By doing that they will understand what the text about. So they will

not have a problem in answering all the reading comprehension question..

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