AN ANALYSIS OF TEACHER DIFFICULTIES USING SHARED READING FOR 3RD GRADE JUNIOR HIGH SCHOOL SALIHIYYAH ACADEMIC YEAR 2022/2023

Pasnuree Mama
1810231035
Advisor 1: Anita Fatimatul Laeli, M.Pd
Advisor 2: Widya Oktarini, M.A
English Language Education Program
Faculty of Teacher Training and Education
University of Muhammadiyah Jember
Jl. Karimata No. 49
pasnureemama1997@gmail.com

ABSTRACT

Shared reading is one of the method that teacher uses for learning activity. The purpose of this study is to find out what the difficulties teachers faced in implementing shared reading. The method used is qualitative method technique in collecting and analyzing the data? during teaching and learning activity using shared reading and interview with English teacher are the source of data. The observation was done by analyzing the learning activity. Interview with the teacher then conducted to support the data from observation. From the finding it was found that the difficulties mostly come fro students lack of confidence to do shared reading, they were not brave enough to read while their friends were listening to them. the other difficulties are from students mispronunciation because of their mother tongue. Big class, that have many students also the difficulties in implementing shared reading because teacher cannot manage all students to participate. It cause that some students will not participate because to manage the time during learning activity. It can be concluded that students still face some difficulties during shared reading.

Key Words: Reading, Reading Comprehension, Shared Reading

INTRODUCTION

Language is a set of rules that humans use to communicate with one another. The use of the language is determined by the shared conventions of the language's speakers. They all must follow the rules. Otherwise, they will not be able to use it effectively for communication. They are unable to communicate effectively. Furthermore, they are unable to communicate with one another. As a result, in order to be successful in a communicative interaction, participants of a speech community must

use their language in accordance with the shared conventions (Siahaan, 2008).

In Thailand, reading habits have been buried, students have lost interest in reading, due to the fact that reading is the foundation of all learning. Increasing students' motivation to learn is a something that must be mastered as a teacher. Students develop their knowledge by reading, and the most important thing to do to succeed in learning is to read a lot.

Reading becomes the primary goal of language instruction, and it is both a skill and a component of the curriculum. Its goals are to help students accurately read and comprehend literary materials. Then, in order to understand the target language, it's critical to read correctly

Based on the observation, the writer observed the Junior High School Salihiyyah and meet the English teacher.

The teacher said that some students still having trouble in reading skill. The teacher have used the shared reading to improve students reading skill. That is the reason why the writer conduct the research in this school to analyse teacher's difficulty using shared reading for 3rd grade junior high school salihiyyah

METHOD

Qualitative research, according to Creswell (2009), is an investigation and understanding of what individuals or groups feel to be a social or interpersonal problem. It was used to figure out why and how things happen in society. An introduction, literature and theory, methods, findings, discussion, and conclusion might all be included in the study's final written report. The qualitative descriptive approach was chosen by the researchers because they wanted to present a summary of the information acquired from the results. Descriptive analysis, a sort of qualitative research, would be carried out by the

researchers.

The researcher collected valid data through observation and interview in this study. Data and information from participants and the activity were collected using these techniques.

Observation is an important approach for collecting data in qualitative research (Ary, 2010). While using shared reading, teacher was observed. The teacher difficulties while using this method was the major focus of the observation. As an observer, the researcher monitored the teaching and learning activity. The observer monitored the implementation of shared reading in the class.

Interviews are sessions in which two persons share their knowledge and thoughts by asking and answering questions (Moleong, 2007). The teacher was interviewed after gathering materials, events, media, assessments, and student challenges. It means that the researcher was required to perform an interview in order to explain the information acquired. It's a set of questions designed to gather data for a research project. The teacher's difficulties using shared reading issues were the subject for observation, which includes teacher's challenges.

FINDINGS AND DISCUSSION

In this chapter, research data and findings related to the implementation of shared reading method in SMP Salihiyyah from third grade are presented. There are descriptions of the research's data and findings. The description of the research's data and conclusions is presented in this chapter. Between Desember 15 and Desember 16, 2022, research data were gathered. There were 18 participants from SMP Salihiyyah from third grade that had been observed during learning activity using shared reading. The students were taught using shared reading method. The teacher gave the class a text and started to using this method. All students also had to

do shared reading from the text given. Interview was done to the teacher about the implementation and challenges in using this method. The interview was done by offline, face to face interviewed was done at school to English teacher. There were several unstructured questions to find out the the strategies in using shared reading and challanges (see on appendix). The interview was conducted from Desember 16, 2022

For the implementation in using shared reading found that teacher implemented it well. After open the class, teacher gave the text to each students. The teacher did not directly asked students to read, but they were reading together while teacher read the text loud in front of the class. While teacher were reading in front the class, all students put attention and made a note on their paper about how to pronounce some words that was hard for them to read. It is because most of students' reading ability is below average. It is supported from the interview with teacher about students reading ability.

"...most of them still difficult to read using English. We can say that most of them still below average in reading skill, but they are still at 3 grade so I believe they can have improvement on it".

For the challenges During the activity, it was found that teacher also faced some challenges in implementing shared reading. It made the activity sometimes paused for a moment. The challenges are students lack of confidence, mispronounce for many times and made teacher have to correct it directly during activity and because of a big class that has 28 students in it.

The first, *Lack of confidence*. During observation it really showed that most of students were lack of confidence, they read with a low voice and sometimes like they were whispering. It is also explained by teacher on the interview about their lack of confidence.

"...students lack of confidence, it made them read like they are whispering. Even I asked them to read louder, but still they read in a low voice".

The other Challenge was students **mispronunciation**. Even they have wrote notes on their paper about how to read some words that was hard for them to read, they still made this mistakes for many times, because they have to many words that was hard for them to pronounce it. On interview the teacher explained about this challenge.

"most of students still mispronounce some words and I have to correct it for many times, but we know that out mother tongue totally different with English, so many students cannot pronounce it well even I have correct it for many times".

The other problem from the **big class** is the class has 28 students. Making all students participate in shared reading will be hard to be implemented because it will take a long time and make students bored to hear the same story read by their friends again and again. From observation it found that some students did not really put attention to their friend while reading after they read story for many times on repeat. From interview the teacher also explained about it.

"The other problem, because the class is big class, it is hard for me to manage the time to make all students participate in shared reading, so for many times I only could make some students can participate for shared reading. I wish the class could be smaller class so everyone can participate during the activity".

From the observation it found that most of students looked anjoy during learning activity using shared reading. They focus and put attention to their teacher and friends during learning process. It is the same as Savaskan (2017) that has been statetd that. The shared reading method's objective is to help students read a text while participating in

an interactive reading activity under a teacher's supervision and to provide them with an enjoyable reading experience

The students enjoy the reading activity in the class using this method because the teacher well implemented this method. The teacher started the shared reading from her, so the students could understand the text while she was reading. The teacher gave a chance for students to put a note on their paper from what they listen from the teacher that was reading the text. After that the students randomly continue the story on repeat. It the same as Michael (2001) stated about provides an overview of the book or content it could encourage the students to start the reading activity in the class.

From the finding it shows that most of the students always put a note on their paper while their teacher or friend was reading to help them understand some words,especially for pronunciation. The story that was reading on repeat helped them to recall the words that they were hard

to pronounce. It supported by previous study about result of multiple readings and the predictable material, students become familiar with word forms and start to recognize words and phrases (Bridge et al, 1992).

CONCLUSION

Based on the result data and findings, The teacher were good in implementing the shared reading. The students were enjoy the learning activity using this method. The students were focus to their teacher and their friends during the activity. They always put a note on their paper to help them pronounce the words that was hard to read.

Most of challenges that the teacher faced during teaching and learning activity using this method were from students lack of confidence, mispronunciation and the big class. The teacher could solve this issue by starting the shared reading from her to

encourage students and make them prepare about the text that they will read. The teacher also directly correct students mispronounce so all students could learn the pronounce together.

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