ENGLISH TEACHERS’ CONSTRAINTS IN TEACHING READING TEXT TYPES TO EIGHTH GRADE STUDENTS AT ONE OF ISLAMIC JUNIOR HIGH SCHOOLS IN JAMBI

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ABSTRACT

The purpose of this study is to investigate English teachers’ constraints and strategies in teaching reading text types at one of Islamic junior high schools in Jambi. The participants were the English teachers who taught the eighth grade students. Qualitative design was used in this study with a case study approach to collect the data. The data were obtained through the interview. The result revealed those English teachers’ constraints in teaching text types were lack of students understanding about grammar, lack of vocabularies, lack of school facilities and media (picture). Whereas, the strategies that English teachers used to solve the constraints were group discussion and bring some media. The result of this study suggests EFL teachers to provide media such as pictures when teaching reading. The use of media can motivate students to learn. Thus, group discussion can also be a way in triggering students to learn.

Keywords: Constraint, English Teachers, Text Types

INTRODUCTION

Teaching English to Islamic Junior High School demand students to reach functional level in which students are targeted to be able to communicate orally and written form to solve daily problem (BSNP:2006). One of lessons that needs to be taught in teaching English is teaching text. Teaching text has important role. By learning various text types, students are expected to be able to differentiate, understand, and use those text types based on their needs. There are
several text types that are taught in Islamic Junior high school level; procedure, descriptive, recount, narrative and report text.

In some cases, teachers only use student work sheet (LKS) in teaching text type. Student work sheet (LKS) includes exercise and short explanation about the texts. Based on the researcher experience, in the real teaching activity teacher only gives exercises to students without giving any explanation and function about the texts. According to NLT (2013) in teaching text types, teachers have to explain the texts, give the example of the texts, explain that every text has certain purposes, structure of the text and the characteristic of language used in the text before students try to produce and write the text.

From the fact above the researcher assumed that teachers had several constraints in teaching text type to junior high school students. Based on that, the researcher wanted to conduct a research entitled “English teachers’ constraints in teaching text type to eighth grade students at one of Islamic junior high schools in Jambi”.

**Review of Related Literature**

Manser (1995:860) defines constraints as a thing that limits or restricts somebody action. Meanwhile, according to Webster (1990: 281) constraints is state of being checked, restricted or compelled to avoid or to perform some action. It can be concluded that constraints is a thing that make a person’s action are limited or prevent the achievement of goals.

According to Hamdir (2002:16), the constraints that faced in teaching are several things that handicap the process of teaching the views of the human factor
(teacher and learner), institutional factor (classes), and instructional factor (lack of puppet). Rohani (2004:157) explain that constrains in teaching are some factors that handicap teaching process are teacher, students, family and facility. From some opinions above can be conclude that constrains in teaching are several things that restrict, impede or prevent the achievement of goals in the teaching process both from the human, material, facilities, equipment and procedures that obstruct teachers and students in the process of knowledge, skills and attitudes in the learning process.

Adelabu (2013) said that instructional material have a lot of advantages and teachers of English should make use of them for effective teaching and better performance of students in English. Meanwhile, Cahyono and Widiati (2006) emphasized that material could be prepared either by the students based on specific task assigned by the teacher or provide by the teacher alone. From some opinions above learning material is a something that played an important role in teaching and learning activities. The material not only be prepared from the teacher it can be prepared from the students. Instructional material also gave a student’s motivation to learning. It made a learning activity was fun and interesting.

One of constraints in teaching is demotivated students. According to Wilder, (2009) demotivated students is students who are disruptive, non-participatory or have no desire to learn. According to Chong and Cho (2003) the demotivating factors in English language learning were learning difficulties, threats to self-worth, monotonous teaching, poor teacher, student relationship,
punishment, general and language-specific anxiety, lack of self-determination and poor classroom management.

**Methodology**

Anderson (2006) stated that qualitative research is collecting, analyzing and interpreting data by observing what people do, the nature of this type of research is exploratory and open-ended. Cresswell (2008) also stated that qualitative research is a kind of research in which the researcher focused on the views of participants; ask general question and the participant experience; collect data consisting of words from the participants; describe and analyse those words.

The researcher employed qualitative design specifically case study approach. Case study focuses on analysis of one from several cases that were unique with related to the research topic, the research investigate the phenomena with the real life context. Data are collected from a single individual, group, or event Hebert & Beardsley(2001).

Based on the concept above the researcher used qualitative design with case study approach. By using this method, the researcher tried to investigate teachers’ constrains in teaching text type to second grade at one of Islamic junior high school in Jambi. Thus, the researcher also tried to investigate what the strategies that the teachers use when they faced constrains in teaching text types.

The site of this study was at MTsN Jambi Timur. The school had approximately 100 students in the eighth grade. The researcher chose this school as the research site because this school was accessible for her. To get the access to
this school, the researcher had gotten permission from the chair of English language program in University of Jambi and permission from the headmaster of the research site as well.

In this research, the researcher used purposive sampling. Purposive sampling is often used in qualitative research. Creswell (2008) stated in purposive sampling, the research intentionally selected individuals and sites to learn or to understand central phenomenon. Thus, Cresswell added that the standard used in choosing participants and sites in whether they are “information rich”. It is the same as Patton(2002) who said in purposive sampling, the goal is to select cases that are likely to be information rich. For the participant, the researcher interviewed two English teachers of eighth grade students at one of Islamic Junior High School in Jambi. The reasons behind taking these two English teachers who taught the eighth grade students were first the researcher had ever taught the eighth grade students when she took her teaching practice in the research site. The second reason, the seventh grade students only had two semesters in learning text types so the researcher thought that they were not really experience in learning text type. Next reason ninth grade students were heading to national examination, so the researcher thought that it’s was not appropriate for her to focus more on the ninth grade students since they focus on the preparation of national examination.

The data were collected by using interview. Interview is common in qualitative research. Cresswel(2008) Stated a qualitative interview occurs when the researcher asks one or more participants by using open ended questionnaire and used audiotape to record the answer from the participant/s. According to
Hancock, Ockleford, & Windridge (2009) audio recorder is excellent for qualitative research, it is easy to use and no important information will be lost. In this case, the researcher interviewed one English teacher who had experience in teaching text types at one of Islamic Junior High School in Jambi. Participant interviewed about 20-40 minutes. The interview were conducted from 4th – 28th February 2017.

In this study, audio-tape was used to record the conversation during interview between the researcher and the participants. The reason to use tape-recorder was because of the researcher’s weakness in thinking, remembering, or noting can be reduced through the use of tape-recorder. Interview questions in this were study formulated based on the research questions.

A semi structured interview was suitable for this study. It was used to elicit in depth data from the interviewees about teachers’ strategies in teaching text types. The interview question was available in Indonesian and English and the interviewees were free to answer in Indonesia or English which can make them feel comfort during the interview section.

The results from the interview were checked by the supervisors in order to hide the researcher’s bias. Since English in Indonesia only acts as a foreign language, so the participant was free to choose the language during the interview, whether in English or in Bahasa Indonesia. In fact, when the researcher conducted the interview the participants used Bahasa Indonesia. So the researcher translates those data when they were presented later.
The recorded interview data were transcribed. After those data had been transcribed, the researcher put the data into researcher’s computer in form of a text and save them into folders. Then, the researcher submerged the data in details; researcher tried to find the purpose of the research. For each interview before the researcher divided them into categories.

The next step was the researcher divided the data into relating codes, theme, or category. Johnson and Cristensen (2008) stated that coding is a process of marking segments of data (usually text data) with symbols, descriptive words, or categories. The researcher developed coding based on previous research and research question. These coding helped the researcher to develop final themes.

Thus, the researcher analyzed the individual interviews data by using within-case and cross-case displays and analyses. Miles and Huberman (1994) stated that within-case and cross case display analysis are used to (1) spread interview data so researcher could find a relevant topic and understand the data (2) create cluster of meaning by organizing, grouping into themes or meaning unit, and (3) to remove or reduce overlapping and repetitive data.

**Finding and Discussion**

There were two female teachers who participated in this research. The names of participants were pseudonym (Tc 1 and Tc 2). Those participants were English teacher in eighth grade students at one of Islamic Junior High School in Jambi.

Tc 1 is female. She is 30 years old. She had been teaching for five years. She taught for four classes to eighth grade students. She graduated her bachelor’s and
master degree in teacher training and education program from Islamic University in Jambi. She is Moslem. When she was a fresh graduate she taught in one of elementary school in Jambi after that she continue her study to master degree program. After graduation from master degree program she taught in the research site and other Junior High School.

Tc 2 is forty two years old female. She had been teaching for eleven years old. She only had one class to eighth grade students. She graduated her bachelor’s and master degree in teacher training and education program from one of leading University in Indonesia. She is Moslem. Before taking master degree program she had ever taught in one of English courses and private course.

There were two themes and five sub-themes got from interview transcription. The first theme was English teachers’ constraints in teaching text types to eighth grade students at one of Islamic junior high schools in Jambi. This theme was followed by some sub-themes; lack of vocabularies, lack of student understanding about grammar, and lack of facilitation and media,.. The second theme was strategies that teacher used to solve the constraints in teaching text types to eighth grade students at one of Islamic junior high school in Jambi. This theme was followed by some sub-themes ; Group discussion and The use of media.

Based on finding, there were three teachers’ constraints and two strategies to solve the constraints. Teachers’ constraints were lack of vocabularies, lack of
grammar and lack of school facilities and media. The strategies to solve the constraints were group discussion and the use of media.

The first constraint faced by the teacher in teaching text types were students’ vocabulary. The low proficiency of students in mastering vocabulary affected the teaching and learning process especially when the teacher asked them to do task after reading section mostly the students cannot answer the question and cannot do the tasks properly both in completing blank task or elaborating their idea in answering essay task. The second, students were also not able to differ word classes. They don’t know verb, noun, adjective and so forth. These constraints made her students could not understand the passage given and could not do task after reading section as well. Saghyer (2008) said most of student lack of understanding about grammar and vocabulary because the students just focus on text book.

The third constraints were lack of facilities and media. Based on the results of the interview participants revealed that the limited facilities provided by schools and media that support in teaching text types. In the previous study done by Saghyer (2011), he said that there is a lack of learning material and teaching training opportunities in several Muslims school. Whereas Adelabu (2013) said instructional material have a lot of advantages and teachers of English should make use of them for effective teaching and better performance of students in English. The participants revealed because the facilities and media were inadequate and limited so they only carried media that they downloaded themselves such as pictures and picture stories. Sometimes they also asked the
students to bring their own simple visual aids to support teaching and learning in the classroom. According to Cahyono and Widiati (2006) the material could be prepared either by the students based on specific task assigned by the teacher or provide by the teacher alone. Based on interview result participant said with media students more enthusiastic, interested even more motivate them to learn especially on text types.

**Conclusion**

Participants shared the constraints when teaching text types. There are three constraints that teacher faced in teaching text types to eighth grade students of Islamic Junior High school. They are lack of facilities and instructional material, Lack of students understand about grammar and vocabulary

The teachers used their own strategy to solve the constraints. There are two main strategies used by the teacher to solve their constraints which are brought instructional material and group discussion. Most of participants bring media to support their teaching and learning activity in the classroom to solve of lack of facilities and instructional material constraints. To solve the constraints about lack of students understand about grammar and vocabulary the participants had the same strategy that is a group discussion.
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