

SKRIPSI



**TEACHERS' CHALLENGES IN TEACHING READING
FOR STUDENTS OF VOCATIONAL HIGH SCHOOL**

**By
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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY**

20224



**TEACHERS' CHALLENGES IN TEACHING READING
FOR STUDENTS OF VOCATIONAL HIGH SCHOOL**



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**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing
the Sarjana Program in the English Education Department**

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2024

MOTTO AND DEDICATION

“With an unyielding spirit, I dedicate this simple work to all who have supported me. Hopefully, this research can benefit the development of science and society.”

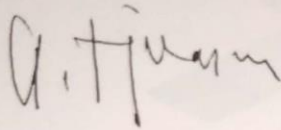


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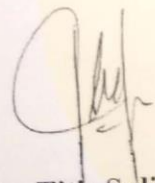
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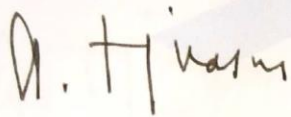
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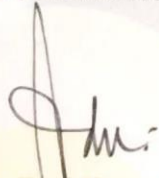
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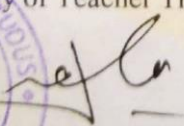
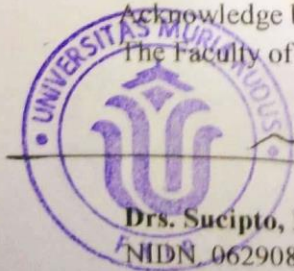


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While every effort has been made to ensure the accuracy and completeness of this work, the author acknowledges the possibility of unintentional oversights or errors. Constructive feedback and critique are welcome, as they contribute to the ongoing pursuit of academic excellence.

Kudus, August 20, 2024

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ABSTRAK

Wulandari, Novia, 2024. “Tantangan Guru Dalam Mengajar Membaca Untuk Siswa Sekolah Menengah Kejuruan” Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Dr. Drs. A. Hilal Madjdi, M.Pd (2) Agung Dwi Nurcahyo, S.S., M.Pd

Kata Kunci: Tantangan Guru, Pemahaman Membaca, Pendidikan Kejuruan, Pembelajaran Bahasa Inggris.

Studi kasus kualitatif ini meneliti tantangan guru bahasa Inggris dalam mengajarkan pemahaman membaca kepada siswa kelas sepuluh di SMK NU Ma'arif Kudus, sebuah sekolah menengah kejuruan di Indonesia. Melalui wawancara semi-terstruktur dengan para guru dan observasi kelas, penelitian ini bertujuan untuk mengidentifikasi dan menganalisis hambatan utama dalam pengajaran membaca Bahasa Inggris sebagai Bahasa Asing (EFL) dalam konteks kejuruan.

Studi ini mengidentifikasi lima tantangan utama: motivasi siswa yang rendah, kosakata bahasa Inggris yang terbatas, kurangnya bahan bacaan yang menarik dan sesuai, metodologi pengajaran yang sudah ketinggalan zaman, serta sumber daya pembelajaran dan integrasi teknologi yang tidak memadai. Tantangan-tantangan ini diperparah dengan persepsi siswa bahwa bahasa Inggris kurang relevan dengan bidang kejuruan mereka dan kebutuhan akan bahan bacaan yang lebih kontekstual dan sesuai dengan level mereka.

Menanggapi tantangan ini, penelitian ini menyoroti beberapa strategi yang digunakan guru, termasuk mengontekstualisasikan pembelajaran untuk menyelaraskan dengan minat kejuruan, membina lingkungan kelas yang mendukung, mempromosikan otonomi pelajar, mengintegrasikan teknologi ke dalam instruksi, dan menerapkan metode penilaian yang beragam. Pendekatan-pendekatan ini bertujuan untuk menciptakan lingkungan belajar EFL yang lebih menarik dan efektif yang memenuhi kebutuhan dan minat siswa.

Temuan ini menggarisbawahi perlunya perubahan paradigma dalam pendidikan EFL di sekolah kejuruan. Hal ini membutuhkan desain ulang kurikulum, peningkatan dukungan guru untuk metodologi inovatif, penekanan pada penguasaan kosakata kontekstual, dan investasi pada sumber daya dan teknologi pembelajaran yang tepat. Dengan menerapkan reformasi yang diinformasikan oleh penelitian ini, lembaga pendidikan kejuruan dapat menciptakan lingkungan belajar EFL yang lebih menarik dan efektif yang lebih sesuai dengan kebutuhan siswa dan mempersiapkan mereka untuk menghadapi tuntutan linguistik dari tenaga kerja global.

Penelitian ini berkontribusi dalam memahami pedagogi membaca EFL dalam konteks kejuruan dan menawarkan rekomendasi praktis bagi para pembuat kebijakan dan pendidik. Wawasan yang diperoleh dari penelitian ini bertujuan untuk menginformasikan kebijakan dan praktik dalam konteks pendidikan yang serupa, yang pada akhirnya meningkatkan kualitas pendidikan EFL di sekolah kejuruan dan mempersiapkan siswa dengan lebih baik untuk menghadapi tantangan linguistik dalam karir mereka di masa depan.

ABSTRACT

Wulandari, Novia, 2024. Teachers' Challenges in Teaching Reading to Vocational High School Students. Thesis. English Education Study Program, Faculty of Teacher Training and Education, Universitas Muria Kudus. Advisors: (1) Dr. Drs. A. Hilal Madjdi, M.Pd (2) Agung Dwi Nurcahyo, S.S., M.Pd

Keywords: Teacher Challenges, Reading Comprehension, Vocational Education, English Language Learning.

This qualitative case study examines English teachers' challenges in teaching reading comprehension to tenth-grade students at SMK NU Ma'arif Kudus, a vocational high school in Indonesia. Through semi-structured interviews with teachers and classroom observations, the research aims to identify and analyze the primary obstacles in English as a Foreign Language (EFL) reading instruction within a vocational context.

The study identifies five key challenges: low student motivation, limited English vocabulary, lack of engaging and appropriate reading materials, outdated teaching methodologies, and inadequate learning resources and technology integration. These challenges are compounded by students' perception of English as less relevant to their vocational pursuits and a need for more contextualized, level-appropriate reading materials.

In response to these challenges, the research highlights several strategies teachers employ, including contextualizing learning to align with vocational interests, fostering supportive classroom environments, promoting learner autonomy, integrating technology into instruction, and implementing diverse assessment methods. These approaches aim to create more engaging and effective EFL learning environments that address students' needs and interests.

The findings underscore the need for a paradigm shift in EFL education at vocational schools. This necessitates curriculum redesign, enhanced teacher support for innovative methodologies, emphasis on contextual vocabulary acquisition, and investment in appropriate learning resources and technology. By implementing these research-informed reforms, vocational institutions can create more engaging and effective EFL learning environments that better align with student's needs and prepare them for the linguistic demands of a globalized workforce.

This study contributes to understanding EFL reading pedagogy in vocational contexts and offers practical recommendations for policymakers and educators. The insights gained from this research aim to inform policy and practice in similar educational contexts, ultimately improving the quality of EFL education in vocational schools and better-preparing students for the linguistic challenges of their future careers.

TABLE OF CONTENTS

COVER.....	i
LOGO	i
MOTTO AND DEDICATION	iii
ADVISORS' APPROVAL	iv
EXAMINERS' APPROVAL	v
ACKNOWLEDGEMENT	vi
ABSTRAK.....	viii
ABSTRACT	ix
TABLE OF CONTENTS	x
LIST OF TABLES.....	xiii
CHAPTER I INTRODUCTION	1
1.1 Background of the Research.....	1
1.2 Statement of the Problem.....	3
1.3 Objective of the Research.....	4
1.4 Significance of the Research.....	4
CHAPTER II REVIEW OF RELATED LITERATURE	6
2.1 Concept and Theory.....	6

2.1.1	Teaching English as a Foreign Language (TEFL)	6
2.1.2	Definition of Reading	7
2.1.2.1	The Purpose of Reading.....	7
2.1.2.2	The Models of Reading.....	9
2.1.3	Definition of Reading Comprehension.....	11
2.1.4	Reading Skill	12
2.1.5	Strategies to Develop Reading Comprehension	14
2.1.6	Challenges in Teaching Reading Comprehension.....	15
2.2	Review of Previous Research	16
2.3	Theoretical Framework.....	18
CHAPTER III RESEARCH METHODOLOGY.....		21
3.1	Place and Time of the Research.....	21
3.2	Approach & Type of the Research	21
3.3	Role of the Researcher	21
3.4	Data and Data Source	22
3.5	Data Collection	22
3.6	Data Analysis.....	23
CHAPTER IV FINDINGS AND DISCUSSION OF THE RESEARCH		26
4.1	Description of the Research Setting.....	26
4.2	The Result of Data Analysis	27

4.3 Discussion of the Research Findings	31
CHAPTER V CONCLUSION AND DISCUSSION	60
5.1 Conclusion	60
5.2 Suggestion.....	60
REFERENCES	63
APPENDICES.....	72
STATEMENT	88
CURRICULUM VITAE	89

LIST OF TABLES

Table 4.1 Research Findings of Teachers' Challenges 28

Table 4.2 Research Findings of Teaching Reading Strategies 30



LIST OF APPENDICES

Appendix 1 Interview Question.....	73
Appendix 2 Observation Instrument	76
Appendix 3. Research Documentation	81
Appendix 4. Keterangan Selesai Bimbingan Skripsi.....	85
Appendix 5. Kartu Bimbingan Skripsi.....	86
Appendix 6. Permohonan Ujian Skripsi.....	87
Appendix 7. Statement	88
Appendix 8. Curriculum Vitae	89