Descriptive Analysis in Teachers' Perception in Teaching Reading With Problem-Based Learning

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A B S T R A K

Keterampilan membaca sangat penting untuk meningkatkan kebiasaan membaca siswa secara umum, terutama ketika membaca materi berbahasa Inggris. Namun siswa masih mengalami kesulitan dalam menguasai keterampilan membaca. Oleh karena itu, diperlukan metode pembelajaran yang tepat untuk meningkatkan kemampuan membaca siswa. Penelitian ini bertujuan untuk menganalisis persepsi guru dalam mengajar membaca dengan pembelajaran berbasis masalah dan tantangan yang dihadapi guru selama menerapkan pembelajaran berbasis masalah dalam pengajaran membaca di sekolah menengah pertama. Penelitian ini menggunakan penelitian deskriptif kualitatif dengan menggunakan dua metode: wawancara dan survei. Subyek penelitian ini adalah 3 orang guru SMP. Analisis data terdiri dari reduksi data, penyajian data, dan penarikan kesimpulan. Berdasarkan sesi survei dan wawancara, ditemukan bahwa persepsi guru terhadap penerapan pembelajaran berbasis masalah dalam pengajaran membaca memiliki tanda positif. Hal ini terlihat dari hasil kuisioner yang diberikan kepada ketiga guru bahasa Inggris. Dan tantangan-tantangan yang dihadapi guru selama penerapan pembelajaran berbasis masalah dalam pengajaran membaca antara lain terkait dengan topik yang tidak terlalu menarik bagi siswa, guru yang dominan dalam diskusi kelompok, dan kelompok yang disfungsional.

A B S T R A C T

Reading skills are essential to enhance students' reading habits generally, especially when reading English-language materials. However, students still have difficulties in mastering reading skills. Therefore, appropriate learning methods are needed to improve students' reading skills. This study intended to analyze the teachers' perception in teaching reading with problem-based learning and the challenges faced by the teacher during implementing of problem-based learning in teaching reading at junior high school. This research used qualitative descriptive research using two methods: interview and survey. The subjects of this study were 3 teachers in junior high school. Data analyze consist of data reduction, data display, and conclusion drawing. Based on survey and interview sessions, it was found that the teachers' perception of implementing of problem-based learning in teaching reading has positive sign. It is showed from the result of questionnaire given to the three English teacher. And for the challenges faced by the teacher during implementing of problem-based learning in teaching reading such as related to the topic that not too interesting for students, teacher who dominant the group discussion, and dysfunctional group.

1. INTRODUCTION

Learning is an interaction between teachers and students. The learning process is a direct interaction between teachers and students to accomplish learninggoals (Ibrahim-González & Noordin, 2012; Teppa et al., 2022). The achievement of English learning outcomes, which remain low at all levels of education, can be used to indicate students' low reading ability in English (Harris & Bacon, 2019; Susanto et al., 2020; Yuliana et al., 2022). In practice and during the learning process, there are still gaps in students' reading abilities that are far from perfect. Minimum expectations or limits for the KKM in English. The ability to read comprehension has been used as a competency that must be possessed from a higher level elementary to high school level (Colidiyah, 2018; Heru, 2018). Interaction and two-way learning between teachers and students are necessary to implement effective learning. A learning model that prioritizes or is oriented on students is where the evolution of the learning process in education is headed (Lampropoulos et al., 2019; Maamuujav et al., 2019). This opinion states that teachers need to do somethinghere to increase student enthusiasm and willingness to learn. These steps include applying and utilizing learning methods that stimulate students' interest and encourage participation (Asria et al., 2021; Mee Mee et al., 2020). With the implementation of the 2013 curriculum, each academic unit affects applying a supportive learning model. As a result, teachers can utilize various learning strategies to assist in the implementation of the learning process in English-related courses (K. D. Pratiwi, 2016; Wibowo & Veronica, 2022).

The choice and use of appropriate and efficient learning techniques with thesubject matter, such as reading material in teaching students English, will be a significant determinant of the quality of good learning. PBL, or problem-based learning, is one of the learning techniques that is frequently employed (Affandi & Sukyadi, 2016; Dawilai et al., 2021). Previous study state PBLtechniques allow students to participate actively in their education and are student-centred (Setyorini et al., 2021). Teachers who want to control student-centred learning can use problem- based learning models. One of the activities to get students ready for the globalization era is the implementation of the 2013 curriculum. Because the scientific approach to learning,which encompasses problem-based, discovery, and project-based learning, is beneficial (Fatimah & Santiana, 2017; I. A. Pratiwi, 2018). These three approaches emphasize learning from one's experiences via observing, associating, inquiring, drawing conclusions, and communicating. English lessons and subjects are taught to fulfil learning goals from elementary school through college.

The four fundamental abilities that students need to acquireto learn English are (1) listening skills, (2) speaking skills, (3) writing skills, and (4) reading skills (Supina, 2018; Tanjung, 2018). Teachers must use suitable and efficient teaching strategies to an aspect that often experiences problems for students. Previous study shows from the program for international student assessment (PISA) data that the reading ability of Indonesian youth is ranked 64 with a score of 396 (Shanks et al., 2017). It indicates that reading skills are challenging relative to other skills. Havingthe capacity to read is a fundamental skill that might be challenging. Reading is a method of knowledge transfer or the act of knowledge transfer through reading. Therefore, it is essential to enhance students' reading habits generally, especially when reading English-language materials.

The same happened in the research target school, SMP Negeri 3 Negara. Based on preliminary observation, the researcher found cases in students reading skills. Based on several previous studies and cases found in target schools, researchers found things that could increase students reading skills. To fill this gap,the researcher conducting this study that intended to analyze teachers' perceptions of theimplementation of problem-based learning in teaching reading.

2. METHOD

This research used descriptive qualitative as the design of this study, and itis because the researcher wanted to explore and describe the characteristics of a population or phenomenon based on a research question. Qualitative design as the study of a phenomenon and explicit knowledge of the phenomenon (Creswell, JW; Poth, 2017). This research design aimed to describe teachers' perception of implementing problem-based learning in teaching reading at SMP Negeri 3 Negara.The study was conducted in a junior high school which implemented problem-basedlearning. SMPN 3 Negara, located in Cendrawasih street, Pendem, Jembrana, was chosen because the teacher in SMPN3 Negara has experience implementing problem-based learning to teach reading. The subject of this research was the teacher in SMP Negeri 3 Negara. Three female teachers would be the subject of thisresearch. One teacher has to experience teaching for about one year, and the othershave experience in education for around eleven years. These three teachers have implemented problem-based learning to teach reading. The research object was theteachers' perception of implementing problem-based learning in teaching reading at SMP Negeri 3 Negara. The study was conducted in a junior high school which implemented problem-based learning. SMPN 3 Negara, located in Cendrawasih street, Pendem, Jembrana, was chosen because the teacher in SMPN3 Negara has experience implementing problem-based learning to teach reading.

The researcheruses two methods in this research and there are survey and interview. Data collection has done by survey and interviewing. Data reduction was made by summarizing, selecting the essential information, concentrating on what is most important, searching for themes and patterns. Data display was done by displaying the teachers' perception and challenges. Conclusion drawing was done by concluding the data (Miles et al., 2016).

3. RESULT AND DISCUSSION

Result

This research uses a data collection method in the form of a survey to obtain teacher perceptions regarding teaching reading with problem-based learning. The results of the survey are shown in Table 1.

Table 1. The Result of the Teachers' Perception

I can adapt my teaching method based on what students currently understand ordo not understand by using problem-based learning in teaching reading

No.	Alternative Answer	Frequency	Percentage	Result
1	Strongly Agree	1	33.30%	Based on the data above, itcan be seen that the survey results show that one teacher or 33.30 % said strongly agree and two teachers or 66.70% said agree. This shows that all teachers agree with thestatement about "I can adapt my teaching based onwhat students currently understand or don't understand by using problem-based learning in reading learning"
	Agree	2	66.70%	
	Doubt	-	-%	
	Disagree	-	-%	
	Strongly Disagree	-	-%	
	Total	**N = 3**	**100%**	

I used to understand students' misconceptions about problem-based learning inteaching reading

No.	Alternative Answer	Frequency	Percentage	Result
2	Strongly Agree	1	33.30%	Based on the data above, itcan be seen that the survey results show that one teacher or 33.30 % said strongly agree and two teachers or 66.70% said agree. This shows that all teachers agree with thestatement about "I am usedto students' understanding and misconceptions about problem-based learning in reading learning"
	Agree	2	66.70%	
	Doubt	-	-%	
	Disagree	-	-%	
	Strongly Disagree	-	-%	
	Total	**N = 3**	**100%**	

I know how to organize learning activities using problem-based learningespecially in teaching reading

No.	Alternative Answer	Frequency	Percentage	Result
3	Strongly Agree	1	33.30%	Based on the data above, itcan be seen that the survey results show that one teacher or 33.30 % said strongly agree and two teachers or 66.70% said agree. This shows that all teachers agree with the statement about "I know how to organize learning activities using problem- based learning especially in reading learning
	Agree	2	66.70%	
	Doubt	-	-	
	Disagree	-	-	
	Strongly Disagree	-	-	
	Total	**N = 3**	**100%**	

I know how to maintain management of reading learning with problem-basedlearning

No.	Alternative Answer	Frequency	Percentage	Result
4	Strongly Agree	1	33.30%	Based on the data above, itcan be seen that the survey results show that one teacher or 33.30 % said strongly agree and two teachers or 66.70% said agree. This shows that all teachers agree with the'. statement about "I know how to maintain management of reading learning with problem-based learning.
	Agree	2	66.70%	
	Doubt	-	-%	
	Disagree	-	-%	
	Strongly Disagree	-	-%	
	Total	**N = 3**	**100%**	

I can adapt my reading teaching style by using problem-based learning.

No.	Alternative Answer	Frequency	Percentage	Result
5	Strongly Agree	1	33.30%	Based on the data above, itcan be seen that the survey results show that one teacher or 33.30 % said strongly agree and two teachers or 66.70% said agree. This shows that all teachers agree with the'. statement about "I can adapt my reading teaching style by using problem- based learning".
	Agree	2	66.70%	
	Doubt	-	-%	
	Disagree	-	-%	
	Strongly Disagree	-	-%	
	Total	**N = 3**	**100%**	

I have sufficient knowledge of my subject matter when teaching reading withproblem-based learning.

No.	Alternative Answer	Frequency	Percentage	Result
6	Strongly Agree	1	33.30%	Based on the data above, itcan be seen that the survey results show that one teacher or 33.30 % said strongly agree and two teachers or 66.70% said agree. This shows that all teachers agree with the'. statement about "I have sufficient knowledge of my subject matter when teaching reading with problem-based learning".
	Agree	2	66.70%	
	Doubt	-	-%	
	Disagree	-	-%	
	Strongly Disagree	-	-%	
	Total	**N = 3**	**100%**	

I have various ways and strategies to develop my understanding of teachingreading using problem-based learning

No.	AlternativeAnswer	Frequency	Percentage	Result
7	Strongly Agree	1	33.30%	Based on the data above, itcan be seen that the survey results show that one teacher or 33.30 % said strongly agree and two teachers or 66.70% said agree. This shows that all teachers agree with the'. statement about "I have various ways and strategies to develop my understanding of teaching reading using problem-based learning".
	Agree	2	66.70%	
	Doubt	-	-%	
	Disagree	-	-%	
	Strongly Disagree	-	-%	
	Total	**N = 3**	**100%**	

I have sufficient knowledge about the structure of knowledge in teaching readingusing problem-based learning

No.	AlternativeAnswer	Frequency	Percentage	Result
8	Strongly Agree	1	33.30%	Based on the data above, itcan be seen that the survey results show that one teacher or 33.30 % said strongly agree and two teachers or 66.70% said agree. This shows that all teachers agree with the'. statement about "I have sufficient knowledge about the structure of knowledgein teaching reading using problem-based learning"
	Agree	2	66.70%	
	Doubt	-	-%	
	Disagree	-	-%	
	Strongly Disagree	-	-%	
	Total	**N = 3**	**100%**	

I know the concepts, facts, theories and procedures using problem-basedlearning in reading learning

No.	AlternativeAnswer	Frequency	Percentage	Result
9	Strongly Agree	1	33.30%	Based on the data above, itcan be seen that the survey results show that one teacher or 33.30 % said strongly agree and two teachers or 66.70% said agree. This shows that all teachers agree with the'. statement about "I know the concepts, facts, theories and procedures using problem-based learning in reading learning "
	Agree	2	66.70%	
	Doubt	-	-%	
	Disagree	-	-%	
	Strongly Disagree	-	-%	
	Total	**N = 3**	**100%**	

I believe in the validity and reliability of problem-based learning in teachingreading.

No.	AlternativeAnswer	Frequency	Percentage	Result
10	Strongly Agree	2	66.70%	Based on the data above, itcan be seen that the survey results show that two teachers or 66.70 % said strongly agree and one teacher or 33.30% said agree. This shows that all teachers agree with the'. statement about "I believe in the validity and reliability of problem- based learning in reading learning ".
	Agree	1	33.30%	
	Doubt	-	%	
	Disagree	-	%	
	Strongly Disagree	-	%	
	Total	**N = 3**	**100%**	

I know how to choose an effective teaching approach to guide students' thinkingand learning in teaching reading with problem-based learning

No.	AlternativeAnswer	Frequency	Percentage	Result
11	Strongly Agree	1	33.30%	Based on the data above, itcan be seen that the survey results show that one teacher or 33.30 % said strongly agree and two teachers or 66.70% said agree. This shows that all teachers agree with the'. statement about "I know how to choose an effective
	Agree	2	66.70%	
	Doubt		%	
	Disagree		%	
	Strongly Disagree		%	

Total	**N = 3**	**100%**	teaching approach to guide students' thinking and learning in reading learningwith problem-based learning "	

I know the purpose and objectives of problem-based learning for readinglearning.

No.	AlternativeAnswer	Frequency	Percentage	Result
12	Strongly Agree	1	33.30%	Based on the data above, itcan be seen that the survey results show that one teacher or 33.30 % said strongly agree and two teachers or 66.70% said agree. This shows that all teachers agree with the'. statement about "I know the purpose and objectives of problem-based learning for reading learning"
	Agree	2	66.70%	
	Doubt	-	-%	
	Disagree	-	-%	
	Strongly Disagree	-	-%	
	Total	**N = 3**	**100%**	

I am able to manage my students' activities by using problem-based learningespecially in reading learning

No.	AlternativeAnswer	Frequency	Percentage	Result
13	Strongly Agree	1	33.30%	Based on the data above, itcan be seen that the survey results show that one teacher or 33.30 % said strongly agree and two teachers or 66.70% said agree. This shows that all teachers agree with the'. statement about "I am ableto manage my students' learning by using problem-based learning especially in reading learning".
	Agree	2	66.70**%**	
	Doubt	-	-%	
	Disagree	-	-%	
	Strongly Disagree	-	-%	
	Total	**N = 3**	**100%**	

I have curricular knowledge (horizontal and vertical) in teaching reading usingproblem-based learning

No.	AlternativeAnswer	Frequency	Percentage	Result
14	Strongly Agree	1	33.30%	Based on the data above, itcan be seen that the survey results show that one teacher or 33.30 % said strongly agree and two teachers or 66.70% said agree. This shows that all teachers agree with the'. statement about "I have curricular knowledge (horizontal and vertical) inlearning reading using problem-based learning"
	Agree	2	66.70%	
	Doubt	-	-%	
	Disagree	-	-%	
	Strongly Disagree	-	-%	
	Total	**N = 3**	**100%**	

I know the appropriate learning strategy for learning reading using problem-based learning

No.	AlternativeAnswer	Frequency	Percentage	Result
15	Strongly Agree	1	33.30%	Based on the data above, itcan be seen that the survey results show that one teacher or 33.30 % said strongly agree and two teachers or 66.70% said agree. This shows that all teachers agree with the'. statement about "I know the appropriate learning strategy for learning reading using problem-based learning".
	Agree	2	66.70%	
	Doubt	-	-%	
	Disagree	-	-%	
	Strongly Disagree	-	-%	
	Total	**N = 3**	**100%**	

I know students' prior knowledge about problem-based learning

No.	AlternativeAnswer	Frequency	Percentage	Result
16	Strongly Agree	1	33.30%	Based on the data above, itcan be seen that the survey results show that one teacher or 33.30 % said strongly agree and two teachers or 66.70% said agree. This shows that all teachers agree with the'. statement about "I know students' prior knowledge about problem-basedlearning".
	Agree	2	66.70%	
	Doubt	-	-%	
	Disagree	-	**-%**	
	Strongly Disagree	-	**-%**	
	Total	**N = 3**	**100%**	

I know how and what to assess in using problem-based learning for readinglearning

No.	AlternativeAnswer	Frequency	Percentage	Result

17	Strongly Agree	1	33.30%	Based on the data above, itcan be seen that the survey results show that one teacher or 33.30 % said strongly agree and two teachers or 66.70% said agree. This shows that all teachers agree with the'. statement about "I know how and what to assess in using problem-based learning for reading learning".
	Agree	2	66.70%	
	Doubt	-	-%	
	Disagree	-	-%	
	Strongly Disagree	-	-%	
	Total	**N = 3**	**100%**	

After found the result of survey, this research also conducted interview to obtain teacher perceptions regarding teaching reading with problem-based learning. The results of the survey are shown in Table 2.

Table 2. The Result of Interview

Question 1	Answer
How do you know the challenges of problem- based learning in teaching reading activities?	Teacher 1: Basically, I know how to organize thereading activities using problem-based learning in classroom. But because pandemic and we haveonline class students become less interesting due to the connection problem and the phase of the learningactivities. The students also feel less interactive because most of them feel it is hard to use thetechnology in teaching and learning activities. Teacher 2: Problem-based learning is a goodteaching model for teaching reading. It helpsstudents to increase their thinking skill by trying to answer the questions. But sometimes it is hard to choose the topic because in reality if students did not like the topic, they will lose their interest. Teacher 3: Problem-based learning give a good effect for the students but sometimes there are several classes which is passive during the learning process. And I as a teacher trying to warm up the atmosphere but turn into too dominant in the class.
Question 2	**Answer**
How the teachers know the obstacles in adopting the theories and procedures for usingproblem-based learningin teaching reading?	Teacher 1: In implementing the theories and procedures, I sometimes change during situation in the class. If students seem not interesting with the topic, so as a teacher I speak a lot at that time to attract the students in learning. Teacher 2: During the implementation, I found it is hard to design problem that makes students interesting. Teacher 3: In teaching reading with problem-based learning in a group it is quite hard. Students often bring new ideas that not suitable with the problem given by the teacher.
Question 3	**Answer**
How the teachers know theobstacle in assessing readingissue using problem- based learning?	Teacher 1: During group discussion it is quite hard because not all students active in discussion. That isbecome hard for the teacher in assessing students especially who work in a group. Teacher 2: We assess the way students solve the problem. But is quite hard because sometimes students are not focus with the problem given, their often talk different issue during discussion section. Teacher 3: Yes, but sometimes it is hard to asses because in a group there are students who not activeand let their friend to solve the problem.

Discussion

The first dimension in the questionnaire is Pedagogical Knowledge (PK). It is about the teacher's knowledge of teaching and learning processes. It involvedpractice and method in the teaching and learning process. This dimension includedgoals, values, objectives of education including understanding of students learningstyles, management skills, class, lesson planning, and evaluation can be applied toa more specific field (Le & Pham, 2023; Tien, 2018). Therefore, this dimension is related to the teachers' strategy and style in the teaching and learning process. Base on previous study there were five statements stated in the first dimension. All reports indicated teachers' methods of applying problem-based learning in teaching reading (Taşçı & Turan, 2021). Basedon the result of descriptive analysis means that from pedagogy knowledge of teachers in terms of implementation of problem-based learning in teaching reading indicates a positive sign.

The second dimension was content knowledge which is about teachers' understanding of the subject matter. It includesunderstanding concepts, theories, evidence, and organizational frameworks in a particular subject matter (Gondwe & Longnecker, 2015; Paidican & Arredondo, 2022). It also covers the best practices and

defined approach forcommunicating information to students. The decision of content knowledge on discipline and class level. The statements of this dimension were five were relatedto teacher's knowledge about concept and theory of subject matter. Based on the result of descriptive analysis it was found that teachers' perception toward content knowledge can be categorized as positive perception. It indicates a positivesign that teacher have understood the knowledge of subject matter. It also showedthat the teachers have already known the theory as well in designing teaching andlearning activity. As state by previous study that the most of teachers as respondents here have a good competency (Paidican & Arredondo, 2022).

The third dimension was Pedagogical Content Knowledge (PCK). According to previous study Pedagogical Content Knowledge (PCK) involves teachers' knowledge of the main areas of teaching and learning which includes curriculum development, student assessment, and outcome communication (Handini & Mustofa, 2022). And it focuses on between the relationship of pedagogy and supporting practices. In this dimension there are seven statements and based on theresult of descriptive analysis it was found that teacher pedagogical content knowledge is high. It also indicates that teachers have understood about how to design and deliver language lesson and assess students' performance. It also can be said if teachers know how to design teaching and learning process as goodas assessing students' performance during the learning process.

From that, the researcher can explain if this current study which explains teachers' perception of the implementation of problem-based learning in teachingreading, has a positive response from the teacher. The teacher agrees with using PBL in teaching reading based on their experience. These are related to previous study, which explains three factors that affect perception: theperceiver (Mamanazarov, 2021). The perceiver is a subject of study whose behavior can affect perception,and behavior can be seen from several aspects such as attitudes, motives, interests,experiences, and expectations.

From those results, the researcher can conclude that the challenges that faced by the teachers were related to the topic that not too interesting for students, teacher who dominant the group discussion, and dysfunctional group. These challenges are related to previous study who explained about the challengesfaced by practical during implementation problem-based learning (Young et al., 2018). The first challenge that teacher faced by the result of interview is about the students who were not interesting with the topic related to the topic that are too well-structured, too closes ended and too simple, so the students feel not really enthusiastic to the problem. To solve the problem, the teacher would need to build more challenging,realistic, open, and unstructured challenges that were in line with the students' pastknowledge to encourage constructive and contextual learning. The students must also be exposed to a variety of challenges as they learn to recognize the important aspects of new information, analyse it critically, and modify their minds when appropriate (Afferbach & Turner, 2018; Badrinathan, 2015).

And for the last challenge which is about dysfunctional group, as explain with, how to solve this challenge is by teacher should examine the functioning of their tutorial groups on a regular basis in order to improve tutorial group functioning and encourage students to engage in collaborative learning. Teacher should also learn how to deal with issues related to group dynamics. If the tasks are more complicated and ill-structured, and thereis constructive friction between student and tutor advice, there is a larger possibility that group interactions will improve student learning and the collaborative learning process. Furthermore, learning and assessment should be better integrated, which necessitates the use of assessment tools that are consistentwith the above-mentioned learning principles. This means that more authentic evaluation, self-assessment, peer-assessment, group assessment, and professionalbehaviour assessment are required.

4. CONCLUSION

In conclusion, designing a learning environment that encourages students to engage in constructive, independent, collaborative, and contextual learning, as well as consistency or alignment between all aspects of the curriculum, such as the problems used, tutor guidance, and assessments used, are critical to successful PBL implementation. After the data was analysed based on the study results, it can be concluded that teachers' perception of implementing problem-based learning in teachingreading has a positive sign. Based on the interview result, there are three challengesteachers face during the implementation of problem-based learning in teaching reading. There are too we structured problems, too directive teachers, anddysfunctional groups.

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