



Reading Related Activities in English Textbook and How the Texts are Exploited in the Classroom

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ABSTRAK

Keterampilan membaca komperhensif merupakan syarat penting yang harus dimiliki oleh siswa dalam belajar bahasa Inggris. Untuk mendukung pengembangan keterampilan membaca siswa, peran guru dan bahan ajar sangat penting. Penelitian ini merupakan upaya untuk mendeskripsikan kegiatan terkait membaca dalam buku teks bahasa Inggris untuk Kelas 9 dan bagaimana teks-teks tersebut dieksploitasi di dalam kelas oleh guru. Penelitian ini menggunakan metode deskriptif kualitatif yang menganalisis buku teks yang digunakan oleh siswa dan mengamati seorang guru bahasa Inggris yang mengajar kelas sembilan. Data penelitian ini dikumpulkan melalui analisis dokumen, observasi kelas, dan wawancara. Data dianalisis melalui empat proses analisis data yang meliputi pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Studi ini menemukan bahwa, ada lima jenis kegiatan terkait membaca pada buku teks yaitu: kegiatan skimming/scanning, aktivitas yang berkaitan dengan item leksikal, aktivitas berkaitan dengan kata penghubung, aktivitas brainstorming, dan bentuk latihan pertanyaan. Selain itu, teks eksploitasi yang paling sering dilakukan oleh guru di dalam kelas adalah kegiatan melengkapi berupa mengisi rumpang pada teks, kegiatan berkaitan dengan tata bahasa, dan mengidentifikasi urutan kegiatan pada teks. Penelitian ini memiliki keterbatasan waktu, jumlah subjek dan sumber data sehingga disarankan untuk penelitian lebih lanjut untuk temuan yang lebih dapat dihasilkan.

ABSTRACT

Reading comprehension skill is an important requirement that must be possessed by students in learning English. To support students' reading skill development, the role of the teacher and the learning materials are crucial. This study is an attempt to describe the reading related activities in English text book for Grade 9 and how the texts are exploited in the classroom by teacher. This study uses a descriptive qualitative which analyze the textbook used by the students and observe an English teacher who teach the ninth grade. The data of this research collected through document analysis, classroom observation, and interviews. The data were analyzed through four processes of data analysis which involved data collection, data reduction, data display and conclusion. The study found that, there are five types of reading related activities contain in English textbook namely: skimming/scanning activities, lexical items activity, linking words activity, activating activity, and questioning activity. Besides that, the most frequent exploited text done by the teacher in the class are completing activity in the form of fill the blank, grammatical words activity, and identifying order of event activity. This research was limited in time, number of subjects and data source so further research is suggested for more generable findings.

1. INTRODUCTION

Reading is a complex cognitive process that starts from describing signs to creating meaning (Jayadiningrat & Widiani, 2021; Sangia, 2018). Therefore reading becomes a basic skill that is crucial as a tool for obtaining a wide range of specific information (Damanik & Zainil, 2019; Hidayat & Rohati, 2020; Koch & Spörer, 2017). Nowadays reading becomes basic life that affects all aspects of life and become main requirement in an advanced society (Hidayat & Rohati, 2020; Pourhosein Gilakjani & Sabouri, 2016; Salikin et al., 2017). Comprehension is needed in reading, reading comprehension allows students to be able to capture ideas rather than just reading without any purpose (Mardiana & Hidayat, 2019; Oakhill et al., 2014). Therefore, in school, especially at the Junior High School level, students are taught about reading comprehension. Reading comprehension is the main pillar in reading activity where a reader builds understanding of a text (Berek et al., 2016; Kendeou et al., 2016). Reading comprehension is important because it will build students' critical thinking and make students not only able to imitate but be able to take knowledge and apply it using their creations. In the learning process, reading is taught to students in various ways by utilizing various media.

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There are several ways in teaching reading such as reading aloud, vocabulary mastery and others it all depends on the achievement indicators and teacher's own style in teaching (Ghabanchi & Behrooznia, 2014; Kahraman, 2020; Murris & Haynes, 2018). There are many choices of learning media that can be used by teachers. Textbook is one of the learning materials used by the teachers in the learning process (Issitt, 2004; Kusumawardhani et al., 2020; Mizbani & Chalak, 2017). Textbook is one of the learning resources which are most widely used by teachers as a learning support (Ayu & Indrawati, 2019; Mahayanti et al., 2017; Syamsi et al., 2013). Textbook consist of illustrations, diagrams, texts, activities, and other that considered as resources generally used within the classroom to enhance the teaching and learning process (Fen & Poh, 2015; Tayyeh et al., 2021). In connection with the current Covid-19 situation which requires learning process must be shifted to online learning (de Lorenzo et al., 1983; Norahmi, 2017; Trinovita, 2020). The way how to applied of reading related activities during online learning is certainly a new challenge for teacher in implementing reading related activities in online learning (Rahman & Arju, 2008; Smith & Karpicke, 2014). According to previous research state that textbook as learning resources only contribute to e-learning that involves basic to intermediate cognitive processes, such as remembering, understanding, applying, and analyzing (Efriana, 2021). The majority of teacher did not have the complexity to support high-level learning which involves a lot of interaction and collaboration between learners and facilitators on e-learning platforms (Cheng et al., 2004; Ferri et al., 2020; Ramadhan et al., 2019). This situation in line with the result of study conducted by previous researcher with title "analysing reading related activities in English textbooks" (Sucipto & Cahyo, 2019). The findings indicate that teachers should have developed reading-relate activities in creative ways to train students' reading and cognitive abilities so be able to create a useful learning process and make it easier to achieve learning targets (Bradley, 2020; Ferreira et al., 2018; Mizbani & Chalak, 2017).

Based on preliminary observation, the 9th Grade teacher of SMP Lab. Undiksha Singaraja has implemented several texts exploitation in the classroom. One exploitation text activity is identifying order of events in the text. Researchers found a phenomenon where students had difficulty in understanding texts and dialogues during learn reading, this was caused by students who lacked vocabulary mastery. The teacher's role is needed in exploiting the text in the form of sharing the meaning of words activities or other activities that help overcome the problem of students' lack of vocabulary mastery and further be able to improve students' reading comprehension skills. Because the initial data collected is still very limited, the researcher is interested in conducting further studies to analyze the Reading related activities contained in the textbook entitled "Think Globally Act Locally English Book for SMP/MTs Class IX." Used by 9th Grade students of SMP Lab. Undiksha Singaraja and describe how reading text is exploited by teacher. It is hoped that this research can provide benefits to related parties, such as English teachers as a good source of information in implementing good reading learning strategies in the classroom. Moreover this research can be a model or reference for future research related to the topic of reading-related activities and how the texts are exploited in the classroom.

2. METHODS

This study use employed the descriptive qualitative design that focuses in describing the real situation without any intervention of variables (Almeida, 2020; Nassaji, 2015). The goal of this research is to describe the phenomenon directly in the field. The subject of this research was an English textbook entitled "Bahasa Inggris Think Globally Act Locally SMP/MTs Kelas IX" that is used by the students for grade 9 in SMP Laboratorium Undiksha Singaraja. Then the other subjects English teacher in SMP Lab. Undiksha Singaraja. The teacher has a role to help the researcher find the data about the investigation of how the texts are exploited in the classroom. The data of this research are collected through document analysis, classroom observation, and interview. The data were analysed through four processes which involved data collection, data reduction, data display and conclusion (Mayer, 2015; Miles & Huberman, 1984).

3. RESULT AND DISCUSSION

Results

Before moving to the analysis of reading-related activities, it is necessary to give general data from the textbook. The English textbook used by the teacher in teaching 9th grade is entitled "Buku Bahasa Inggris Think Globally Act Locally untuk SMP/MTs Kelas IX." The book was designed based on the curriculum 2013 that is determined by the government. This textbook included several activities, such as reading, writing, speaking, listening, and self-reflection. Each English skill is blended in the textbook, making the book more complex. This research was conducted during pandemic situations. In SMP Lab.

Undiksha, where the teaching and learning process are divided into two types, such as online and offline learning. The offline learning is conducted by limited face-to-face meetings. It is done in order to avoid the spread of Covid-19. Related to this phenomenon, the teacher was required to have an ability to create the teaching strategy in order to make the learning process to be meaningful, especially in teaching reading.

Reading-Related Activities Found in English Textbook

In analysing reading-related activities in the text book using document analysis by (Louis. et al., 2016). Reading-related activities in books are identified by chapters through two dimensions, namely language & grammar and the content. Each dimension consists of several components which are further divided more specifically into several indicators. The identification results are presented in Table 1.

Table 1. Reading-Related Activities in the English Textbook of 9th Grade

No	Dimension	Component	Indicator	Chapter						NOTE		
				1	2	3	4	5	6			
2	The Content	Language & Grammar	Skimming/Scanning	Main Idea								
				Topic sentence								
				Details			✓					
		References	Lexical Items	Pronoun								
				Phrases								
				Identifying word meaning								
		Compound Noun	Linking Words	Synonym								
				Antonym								
				Grammatical words					✓	✓		
		The Content	The Content	The form	The function							
					The meaning							
					Addition words			✓				
		The Content	The Content	Emphasis words	Brainstorming	✓					✓	
					Conclusion based on explicit information							
Conclusion based on implied information												
The Content	The Content	Monitoring-Clarifying	Review and clarify the meaning of the text									
			Questioning	Short answer				✓		✓		
				Multiple choice test								
The Content	The Content	Searching-Selecting	True/False					✓				
			Yes/No statement									
			Completing	✓	✓	✓		✓	✓			
The Content	The Content	Summarizing	Define words and terms									
			Visualizing-Organizing	Clarify misunderstandings								
				Solve problems								
The Content	The Content	Visualizing-Organizing	Restating the meaning of text									
			Matching activity									

Table 1 shows activities that involve language and grammar in the textbook including skimming/scanning-details activities contained in chapter three, this activity trains students to read quickly the entire contents of the text to get the detailed information needed. Then there is the activity of lexical items-grammatical words contained in chapters five and six, the activity contains instructions to

replace words in a form that is not appropriate to be appropriate based on the context, this activity is very useful to train students to master the rules of language according to the context of its use, including tenses and grammar. Another activity found in the textbook is the linking word-additional words found in chapter four, in this activity student are asked to combine two sentences in the form of the same sentence or make a new sentence. Then there were activities relate to content in the textbook. The first one was brainstorming activities exist in chapters one and five. This activity asks students to read the text in the form of a conversation and then retelling the contents of the conversation. Brainstorming is very useful to activate readers' prior knowledge, as an introduction stage before going into further material. Then there also questioning activity consisting of short answers contained in chapters four and six, short answer is responses consist of one or two sentences long. Short-answer requires readers to match questions and ideas with appropriate parts of the text. In addition to the short answer activity, there is also a yes/no statement activity found in chapter two, this activity asks students to read the text as a whole and then complete a table containing statements, here students must answer yes/no along with the reasons. The last one is completing activity, this activity is found in chapters one, two, three, five and six. Completing is the most activity in this textbook, this activity has several variations of models such as fill the blank, complete the text/conversation, the essence of this activity is asking students to complete the text/conversation based on their understanding. Completing this trains students to apply the knowledge they have from the text/conversation that has been read to complete the required blank. Up to this point it can be seen that there are various reading related tasks that are available in the textbook used in English classes of ninth grade. To make it easier to understand those activities are display in [Table 2](#).

Table 2. Reading Related Activities Available in English Textbook

No	Types of Text	Available activities	Note
1	Short Conversation	Questioning-Completing activity	Chapter 1 Page 7 & 8
2.	Conversation Text	Activating-Brainstorming activity	Chapter 1 Page 11- 12
3.	Short Conversation	Questioning-Completing activity	Chapter Page 13-15
4.	Short Conversation	Questioning-Completing activity	Chapter 2 Page24-26
5.	Conversation text	Questioning-true/ false	
6.	Drugs Label	Questioning-Yes/No Question	Chapter 3 Page 36
7.	Food Label	Skimming/Scanning- Finding detail	Chapter 3 Page 46
8.	Short Statement	Questioning-Short Answer	Chapter 4 Page 58
9.	Short Paragraph	Linking Word-Additional Word	Chapter 4 Page 64
10.	Conversation Text	Activating-Brainstorming	Chapter 5 Page 81-84
11.	Sentences	Questioning-Completing activity	Chapter 5 Page 90
12.	Conversation Text	Lexical Items-Grammatical Words	Chapter 5 Page 95-98
13.	Short Conversation	Lexical Items-Grammatical Words	Chapter 5 Page 103 -104
14.	Descriptive text	Questioning-Completing activity	Chapter 6 Page 113
15.	Short Conversation	Questioning-Completing activity	Chapter 6 Page 116-118
16.	Conversation Text	Lexical Items-Grammatical Words	Chapter 6 Page 123-125
17.	Sentences	Questioning-Short Answer	Chapter 6 Page 129

[Table 2](#) above are compared with the actual activities assigned by the teacher in the teaching process in the classroom. The following are the detailed findings based on the classroom observation data

collection method. The table above demonstrates various related reading activities that can be found in the textbook used in the English classes. To make it easier to understand the proportion of those activities, it is presented in Table 3.

Table 3. Types of Reading Related Activities and Proportion of Occurrence in the Textbook

No	Reading related activities	Number of occurrences	Percentage
1.	Skimming/Scanning (Finding detail)	1	6 %
2.	Lexical Items (Grammatical Words)	3	19 %
3.	Linking Word (Additional Word)	1	6%
4.	Activating (Brainstorming)	2	11 %
5.	Questioning (Short Answer)	2	11 %
6.	Questioning (True/ False)	1	6 %
7.	Questioning (Yes/No Question)	1	6 %
8.	Questioning (Completing activity)	6	35%
TOTAL			100%

Table 3 reveals the number of occurrences and percentage of each reading-related activity appears in the English textbook. Based on the findings, Questioning activity (Completing activity) is the most common activity in the textbook. There are 6 activities with a percentage of 35% of the total reading-related activities contained in the textbook. Comparison of Questioning activity (Completing activity) with other activities approximately 2:1, on average there are 1-3 other activities contained in the textbook.

Text exploitation in the classroom

The author examines how the teacher applies exploited text in the classroom by carrying out observations in the classroom and conducting interviews with teachers who teach English subjects. Observations were made in one of the ninth grades at SMP Lab. Undiksa Singaraja. The observations are carried out in four meetings or approximately one month. Considering that the observations were still carried out in a Covid-19 condition, all three observations were carried out online and the remaining one was limited to face-to-face following the rules from the school. Based on the observations, the teacher implemented several exploited text activities in the classroom that were in accordance with the use of the textbook. The activities carried out in each meeting are shown in Table 4.

Table 4. Reading Text Exploitation by the English Teacher

Text exploitation	Learning activity Fourth Meeting			
	First Meeting	Second Meeting	Third Meeting	Fourth Meeting
Multiple choice				
True/false				
Completion			✓	
Short answer				
Guided short answer				
Summary close				
Identify order of event, topic, or argument				✓
Identifying references				
Other (Brainstorming)		✓ (Grammatical Words Change)		✓ (Brainstorming)

Table 4 shows that text exploitation activity conduct by teacher in classroom in order to carry out reading activity. In the first meeting the teacher did not apply exploited text, learning process is done through Google classes. The teacher only applies activities that train students' pronunciation for role-playing conversations in the text with the aim of measuring students' pronunciation skills and encouraging students to get used to using English. In the second meeting the teacher applied the grammatical words change activity which done by Google class. This activity focuses more on training students in tenses and grammatical words. It is important for students to have grammar skills to support

students' reading skills. Mastery of grammar and tenses will avoid students' confusion and make it easier for students to understand the meaning of a text. Then at the third meeting it was also still held online. Exploited text that is implemented in learning is completing text in form of fill-in-the blank. This activity requires students to use their abilities to complete a text with appropriate information. Fill-in-the blank activity can help students understand and analyse the entire content of the text so that they can complete the text with the required information. Then in the last observation, learning activities were carried out in limited face-to-face meetings. Reading exploitation text applied is Identify order of event, topic, or argument. Students are asked to identify several sentences according to the time and condition by analysing the events contained in the text. If students be able to identify a text, it means that students have understood the text. All of the above activities are designed and implemented by the teacher. To find out the reasons why teachers choose such strategies and activities, interviews are needed that can support and validate rationale and explanations from English teachers in implementing the learning process. From the results of the interview, it was found several reasons, opinions and problems faced by the teacher in applying exploiting text in the classroom. More details are shown in [Table 5](#).

Table 5. The result of Interview to the Teacher

No	Questions	Respondent' answer
1.	What activities are carried out in reading class?	The activities that are usually conducted in class related to reading skills are quite varied. Usually teacher instruct students to reading conversations, reading texts then follow-up by other activities such as fill the blank, questioning, play the roles etc. The activities implemented are made to match and achieved the indicators.
2.	What strategies are implemented?	Teacher implemented many strategies such as, storytelling, group work etc. However, the most frequently used is questioning, because it is considered very suitable for students in terms of understanding the material.
3.	Is the text in the English Textbook used optimally in the classroom?	Yes, the teacher used the text in the textbook during the learning process. Usually used as an exercise or as homework. Teachers also like to modify it by using text provide on other sources such as internet.
4.	Do you create other reading activities in addition to the activities available in the students' book? What activities do you create? What are the purposes to create new activities?	Yes, the teacher really likes to modify the activities contained in the textbook. Teachers usually apply activities such as questioning students after students read a text or ask students to create new texts/conversations based on the knowledge that students have, the goal is to construct students' critical thinking and student creativity.
5.	How do students respond to the reading activity that has been done?	Students generally enjoy and enthusiastic, although there are some students who need special attention during the learning process. Teachers are very happy to encourage students to participate in learning in class. The teacher will try to test student understanding by questioning each student, asking students to present in front of the class. The goal is all of students can actively participate in the class.

Based on [Table 5](#) textbooks are the main media for teachers in supporting the learning process, especially during online learning, teachers rely on textbooks in providing exercises and homework to students. Besides of that, teachers sometimes also use other sources that can be obtained from the internet. Reading activities conducted by teachers in teaching reading in the classroom such as fill the blank, questioning, play the roles and etc. According to the teacher, the strategy applied has made students quite enthusiastic in participating in learning. The teacher also explained that she likes to motivate students to participate actively in class. From the results of observations at the three meetings

the teacher found difficulties in how to develop learning, including difficulties in exploiting text in the classroom. During online learning, the teacher only gives assignments that students have to do at home.

Discussion

Reading-Related Activities Found in English Textbook

The textbook analysis indicate many types of reading activities contained in the textbook "Think Globally Act Locally English Book for SMP/MTs Class IX" which is used as a learning sources by grade 9 of students in SMP Lab. Undiksha Singaraja. There are activities that train reading skimming/scanning, lexical items, linking words, activating, and questioning. All of the activities contained in the text book are in accordance with the learning objectives and if applied properly can be useful for having the benefit of supporting and improving students' reading skills. The results of this analysis are in line with the findings of previous researchers which analyse the tasks and the distribution of tasks activity presented in English textbooks used in senior high school. The findings show that the English textbook entitled "English SMA/MA/SMK/MAK Class X Semester 1" has interesting activity which meet the objectives in curriculum 2013 and a good distribution of tasks across chapters and the whole book. However, in this textbook there are no activities related to references, inferring, compound nouns, summarizing, and visualizing-organizing. These activities should be inserted in the textbook, this activity is very helpful in improving students' reading skills and can make the activities in the book more varied. Most of the activities in the book contain short texts or conversations which are then followed by instructions of completing, short answer, classify by yes/no question. According to previous studies, simple questioning activities are very appropriate to convey use as a critical stance toward that target or object (Waring, 2012). However, the questioning activity as above has many weaknesses. An example of one activity is yes/no activity, this activity are always considered in yes-no terms, therefore this activity in other words only recognizes and selects based on understanding (Giacomazzi et al., 2022; Thi & Ngoc, 2015). This kind of activity is not effective for measuring the extent of understanding that is owned. Additional answers are needed to explore students' understanding rather than just knowing the choices of students. However, in this textbook there are also very few long texts that involve students' reading abilities. There are also no open questions or multiple choices activities in this textbook. This shows the proportion of activity in the textbook unbalance, mostly on one activity, namely short questioning.

Text Exploitation in the classroom

The teacher has succeeded in applying exploitation text in the classroom well enough. The teacher uses the text contained in the book and use appropriate reading relate activities that improve students' reading skills (Istri Aryani & Rahayuni, 2016; Stender et al., 2018). Some reading relates activities carried out by the teacher during the observation process were complementing activity, grammatical words activity and identifying text. However, the activities conducted by the teacher are not optimal, it is shown by second and third meetings when teacher conducted learning process through online the teacher only gave the exact same instructions as in the textbook. There are no changes or developments. In addition, the teacher only applies only one reading exploitation text activity in one meeting, even though the teacher can still elaborate two or three exploited text activities in one meeting which makes learning more complex. One of the factors behind this problem according to the results of teacher interviews is the difficulty of integrating etext exploitation activities and applying effective strategies in teaching reading skills during online learning. Therefore the teacher only carries out the same instructions as the activities contained in the textbook during online learning. It is in line with previous studies which were conducted during online learning, on the result of study he stated that teachers have difficulty in teaching reading because they cannot interact specifically with students (Asmaryadi, 2021). Moreover, there are still a few misunderstandings by teachers in exploiting text in the classroom, especially in the first observation, it was found there was a gap between the availability of reading activities in books and the exploitation of teachers where the teacher is more focused on speaking than reading. Therefore, it is recommended for English teachers to be more creative in the classroom, such as assigning students to ask questions, make summary, guided short answers, identifying referents, summary Close and the other reading-relate activities. The combination of some of these activities can attract students' interest in learning. This study is limited in term of subject and object of the research. Further research may explore deeper the text exploitation in the classroom to understand teachers' motives behind the selection of strategies for exploitation and students' learning characteristics.

4. CONCLUSION

This study of this study found that there are many reading-related activities which found in the text book. The activities including skimming in looking for details in the text, activities involving

grammatical words, and reading activities that practice the use of addition words, brainstorming, short answers, yes/no statements and completing. Then the next finding also found that the application of exploiting text in the classroom carried out by the teacher went good enough. The teacher utilizes text contained in the book and applies it in simple reading learning in the classroom. But there are also found some shortcomings in the way the teacher exploiting in classroom such as, teacher only use one reading exploitation text activity in one meeting, even though the teacher can still elaborate two or three exploited text activities in one meeting which makes learning more complex. In addition, the results of the observations also found a gap between the availability of reading activities in books and the exploitation of teachers.

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