



# Reading-Related Activities in English Textbook and How the Texts are Exploited in Junior High Schools

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## ABSTRAK

Agar proses belajar mengajar membaca berjalan efektif, penting untuk mempertimbangkan kesesuaian kegiatan membaca yang terdapat dalam buku teks bahasa Inggris. Penelitian ini bertujuan untuk menganalisis kegiatan terkait membaca yang tersedia dalam buku teks bahasa Inggris untuk kelas 9 dan mengamati bagaimana teks bacaan dieksploitasi di kelas bahasa Inggris oleh guru bahasa Inggris. Penelitian ini menggunakan metode deskriptif kualitatif dimana pengumpulan data dilakukan melalui analisis dokumen, observasi kelas, dan wawancara. Data dianalisis dengan kriteria kegiatan yang berhubungan dengan membaca. Hasil penelitian menunjukkan bahwa, ada beberapa kegiatan terkait membaca yang ditemukan dari buku teks bahasa Inggris kelas 9. Kemudian, kegiatan terkait membaca yang paling sering terjadi di buku teks adalah skimming/scanning-detail (jawaban singkat) dan tanya jawab singkat. Sementara itu, guru bahasa Inggris menggunakan strategi eksploitasi teks. Menurut wawancara, guru bahasa Inggris sebagian besar mengandalkan kegiatan membaca yang ada di buku teks bahasa Inggris. Dengan demikian, penggunaan buku teks Bahasa Inggris dalam proses belajar mengajar, khususnya penggunaan kegiatan membaca sangat penting dalam mengembangkan keterampilan membaca siswa.

## ABSTRACT

In order to make the teaching and learning reading process run effectively, it is important to consider the suitability of reading activities which contain in English textbook. This study aims to analyze reading-related activities that are available in English textbook for Grade 9 and observe how the reading texts are exploited in English classes by the English teacher. This study employed qualitative descriptive method in which the data collection was done through document analysis, classroom observation, and interview. The data were analyzed by the criteria of reading-related activities. The result showed that, there are several reading-related activities discovered from the English textbook of grade 9. Then, reading-related activities that occurred most frequently in the textbook are skimming/scanning-details (short answer) and questioning-short answer. Meanwhile, the English teacher use text exploitation strategies. According to the interview, the English teacher mostly relied on the existing reading activities in the English textbook. Thus, the use of English textbook in teaching and learning, especially the use of reading activities it is very essential in developing students' reading skill.

## 1. INTRODUCTION

The advancement of science and technology requires people to build their literacy skills through reading habit. The basic definition of literacy is an ability to read and write, which is obviously to do with reading (Hermida, 2011; Santoso et al., 2021). In its later development, literacy is defined as the process of extracting, constructing, integrating, and critiquing meaning through interaction and participation with multimodal texts in the context of socially placed activities (Frankel et al., 2016; P. A. P. Sari, 2020; Suyono, Titik, et al., 2017). According to previous study reading is an activity which apply some of abilities to process reading text in order to comprehend the content of reading (Dewi et al., 2020). Therefore, reading can be defined as an activity that involves receiving information or a message in written form. Reading is one of the important aspects that need to be mastered because reading is the foundation of learning cross-disciplinary subjects, where the ability in reading skill has an important role in improving individual life, abilities in school, and improving the development of a country (Hermida, 2011; Sadiku, 2015; Soto et al., 2019). From those points, it can be inferred that by conducting reading activity, we can gain some benefits which can make ourselves better in the future. Nowadays, the current serious problem in Indonesian education field is reading interest among Indonesian children. PISA (Program for International Student Assessment) reveal that reading value of Indonesia was ranked 64 out of 72 countries, which means that reading interest among Indonesian students is very low (Anandari & Iswandari, 2019; Ayunin et al., 2013; Hewi & Shaleh, 2020). The low interest in reading is generally followed by low learning outcomes,

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including metacognitive abilities and students' critical thinking skills (Pezoa et al., 2019; M. Z. Sari et al., 2020). Besides that, there are some problems that make reading interest among Indonesian students is very low. First, lack of reading facilities. As we know, the existence of learning sources still limited, such as libraries, reading area, etc., where makes students difficult to develop their interest in reading (Abdel Latif, 2022; Tahmidaten & Krismanto, 2020). Second, the influence of social media. In this case, social media has a big role in influencing students' interest in learning. As the existence of social media, such as Facebook, Instagram, Twitter, etc., student prefers to playing social media rather than learning (Balan et al., 2019; Suryanto & Sari, 2021). Third, easy to get instant information.

From this phenomenon, student prefers to searching information through internet rather than get information through books, because students are too lazy. This case can build a mindset for students to rely on the existence of such information search engines, so that students' reading interest are decreases (Pulkkinen et al., 2022; Wahyuni et al., 2020). Fourth, the implementation of reading strategy does not vary. Students are less interested in reading due to a lack of implementation in reading strategies. In this situation, the teacher's responsibility is to encourage students to read by using various reading strategies that make reading as a fun activity. From those problems that already mentioned above, Indonesian government conducted school literacy movement (*Gerakan Literasi Sekolah*), in which students are assigned to do reading for 15 minutes before they start the class every day 15 minutes literacy program (i.e., reading before the class) (Subakti et al., 2021; Suyono, Harsiati, et al., 2017; Tahmidaten & Krismanto, 2020). The English teacher of grade 9 in SMP Negeri 1 Negara already implemented some reading activities during online learning. Same in general, the English teacher tells the students to read an English text. The purpose is to improve students' reading skill. After that, the English teacher tells the students to finding some difficult word on the text and finding the meaning through dictionary book or online dictionary. Another activity, the English teacher tells the students to creating a text, such as narrative text, descriptive text of describing person, place, animal, etc. However, the reading achievement in SMP Negeri 1 Negara, especially on grade 9 students is still not optimal. As the current situations makes the English teacher has some difficulties in creating reading activities more meaningful and collaborative. There are some students who want to participate in reading activities, where the teacher gives an instruction to finding some difficult word of the text. Also, students' reading pronunciation is low, because there are some mispronunciations.

Regarding to the general problem, where students' reading interest during reading activities is low, the researcher wants to analyze reading-related activities that contains in both teacher and students' English textbook. According to the preliminary observation, the English teacher in SMP Negeri 1 Negara already provide English textbook for 9 grade students entitled "Bahasa Inggris untuk SMP/MTs Kurikulum 2013." This English textbook are providing some reading activities that useful to increase students' reading skill, including tells the students to read an English text, read an English dialogue, answering questions that related with the text which already they have read, and other reading activities. In online learning, the English teacher used optimally this English textbook, because all reading activities are expected give meaningful learning. Base on those problem the researcher interested in conducting this study. The aims of this study are analyzing reading-relates activities that are available in English textbook for Grade 9 in SMP Negeri 1 Negara and describe how are the reading texts are exploited in English classes of Grade 9 in SMP Negeri 1 Negara.

## 2. METHODS

The research design used in this study is qualitative and descriptive research method. Qualitative descriptive research method is to investigate a phenomenon and its characteristics (Nassaji, 2015). In this study, the researcher wants to investigate the phenomena about reading activities of grade 9 in SMP Negeri 1 Negara by considering the English textbook. Also, this method is seen to be useful for this study since it intends to explain the phenomena in class related to the teaching strategies used by the English teacher in teaching reading. The data collection method that researcher used in this study are consists of document analysis, classroom observation, and interview.. In this study, there were four kind of research instruments. Namely, the researcher, instrument for document analysis, instrument for classroom observation, and interview guideline. In this study, the researcher serves as the primary instrument for the research's direction. Then, the purpose of the document is to identify different types of reading-related activities in the English textbook. Meanwhile, the observational sheet is a tool for describing the data collected during the observation. Also, the researcher conducts an interview with the English teacher in order to gain the teacher's perception toward teaching and learning reading. The data in this study was analyzed through four processes of data analysis which involved data collection, data reduction, data display and conclusion (Miles et al., 2014).

### 3. RESULT AND DISCUSSION

#### Results

##### *Reading related activity in Textbook*

According to the analysis toward English textbook of grade 9 in SMP Negeri 1 Negara entitled "*Buku Bahasa Inggris untuk SMP/MTs Kurikulum 2013*", the researcher found several reading-related activities in the textbook. Firstly, skimming/scanning activities are found from chapter 1 until chapter 6. The second reading-related activity is about lexical items. The activity is instructing to identify words in a form based on the context. The activities that available in this textbook requires students to identify word meaning, identify synonym, and grammatical words. In identify word meaning, the students instructed to read a text and answer the questions which requires students to identify the meaning of a word according to the text.

The activity in the textbook requires learners to consider the use of formula according to the instructions. Next, the researcher found questioning activities in the English textbook. From the analysis, the researcher found several activities by considering the indicators in questioning. There was short answer, multiple-choice, True/False, Yes/No, completing, and matching. Short answer activity refers to the activity that instructed to answer several questions by considering the content of reading text. This activity able to improve students' reading skill since they have to read the text in order to find the correct answers. Multiple-choice activity refers to the activity that provided questions with four choices. Before answering the questions, the learners have to read dialogue or text as a reading text. This activity also able to improve students' reading comprehension. It is because of the choices which contain in the questions, instructed students to read the reading text in seriously in order to find the correct answers.

Another questioning activity are True/False and Yes/No activities. This activity refers to activity which divided True or False and Yes or No statements. In general, the task instruction of this activities is same. It is because in the True/False or Yes/No activity is provided a text or dialogue that to read in order to answer the questions. Then, completing activity in the English textbook refers to the activity which instructed learners to complete some blank spaces in the dialogue. This activity will help students' reading skill as they have to read each sentence in the dialogue in order to answer the questions with appropriate word. Meanwhile, matching activity in the textbook refers to the activity that instructed learners to match several sentences. The benefit of matching activity is able to make the students matched appropriate sentences which increase their reading comprehension.

**Table 1.** Types of Reading-Related Activities and Proportion of Occurrence in the Textbook

No	Reading-Related Activities (Louis, et al, 2016) & (Elaine K. McEwan, 2022)	Number of Occurrences	Percentage
1	Skimming/Scanning (Main Idea)	1	1.20%
2	Skimming/Scanning (Details)	38	45.8%
3	Lexical Items (Identifying Word Meaning)	1	1.20%
4	Lexical Items (Synonym)	1	1.20%
5	Lexical Items (Grammatical Words)	1	1.20%
6	Questioning-Short answer	20	52.6%
7	Questioning-Multiple choice	8	10%
8	Questioning-True/False	6	7.2%
9	Questioning-Yes/No	5	6%
10	Questioning-Completing	1	1.20%
11	Questioning-Matching	1	1.20%

According to the [Table 1](#), it can be seen the number occurrences of reading-related activities which available in the English textbook. Reading-related activities that occurred most frequently in the textbook are skimming/scanning (details) with percentage of 45,8% and questioning (short answer) with percentage of 52,6%. These activities are related each other since the task instructed to answer the questions by considering the text or dialogue as a reading text.

##### *Teacher exploited Text in Classroom*

The first reading-related activity which often exploited during teaching reading is grammatical words activity. During this activity, the English teacher usually instructed students to read several sentences and direct them to change those sentences according to the task instructions in the textbook. The outcome of this activity expected students to be able to understand the English grammar formula by

changing several sentences. In the next exploitation text, which usually used by the English teacher is skimming/scanning activity. The teacher usually did this activity in the whilst-stage. The reading-related activity used by the English teacher which need skimming/scanning is True/False activity. This activity provided a dialogue or text as a reading text and several True or False statements. The outcome of this activity expected to make the students able to finding the True or False statements by considering the reading text. The students can use skimming or scanning in order to get the correct answers as this reading technique able to improve students' reading comprehension.

Another text exploitation done by the English teacher that discovered from the textbook is completing activity. The English teacher often exploited the text by giving a text with some blank spaces. This activity instructed students to listen to their teacher while fill in the blank spaces which contain in the text. Thus, completing activity also enhance students' listening skill. The outcome of this activity expected students to be able to fill in the blank space by listening to their teacher in order to get the correct answers. Besides that, this activity give benefit to improve two skills in effectively way. Then, the students able to infers the objectives of the teacher through consideration of the type of speech event, the context, and content. Thus, reading-related activities and text exploitation are related each other. Since the teacher used several reading activities in the English textbook. Before teaching reading, the English teacher considered reading-related activities which suitable to implement. Also, considering the reading text in order able to improve students' reading comprehension based on the activity.

## Discussion

Base on the analysis result of English textbook used by teacher there are several activities found one of them is skimming and scanning. This activity is reading strategies which required the reader to find information from the reading text in quickly (Aritonang et al., 2018; Marliasari, 2017; Thi & Ngoc, 2015). As the implementation of this activities is easy which requires students to read the text quickly to find the information based on the activities in the textbook. According to previous study skimming and scanning can enhance students' achievement to their better comprehension and also better speed rates in reading (Marliasari, 2017). Therefore, through skimming and scanning reading strategies will involving students to understand the reading text in easily. The other activity found is questioning activity. According to previous study, et al (2016) questioning able to make the students participate in learning dialogues with text (writers), peers, and professors via self-questioning, question formulation, and question responding (Louis. et al., 2016). The next activity is True/False activity is facilitating students' reading comprehension. In true and false each indicator has their style in implementing the use of reading text (Hoang & Arch-Int, 2013; Sim & Isaiyah Rasiyah, 2006).

In observing the situation of teaching and learning reading in grade 9 in SMP Negeri 1 Negara, the researcher observed in four times. In two meetings, the teaching and learning process conducted through online learning because of the pandemic situation. The reading activities conducted by the English teacher is already fulfill the criteria in teaching reading, where all the students instructed to participate during learning process. In another meeting, where the teaching and learning process conducted through offline learning, the researcher observed directly in the classroom. There are several activity conducted by teacher such as grammatical words activity give benefit to make students considered the use of English grammar formula based on the situation (Permatasari et al., 2018; Rohmatillah, 2015). Previous study states that students will regard grammar as resources to help them effectively express themselves and convey their ideas (Dewantara et al., 2022; Suryanto & Sari, 2021). It is because the activity will give them chance to express their knowledge around grammar by considering those formulas. Thus, this activity gives positives impact to the students.

The implications of this study provide an overview related to the activities contained in the English text book used in grade 9 junior high school students, especially in the schools studied. In addition, this study provides an overview of the strategies used by teachers to support students' reading achievement. This research will serve as a reference for English teachers in utilizing available texts to teach reading to students in the classroom. The limitation of this research is that the observations made by researchers tend to be brief. So the results of the data obtained are not too deep. Therefore, it is hoped that future research will be able to conduct similar research by considering aspects that have not been examined in this study related to students' reading activity.

## 4. CONCLUSION

In analyzing the English textbook that used by the English teacher of grade 9 in SMP Negeri 1 Negara, in semester one, the chapter consists of 6 chapters. Each chapter already contain reading-related activities such as skimming/scanning, lexical items, and questioning. All those reading activities are very



suitable for grade 9 which most of the activities will improve students' reading comprehension according to the classroom observation. The English textbook entitled "Buku Bahasa Inggris untuk SMP/MTs Kurikulum 2013", is a great English textbook to use in teaching and learning, especially in improving students' reading ability. Moreover in learning process the English teacher also instructed students to participate during learning, such as asked them to read a text by coming in front of the classroom, giving opinion, answering tasks which contain in the English textbook, etc. The teacher already gave reading-related activities for the students by taking the activity in the textbook. Overall, the teaching and learning process run effectively, where the English teacher took reading to improve students' reading ability.

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