



Analyzing Reading-Related Activities In English Textbook For Grade VIII And How The Texts Are Exploited In The Classroom

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ABSTRAK

Beberapa siswa masih memiliki tantangan dalam membaca, seperti pengucapan, mengidentifikasi isi teks, dan aksen. Kemudian siswa tidak berpartisipasi aktif karena masih terbatasnya kegiatan membaca yang dilakukan selama proses pembelajaran. Penelitian ini bertujuan untuk menganalisis aktivitas terkait membaca yang terdapat dalam buku teks bahasa Inggris yang digunakan untuk siswa kelas 8 di SMP Cipta Dharma Denpasar dan mengamati bagaimana teks tersebut dieksploitasi oleh guru di kelas bahasa Inggris. Subjek penelitian ini adalah buku teks bahasa Inggris yang digunakan di sekolah dan guru bahasa Inggris. Penelitian ini menggunakan analisis deskriptif kualitatif sebagai metodologi penelitian. Pengumpulan data dilakukan melalui observasi terhadap buku teks Bahasa Inggris dan strategi guru dalam melaksanakan pembelajaran di kelas. Dalam menganalisis data, penelitian ini melibatkan empat proses yaitu pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan (*drawing/verifying*). Dari analisis buku teks bahasa Inggris, hasilnya menunjukkan ada beberapa aktivitas terkait membaca yang tersedia di dalam buku teks yaitu *skimming/scanning*, aktivitas referensi, aktivitas item leksikal, mengaktifkan, menyimpulkan, dan bertanya. Eksploitasi teks yang paling sering dilakukan oleh guru adalah kegiatan menjawab singkat, mencari-memilih, melengkapi, dan mencocokkan. Oleh karena itu, penelitian ini menyarankan penelitian lebih lanjut mengenai eksploitasi teks yang dilakukan oleh guru bahasa Inggris di berbagai tingkat sekolah dan kelas.

ABSTRACT

Some students still have challenges in reading, such as pronunciation, identifying the text's content, and accent. Then students did not participate actively since there is still limited activities of reading conducted during the learning process. This study aimed at analyzing reading-related activities that are available in English textbook used for grade 8 students in SMP Cipta Dharma Denpasar and observing how the texts are exploited by teacher in English class. The subject of this study was an English textbook used in the school and English teacher. This current research used qualitative descriptive analysis as the research methodology. The data collection was done through observation of the English textbook and the teacher's strategy in conducting the learning in the classroom. In analyzing the data, this study is involving four processes including data collection, data reduction, data display, and conclusion (*drawing/verifying*). From the analysis of the English textbook, the results showed there are several reading-related activities available in the textbook namely *skimming/scanning*, reference activity, lexical item activity, activating, inferring, and questioning. The most frequent exploitation of text done by the teacher are short-answer activities, searching-selecting, completing, and matching activities. Therefore, this study suggests more research regarding the texts exploitation done by English teacher in different levels of schools and classrooms.

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1. INTRODUCTION

Reading is a cognitive activity that includes the process of absorption of knowledge, understanding, analytical skills, and evaluation capabilities (Patiung, 2016; Pulkkinen et al., 2022). Reading is receptive skill that involves people's prior knowledge in learning language and understands the written text. Reading habit is important to be introduced from an early age. The habit of reading requires people to know about what is happening in the world, which makes them able to communicate and share the information directly (Dewi et al., 2020; Hastuti & Lestari, 2018). By reading enables people to increase their insight and knowledge directly. It also provides entertainment, inspiration, and knowledge of how we view ourselves and others (Delgadova, 2015; Meijer et al., 2013). Yet, nowadays there are still many people who do not like reading. Some people still did not realize, reading is an effective activity to improve their knowledge. It is shown that most students had a lack of interest in the reading activity (Marhaeni et al., 2018; Sumaryanti, 2020; Tahmidaten & Krismanto, 2020). It can be seen on PISA (Program for International Students Achievement) in 2015 shows that Indonesian's reading

value was in the bottom 60 of 72 countries (Chamisah, 2017; LaRusso et al., 2016). From this result, it means reading interest among the Indonesian students is at the weakest level. It is followed by the result of learning outcomes is still low. It is due to the reading activities is still rare conducted (Farikah, 2019; Kharizmi, 2015; Yilmaz et al., 2020). So that, reading activity during learning process is still limited.

Relates to this, planning the best reading activity for students during the learning process is crucial. Teachers have to create reading activity that can optimally stimulate students in reading. To overcome the limitation of reading activity, teachers have to consider reading activity regarding on today's situation (Ayunin et al., 2013; Fathiarah et al., 2019). Teachers have to plan the activity that can help students get the best outcome in their learning, especially in reading. According to previous study textbooks are the content of materials that play a significant role in supporting students' learning process. In teaching reading process, textbook is often used by teacher as a reference (Dharma et al., 2018). In the textbook contains text that can adopt by the teacher wheter if the teacher want to exploit it during the learning process. According to previous study there are several activities how the text usually exploited during the learning process by the teacher such as multiple choice test, true/false, completion, short answer, guided short answer, summary close, information transfer, identifying order or events, topics, or agreements, identifying referents, and guessing the meaning of unfamiliar words from context (Manurung et al., 2020). Those activities can be combined into another activities.

Based on preliminary observation, teacher of grade 8th in SMP Cipta Dharma Denpasar already conducted reading activities during online learning. The textbook is often used as the reference for conducting reading-related activities towards students. For example, the teacher usually tells students to read the text or dialogue and then asks them to find a difficult word from what they read. Moreover, the current situation influences reading achievement in SMP Cipta Dharma Denpasar, especially in the grade of 8th. In this online learning situation, some students still have challenges in reading, such as pronunciation, identifying the text's content, and accent. Thus, some students did not participate actively since there is still limited activities of reading conducted during the learning process. Moreover, it becomes crucial to examine the reading-related activities in students' textbooks and how the texts in reading are exploited in the classroom. Base on those problem and result of previous studies the researcher is interested in conducting study in order to investigating and analysing reading-relates activities in the students' English textbook. It is especially for the grade 8th in SMP Cipta Dharma Denpasar and how the texts are exploited in the classroom.

2. METHOD

In conducting the research, the researcher used a methodological reference to gain the valid result. The followings are a detail description of the research design, instrument, and data analysis method. In this study, the researcher applied descriptive qualitative as a research design. Descriptive study is a study that happens naturally during the research without any intervention of variables (Nassaji, 2015; Vaismoradi et al., 2016). In this study, descriptive research was done in the classroom. Survey and observational tools are commonly used in collecting the data. The researcher tries to get a deeper analysis of the study by observing and giving detailed information. Therefore the focus study in this research is analyzing reading related-activities on students' English textbooks and investigating how the texts are exploited in English class done by the teacher. There are several instruments that used in this research such as researcher, document analysis, observational sheet, and interview guideline. In this study, the researcher has a role as the main instrument that be the guidance of the research. The document has a role to identify kinds of reading-related activities in the English textbook. Besides that, Observational sheet is an instrument used to describe the data during the observation. This sheet aims to write and take notes on every activity based on the researcher's point of view. Then in order to gain teacher's perception, the reseearcher also used interview guideline to find the data of the reason why teacher used the text for exploitation during learning process. In analyzing the data, this study is involving four processess including data collection, data reduction, data display, and conclusion (drawing/veryfying) (Miles & Huberman, 1994).

3. RESULT AND DISCUSSION

Result

Based on the preliminary observation, the learning and teaching situation conducted in SMP Cipta Dharma Denpasar is different than before. Due to the pandemic era, teaching activity in this school is conducted by online. It is mean the learning process did not run directly in the classroom as usual. In this school, the teacher not only teaches students directly in the classroom yet the teacher also teaches students online by providing some tools for teaching such as Google Classroom, and WhatsApp group as media. Through these tools, the teacher tried their best to directly have some interaction in having communication and sharing

materials with the students. Even though the teacher has tried to give the best, the online learning that carried out is still limited so the teaching process becomes less than optimal especially in teaching reading activities.

Therefore in teaching reading, the teacher provides students with the textbook. The aim of textbook used as a media in facilitating students during the learning process. The teacher uses English textbook entitled “*Buku Interaktif Bahasa Inggris untuk SMP/MTs Kelas VIII Semester 1 Published by Intan Pariwara.*” The book was written by Elizabeth Nirmala Kusumaning Ayu and Susiningsih and was published by Intan Pariwara in 2020. The book was designed based on the curriculum 2013 that is determined by the government. The textbook is used for the first semester of 8 grade students. The textbook includes six chapters which consist of reading-related activities in each chapter. From the table shows the reseracher found some reading-related activities in the textbook. The reseracher analyze the textbook considering by using the theory of (Louis et al., 2016; McEwan, 2007). Reading-related activities contain in text book is show in Table 1.

Table 1. Reading-Related Activities in the English Textbook of 8th Grade

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

Based on Table 1, it can be seen the number occurrence of reading-related activities appear in the English textbook. Types of reading-related activities is show in Table 2.

Table 2. Types of Reading-Related Activities and Proportion of Occurrence in the Textbook

No.	Reading-Related Activities	Number of Occurrences	Percentage
1.	Skimming/Scanning (Main Idea)	6	7%
2.	Skimming/Scanning (Details)	19	22,6%
3.	Skimming/Scanning (Topic)	1	1%
3.	Reference (Pronoun)	2	2%
2.	Lexical Item (Grammatical Words)	3	3%
3.	Lexical Item (Synonym)	1	1%
4.	Activating (Brainstorming)	3	3%
5.	Inferring (Conclusion based on explicit information)	5	5,9%
6.	Inferring (Conclusion based on implied information)	2	2%
7.	Questioning (Short-Answer)	20	23,8%
8.	Questioning (Multiple-choice Test)	6	7%
9.	Questioning (Completing Activity)	13	15,4%
10.	Questioning (Matching Activity)	3	3%

Base on Table 2, Questioning of short-answer activities are the reading-related activity that appears most often in the textbook with percentage of 23,8% in which totaling 20 activities. Questioning of short-answer is the most frequent activity that appear in the form questioning that students have to answer based on the text or dialogue provided. Then followed by the reading activity of skimming/scanning finding detail with the percentage is 22,6%. This activities require students' foresight in finding detail information the questions by skimming or scanning. Therefore, there are also reading-related that only appeared with 1% namely skimming/scanning (topic) and lexical item (synonym).

However, The results of the textbook analysis above are to be compared with the actual activities assigned by the teacher in the classroom. The result of classroom observation showed that teacher has been exploit the text by using textbook. Teacher did several exploitation text such as searching-selecting, short answer, matching activity, and completing activity. Relates to this, the connection between reading-related activities and text exploitation in the classroom has been implement properly. It can be seen, when teacher already implement the task in the textbook directly as the strategy for supporting students' reading ability.

Discussion

Reading-Related Activities in the English Textbook

Based on the observation activity that has been done towards English textbook of grade 8 in SMP Cipta Dharma Denpasar entitled "*Buku Interaktif Bahasa Inggris untuk SMP/MTs Kelas VIII Semester 1 Published by Intan Pariwara,*" the reseracher found several reading-related activities in the textbook. Firstly, skimming/scanning activities are discovered in every chapter on the textbook. Skimming and scanning activity is essential skill that people need when they have to read quickly for information (Louis et al., 2016; Thi & Ngoc, 2015). According to previous study skimming and scanning activity practice students to think of clues to find specific and particular information easily in answering the question based on the text (Aritonang et al., 2018). Secondly, focus on Reference word is reading-related activities that found by the researcher in the textbook. Reference words here belongs to words or ideas which mentioned in the sentence such as pronoun and phrase. Thirdly, there are also the activity of lexical items-grammatical words and synonym are available in the textbook. The activities of lexical-grammatical words is instructing to replace or add words in a form based on the context (Akbari, 2014; Islamiyah & Fajri, 2019)

Then fourthly, Brainstorming activities are also deteched by the reseracher in some chapter of the textbook. The activity of brainstorming that found in this textbook is asking students to read the dialogue that related to the topic then ask them to focus on the bold sentence in the dialogue. Brainstorming activity such an excellent strategy to involve learners in generating their own ideas through accessing the prior knowledge. Besides brainstorming is an ideal activity done in simple way because it takes little time and can be used with any choosen topic (Ghabanchi & Behrooznia, 2014; Huda et al., 2021). Next, finding Inference activity is another reading-related activity that discovered in the textbook. Previous study said that inferring refers to the process of take the conclusion related to the reading text (Hall et al., 2020). Then, there also Questioning activities are found by researcher in the textbook namely short-answer, completing, multiple choice test, and matching activity.

Based on the explanation above, it can be concluded that reading-related activities that discovered in the textbook are expected to students' reading comprehension. The quality of textbooks can be measured from the tasks provided in the textbook (Dewantara et al., 2022; Huda et al., 2021). In the first dimension which about language and grammar, the most frequent reading-related activities that included in the textbook are skimming/scanning, reference, and lexical item. Meanwhile, the second dimension of content discovered reading-related activities such as activating, inferring, and questioning activity. Thus, it indicates the reading-related activities here expected to develop students' reading comprehension (Bobkina & Stefanova, 2016; Nurjanah, 2018; Suyono et al., 2017). However, the results of the textbook analysis above are to be compared with the actual activities assigned by the teacher in the classroom.

How Texts Are Exploited In The Classroom by Teacher

The result of classroom observation showed that teacher has been exploit the text by using textbook. Teacher did several exploitation text such as searching-selecting, short answer, matching activity, and completing activity. *Firstly is Searching-selecting activity. During this activity, teacher usually instruct students to read the reading text or dialogue and direct them to define the words and terms. Previous study state this activity students are expected to be able to understand the topic independently by identifying the reading material given (Hilliard, 2015). The other exploitation text that usually conducted by teacher is by giving Short-answer activity from textbook for students. Short answer activity require students to answer the questions briefly by using their own words. It could directly involve students to find the information by reading and searching the answer from reading text given (Hoang & Arch-Int, 2013; Manurung et al., 2020; Smith & Karpicke, 2014).*

Next, another exploitation text done by teacher that discovered from the observation is Matching activity. Teacher often exploited the text by giving the different activity by using textbook in order to make the activity more varied. Matching activity is the exploitation text done by teacher during observation. In this activity, students are instructed to match the dialogues to the greeting card texts included in the Textbook. In this task students are provided with 4 different dialogues and 4 greeting cards which have to match each of those dialogues to the appropriate card (Mardiana, 2018; McEwan, 2007). Then, the last exploitation text that occurred during observation process was Completing activity this activity requires students to complete a sentence with single word (Hilda Hadian et al., 2018; Manurung et al., 2020). The first teacher instruct students to complete the questions by using appropriate preposition. Students are provided with picture which they have to identify to complete the questions with appropriate preposition. Secondly, students are instructed to do another activity by completing question based on the previous activity. It is necessary for teacher to prepare and give the suitable activity of questioning in order to train them with the use of the topic (Amalia & Devanti, 2017; Awada & Plana, 2018).

However based on the observation that has been done, teacher already conducted several activities in exploiting texts by the textbook. All of the activity have been conducted properly during the observation. It can be seen when teacher not only give those activities carelessly, but she also consider about students' need in giving the activity. Teacher has been prepare and pay attention to the activity. Moreover, it is necessary for teacher to arrange and give another activity in exploiting texts. Preparing various activities are strategy to support students' reading comprehension (Käsper et al., 2018; Zainurrahman & Djabir, 2020). Relates to this, giving various activities as strategy will avoid the limitation of reading activity itself. Besides that, teacher's role is also needed in facilitating and monitoring students during doing the task. Teacher have to aware on students' difficulty so that all of the learning can run properly which can engage students' reading ability. *The implications of this study provide an overview related to reading related activities contained in textbooks and how teachers apply them in class. This research is useful for educators as a reference in implementing reading comprehension learning. This study is limited in term of subject and object of the reseach. For other researchers who want to conduct a similar study, it is suggested to do further research investigation to the text exploitation in the classroom to understand teachers' motive behind the selection of strategies for exploitation and students' learning characteristic.*

4. CONCLUSION

The result of this research found that every chapter consist of reading-related activities such as skimming/scanning activity, reference, lexical item, activating, inferring, and questioning activity. All of those reading-related activities are beginning with text or dialogue which tell students to read first so that the activities can directly support students' reading comprehension. Moreover base on observation, teacher conducted various exploitation texts such as searching-selecting, short-answer activity, matching activity, and completing activity. The teaching and reading activities was done effectively where the teacher used the textbook maximally in helping students' reading ability.

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