



# Reading-related Activities in English Textbook and Text Exploitation in the Classroom for Junior High School

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## ABSTRAK

*Membaca teks secara mendalam diperlukan agar pembaca memperoleh informasi yang lengkap dari suatu teks. Namun, siswa Indonesia masih memiliki tingkat literasi yang rendah. Oleh karena itu diperlukan metode dan fasilitas yang sesuai untuk mendukung peningkatan kemampuan membaca siswa Indonesia. Penelitian bertujuan untuk menganalisis kegiatan terkait membaca yang tersedia dalam buku teks bahasa Inggris yang digunakan untuk siswa kelas 7 di sekolah menengah pertama berjudul "Pintar Bahasa Inggris untuk SMP/MTs Semester 1" dan mendeskripsikan bagaimana teks tersebut dieksploitasi oleh guru di kelas. Penelitian ini menggunakan metode deskriptif kualitatif. Subyek penelitian ini adalah buku teks bahasa Inggris yang digunakan oleh siswa dan guru bahasa Inggris. Pengumpulan data dilakukan 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. Temuan penelitian ini mengungkapkan bahwa buku teks berjudul "Pintar Bahasa Inggris untuk SMP/MTs Semester 1" yang diterbitkan oleh Graha Printama Selaras, berisi 8 dari 12 komponen kegiatan yang berhubungan dengan membaca. Kegiatan yang tersedia dalam buku teks adalah kegiatan skimming/scanning, reference, lexical item, activating, inferring, questioning, searching-selecting, dan summarizing. Eksploitasi teks yang paling sering dilakukan guru di dalam kelas adalah kegiatan jawaban singkat, kegiatan brainstorming, kegiatan benar/salah, tes pilihan ganda, dan kegiatan menyelesaikan.*

## ABSTRACT

Reading a text deepening is needed to make readers obtain the complete information of the text. However, Indonesian students are still having a low level of literacy. Therefore, suitable methods and facilities are needed to support Indonesian students reading ability improvement. This study aims to analyze reading-related activities available in the English textbook used for 7th-grade students in junior high school entitled "Pintar Bahasa Inggris untuk SMP/MTs Semester 1" and describe how the texts are exploited by the teacher in the classroom. The research used the descriptive qualitative method. The subjects of this study are the English textbook used by students and the English teacher. The data were collected through document analysis, classroom observation, and interviews. The data was analyzed through four data analysis processes which involved data collection, data reduction, data display, and conclusion. The findings of this research revealed that the textbook entitled "Pintar Bahasa Inggris untuk SMP/MTs Semester 1" published by Graha Printama Selaras, contains 8 out of 12 components of reading-related activities. The activities available in the textbook are skimming/scanning, reference, lexical item, activating, inferring, questioning, searching-selecting, and summarizing activity. The most frequent text exploitation done by the teacher in the classroom is short-answer activities, brainstorming activities, true/false activities, multiple-choice tests, and completing activities.

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## 1. INTRODUCTION

Reading is an activity that full of purpose. Reading is also essential to gaining millions of new pieces of knowledge (Nurdianingsih, 2021; Sadiku, 2015; Salikin et al., 2017). In learning a language, learners should not only focus on the language but also on critical literacy (Sangia, 2018). Reading is the basis of literacy which not only can provide readers with the information included in the text but also some information that is related to the text (Anandari & Iswandari, 2019; Hikmat, 2017). Therefore, reading a text deepening is needed to make readers obtain the complete information of a text. However, Indonesia is still having a low level of literacy. Regarding with PISA (Program for International Student Assessment) result in 2018, Indonesian students are one of the lowest literacy levels in English. It can be seen from the downgrade of the Indonesian ranking in the last two assessments conducted by PISA (Anandari & Iswandari, 2019; Ayunin et al., 2013). In 2015, Indonesia's reading value was positioned among 72 countries, whereas, in 2018, Indonesia was placed 72 among 77 countries

(Nugrahanto & Zuchdi, 2019). This result reflects Indonesian students who still lack interest and lack access to reading. Therefore, suitable methods and facilities are needed to support Indonesian students reading ability improvement.

Besides the suitable method and facilities, the reading activities are crucial to consider during the learning process (Nuringtyas, Dina P.L., Dr. Purwati, Oikurema. M.A., 2015; Salikin et al., 2017; Stender et al., 2018). Students find some difficulties in understanding a text which needs extra effort to improve students reading comprehension. Many kinds of tasks are provided in the student textbook to check students' ability not only in reading but also in other skills (Charalambous, 2011; Issitt, 2004; Sucipto & Cahyo, 2019). In reading, students are provided with some text that must be read by students and some activities following the task that must be done. There are several activities related to reading, such as activities that focus on the topic, main idea, and text organization, focus on reference words, focus on inferences, focus on lexical items, focus on compound nouns, and focus on linking words (Louis et al., 2016). Regarding the reading-related activity, several strategies could be used in teaching reading proposed by, namely activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and visualizing-organizing. Besides the reading-related activities, there are several appropriate text exploitations proposed, such as multiple-choice, true/false, completion, short answer, guided short answer, summary close, information transfer, identifying order or events, topics, or arguments, identifying referents, and guessing the meaning of unfamiliar words from context (Manurung et al., 2020).

There are several previous studies that analyzed reading activities in English textbooks. One of the researchers investigate the three up levels of the cognitive domain of revised Bloom's Taxonomy used in the textbook entitled "*Bahasa Inggris SMA/MA/SMK/MAK grade 11th semester 1*" (Febrina et al., 2019). The results showed that the most dominant level in the textbook was higher order thinking skills (HOTS). It was 66.8 % of 100 % while it was 33.4 % for lower order thinking skills (LOTS). It indicated that this textbook concentrated more on higher-level thinking questions than lower level thinking. In addition, other studies analyze the Grade VIII English textbook of Punjab Textbook Board against one of the five competencies, the Reading and Thinking skills, and identify the satisfaction level of Grade 8 students with their textbook for the fulfillment of this competency (Baig et al., 2020). The results of content analysis and students' survey showed that the textbook partly meets the requirements related to the selected competency. Based on the preliminary observation, the teaching and learning process at SMP Negeri 1 Tegallalang is conducted online due to the covid-19 situation and sometimes also conducts face-to-face learning following the ministry's regulation. For the teaching media, there is a book entitled "Pintar Bahasa Inggris untuk SMP/MTs Semester 1" revision edition written by Bethi Ristiana and published by Graha Printama Selaras, which uses the 2013 curriculum. Teachers use this book as the primary teaching media in the teaching-learning process and use the activities provided to improve students' achievement. Since there is limited previous research that talks about reading-related activities in students' textbooks and their exploitation in the classroom, the researcher chose this topic to analyze. Hence, the topic of this study is "Analyzing Reading-Related Activities in English Textbook for Grade 7th in SMP Negeri 1 Tegallalang and How the Texts are Exploited in the Classroom".

## 2. METHOD

The research used the descriptive qualitative method. The descriptive qualitative method is a method of descriptive study that conducts naturally without intervention and variables (Nassaji, 2015). This research describes the data about events or phenomenon that has been done by using some instrument and then analyzed descriptively. In this study, the researcher desire to investigate the phenomenon of reading activities in SMP Negeri 1 Tegallalang using some instrument focusing on the textbook used and its exploitation in the classroom. The data collection method involves document analysis, observation, and interview. This research used four instruments, namely the researcher, checklist, observational sheet, and interview guideline. The researcher is the main instrument that collects and analyzes the data. The checklist is used to identify the reading-related activities available in the textbook. Then, an observational sheet is used to facilitate the data collection during the observation, which focuses on the activities conducted by the teacher in the classroom. Besides, the interview guideline is used to gain the teacher's perception of text exploitation during the learning process. The data was analyzed through four data analysis processes which involved data collection, data reduction, data display, and conclusion (Miles & Huberman, 1984).

### 3. RESULT AND DISCUSSION

#### Result

The teaching and learning process in SMP Negeri 1 Tegallalang is divided into two kinds of learning those are online and offline learning. This is because the learning process is affected by the pandemic situation that inflicts restricted learning. The offline learning was held with limited students and following the health protocol instructed by the ministry to avoid the spread of covid-19. Because of the limitation of the teaching-learning process, students face difficulties catching the material, especially in the reading material. Concerning this, teachers have to create the best learning atmosphere by minimalizing the teaching activities to create meaningful learning. Teachers at SMP Negeri 1 Tegallalang conduct the teaching activities through some media followed by its activities. The learning media used and learning activities applied by teachers have a significant impact on students learning (Lusiana & Maryanti, 2020). Based on the observation, the English teacher at SMP Negeri 1 Tegallalang teaching 7th-grade use textbooks as the primary media of teaching. The textbook uses are "Pintar Bahasa Inggris untuk SMP/MTs Kelas VII Semester 1" revision edition that was published by Graha Printama Selaras. Besides, during online learning, the teacher also shares some PowerPoints with the students to displace the teacher's direct explanation of the material. After learning the material, students will provide some reading-related activities that can increase students reading comprehension. The book contains four chapters that have some reading-related activities in each chapter.

#### *Reading-Related Activities Available in the English Textbook*

Reading-related activities in the textbook are identified in the chapter by two dimensions, namely language and grammar, and the content. Each dimension includes some component and is more specified by several indicators (Louis et al., 2016). The reading-related activities found in the textbook are shown in Table 1.

**Table 1.** Reading-related Activities in the English Textbook

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

No	Dimension	Component	Indicator	Chapter				Note
				1	2	3	4	
			Solve problems	✓	✓	✓	✓	
		Summarizing	Restating the meaning of the text			✓		
		Visualizing-Organizing	Matching activity					

Based on Table 1 it can be concluded that various reading-related activities are available in the English textbook used for grade 7th in SMP Negeri 1 Tegallalang. To make it easier to understand, the kinds of activities available in the textbook are presented in Table 2.

**Table 2.** Types of Reading-Related Activities Available in the English Textbook

No	Types of Text	Available Activities	Note
1.	Dialogue	Skimming/Scanning (Main idea)	<ul style="list-style-type: none"> <li>Chapter 1 (page 8)</li> <li>Chapter 3 (page 71)</li> </ul>
2.	Short-letter	Skimming/Scanning (Main idea)	Chapter 1 (page 14)
3.	Paragraph	Skimming/Scanning (Main idea)	<ul style="list-style-type: none"> <li>Chapter 2 (page 33)</li> <li>Chapter 4 (page 88)</li> </ul>
4.	Dialogue	Skimming/Scanning (Detail)	<ul style="list-style-type: none"> <li>Chapter 1 (page 8, page 9, page 14, and page 15)</li> <li>Chapter 2 (page 30, page 31, page 32, and page, 42)</li> <li>Chapter 3 (page 58 and page 71)</li> <li>Chapter 4 (page 86)</li> </ul>
5.	Short-letter	Skimming/Scanning (Detail)	Chapter 1 (page 24)
6.	Short-letter	References (Pronoun)	Chapter 1 (page 14)
7.	Dialogue	References (Pronoun)	Chapter 4 (page 77-78)
8.	Paragraph	References (Pronoun)	Chapter 4 (page 78)
9.	Paragraph	Lexical Item (Identifying Word Meaning)	Chapter 2 (page 33)
10.	Short-letter	Lexical Item (Synonym)	Chapter 1 (page 14 and page 24)
11.	Dialogue	Lexical Item (Synonym)	<ul style="list-style-type: none"> <li>Chapter 1 (page 23)</li> <li>Chapter 2 (page 42)</li> <li>Chapter 3 (page 72)</li> <li>Chapter 4 (page 77-78)</li> </ul>
12.	Paragraph	Lexical Item (Synonym)	<ul style="list-style-type: none"> <li>Chapter 2 (page 34)</li> <li>Chapter 4 (page 78)</li> </ul>
13.	Short-paragraph	Activating (Brainstorming)	Chapter 4 (pages 79 and 89)
14.	Dialogue	Inferring (Conclusion based on explicit information)	Chapter 1 (pages 10 and 23)
15.	ID Card	Inferring (Conclusion based on implicit information)	Chapter 2 (page 37)
16.	Dialogue	Inferring (Conclusion based on implicit information)	<ul style="list-style-type: none"> <li>Chapter 3 (page 61)</li> <li>Chapter 4 (page 77)</li> </ul>
17.	Dialogue	Questioning (Short Answer)	<ul style="list-style-type: none"> <li>Chapter 1 (page 15)</li> <li>Chapter 2 (pages 29 and 31)</li> <li>Chapter 3 (pages 71 and 72)</li> <li>Chapter 4 (page 78 and page 95-97)</li> </ul>
18.	Short-letter	Questioning (Short Answer)	Chapter 1 (page 24)
19.	Paragraph	Questioning (Short Answer)	<ul style="list-style-type: none"> <li>Chapter 2 (page 34)</li> <li>Chapter 3 (pages 59 and 72)</li> <li>Chapter 4 (page 78)</li> </ul>
20.	ID card	Questioning (Short Answer)	Chapter 2 (page 35)
21.	Identity	Questioning (Short Answer)	Chapter 2 (page 35)
22.	Diagram	Questioning (Short Answer)	Chapter 2 (page 42)

No	Types of Text	Available Activities	Note
23.	Dialogue and paragraph	Questioning (Multiple Choice Test)	Chapter 1-4
24.	Dialogue	Questioning (True/False)	<ul style="list-style-type: none"> <li>• Chapter 2 (page 31)</li> <li>• Chapter 4 (page 88)</li> </ul>
25.	Paragraph	Questioning (True/False)	Chapter 2 (page 34)
26.	Table	Questioning (True/False)	Chapter 3 (page 60)
27.	Paragraph	Questioning (Completing)	<ul style="list-style-type: none"> <li>• Chapter 2 (page 34)</li> <li>• Chapter 4 (page 79)</li> </ul>
28.	Table	Questioning (Completing)	Chapter 3 (page 70)
29.	Paragraph	Searching-Selecting (Solve Problem)	<ul style="list-style-type: none"> <li>• Chapter 1 (page 27)</li> <li>• Chapter 2 (page 45)</li> <li>• Chapter 3 (page 74)</li> <li>• Chapter 4 (page 98)</li> </ul>
30.	Dialogue	Summarizing (Restating the meaning of the text)	Chapter 3 (page 58)

Furthermore, the proportion of reading-related activities available in the textbook can be shown in the number of occurrences shown in [Table 3](#).

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

No	Reading-Related Activities (Louis et al. (2016))	Number of Occurrences	Percentage
1.	Skimming/Scanning (Main Idea)	5	6.9%
2.	Skimming/Scanning (Details)	13	18%
3.	References (Pronoun)	4	5.5%
4.	Lexical Item (Identifying Word Meaning)	1	1.4%
5.	Lexical Item (Synonym)	9	12.5%
6.	Activating (Brainstorming)	2	2.8%
7.	Inferring (Conclusion based on explicit information)	2	2.8%
8.	Inferring (Conclusion based on implicit information)	2	2.8%
9.	Questioning (Short Answer)	15	20.8%
10.	Questioning (Multiple Choice Test)	4	5.5%
11.	Questioning (True/False)	4	5.5%
12.	Questioning (Completing)	3	4.2%
13.	Searching-Selecting (Solve Problem)	4	5.5%
14.	Summarizing (Restating the meaning of the text)	1	1.4%

Based on [Table 3](#), it is found that the textbook used in 7th-grade students of SMP Negeri 1 Tegallalang consists of 8 out of 12 components. The activities are skimming/scanning, reference, lexical item, activating, inferring, questioning, searching, selecting, and summarizing. There are no compound noun activities, linking words activity, monitoring-clarifying activity, and visualizing-organizing activity found in the textbook. It can be concluded that questioning (short answer) is the most frequent activity that appears in the textbook in the number of 15 activities and the percentage of 20.8%.

### Text Exploitation in the Classroom

The researcher conducts classroom observation and interviews with the English teacher to gain the data. The observations were carried out in four meetings. Due to the covid-19 pandemic, two observations were carried out online, and the two remaining were conducted by limited face-to-face meetings following the ministry's regulations. Based on the observation, the teacher exploited several reading-related activities available in the textbook during the teaching-learning process. The activities exploited by the teacher in each meeting can be seen in [Table 4](#). [Table 4](#) shows the reading-related activities done by the teacher in the classroom during the observation. The most frequent activity exploited by the teacher is the questioning (short-answer) activity.

### Discussion

This research was an observational study that analyzed reading-related activities available in students' English textbooks and described how the text is exploited in the classroom. The description was written completely based on the finding done by the researcher. There are two main points of the research, namely the reading-related

activity available in students' textbooks used in grade 7th SMP Negeri 1 Tegallalang and how the teacher exploited the text during the teaching-learning process.

### Reading-Related Activities Available in the English Textbook

According to the analysis done by the researcher on the English textbook of grade 7th in SMP Negeri 1 Tegallalang entitled "Pintar Bahasa Inggris untuk SMP/MTs Semester 1" revision edition written by Bethi Ristiana and published by Graha Printama Selaras, the researcher found several reading-related activities in the textbook. The first is the skimming/scanning activity. This kind of activity appears in all chapters of the textbook. Skimming could be described as reading quickly to find the general meaning of the text, such as finding out about the topic, the main ideas, and the general organization of the text (Thi & Ngoc, 2015). Meanwhile, scanning is reading quickly to find detailed information about the text. Skimming and scanning are related to improving students' reading skills (Aritonang et al., 2018). Based on the analysis, there are 18 activities about skimming/scanning, including five activities about finding the main idea and 13 activities regarding text details. The implementation of skimming/scanning activity is effective in making students find some specific information needed according to the activity followed. This finding is in line with that state skimming/scanning activity is an effective technique to improve students' reading comprehension (Aritonang et al., 2018).

The second activity found is focused on reference words. The reference word here is addressed to the words or ideas mentioned in the text, such as pronouns and phrases. This statement and the analysis result proved that reference word activity could increase students' ability and prevent them from using the same word repeatedly. The reference word activity could help students understand the use of nouns and pronouns and identify another aspect of the noun and pronoun. The third activity is about the lexical item. The activity about lexical items instructs students to identify and replace the word in a text based on the context. Lexical item activity is an excellent way to improve students' vocabulary mastery (Al-Qutaiti, 2019). Therefore, the activity of lexical items is needed to appear in students' textbooks to increase students' vocabulary and grammar.

**Table 4.** Text Exploitation is done by a Teacher

Reading-Related Activities Available in the Textbook	Exploitation by Teacher in the Classroom			
	First Observation	Second Observation	Third Observation	Fourth Observation
Multiple-choice test		✓		
True/false	✓			
Completing		✓		
Short-answer	✓		✓	✓
Identifying order of event, topic, or argument				✓
Identifying references				
Other (Brainstorming)			✓	

The fourth activity is the activating activity, with the only indicator being brainstorming. There are two activities found about brainstorming. Brainstorming activities require students to recall their prior knowledge of the material to help them learn new things about it. Brainstorming is the method to activate students' ideas and creativity (Yusuf & Trisiana, 2019). The fifth activity that appears in the textbook is inferring activity. Inferring activities require students to find the conclusion based on the reading text and make a conclusion based on students' opinions. By the inferring activity, students are expected to read the text deeply to find the conclusion and use their logic to create the conclusion based on their opinion. This made inferring activity helpful in increasing students reading skills. The sixth activity is questioning. The researcher found questioning activity as the major activity in the textbook. Questioning is the activity that provides questions in several forms relating to the text provided (Giacomazzi et al., 2022; Uddiniyah & Silfia, 2019). Based on the analysis, the researcher found several forms of questioning, namely short answer, multiple-choice test, true/false, and completing activities. Questioning activities expect students to read the text provided and direct them to use their critical thinking to decide the correct answer for each question (Mutakinati et al., 2018; Waring, 2012).

The seventh activity is the searching-selecting activity. The researcher found one indicator of searching-selecting in the textbook, namely solving problems. Relating to this, solving problem activity is needed to be included in the textbook to sharpen students' logic and to think about solving the problem encountered (Efriana, 2021; Suastra et al., 2019). The last activity is summarizing with the indicator is restating the meaning of the text. There is only one activity found in the textbook regarding this indicator. This kind of activity is necessary to appear in the student's textbook to ensure students can understand the text and retell the text's meaning (Almazova et al., 2021; Nurhayati & Fitriana, 2018).

### Text Exploitation in the Classroom

The teacher has done text exploitation in the classroom in every meeting. The teacher used the reading text contained in the classroom and exploited the text based on the instruction provided in each task. The activity carried out by the teacher during the observation were short-answer activity, true/false activity, multiple-choice test activity, completing the activity, brainstorming activity, and one activity about finding details. The teacher exploited the text by asking students to do the task in the textbook, both online and offline learning. The difference is that in online learning, the teacher only asks students to do the task through Google Classroom without any other explanation, while in offline learning, the teacher asks students to do the task with a brief explanation about the task and the kind of activity. In online and offline meetings, the teacher carried out two activities by exploiting the text contained in the textbook. From the nine kinds of text exploitation (Manurung et al., 2020). The teacher has already carried out six kinds of text exploitation which means the teacher already exploits the text variously and avoids monotonous learning

It is in line with previous research that analyzing and exploiting case studies will be beneficial for the development of critical reading skills in the Faculty of English Teacher Education (Vũ, 2015). The findings show that exploited case studies can foster critical awareness, critical reading skills as well as the authenticity of texts and class assignments. It is also supported by other previous studies that discuss the role of literary texts and the benefits of using the texts in the EFL classroom (Nanda & Susanto, 2020). It is found that the texts can facilitate the enjoyment of the learners while they are learning. The study concludes that literary texts not only enhance language development but also enrich cultural representations while studying English. There was some limpiness in this study such as the observation was only conducted in four meetings. Therefore, this study is limited in the subject and objects of the observation. It is suggested to other researchers to do further investigation regarding text exploitation in the classroom to find the various kind of exploitation and the effectiveness of the text exploitation

## 4. CONCLUSION

The result of this study found that there are 8 out of 12 components of activity available in the textbook entitled “Pintar Bahasa Inggris untuk SMP/MTs Semester 1” revision edition written by Bethi Ristiana and published by Graha Printama Selaras, that used by the 7<sup>th</sup>-grade students of SMP Negeri 1 Tegallalang. The activities are skimming/scanning, reference, lexical item, activating, inferring, questioning, searching, selecting, and summarizing. There are no compound noun activities, linking words activity, monitoring-clarifying activity, and visualizing-organizing activity found in the textbook. Regarding text exploitation, the teacher already exploited six kinds of text exploitation from the nine kinds of text exploitation. The teacher exploited two activities in every meeting relating to the material. During the observation, the teacher conducted the short-answer activity, true/false activity, multiple-choice test activity, completing the activity, brainstorming activity, and one other activity about finding details.

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