Reading-Related Activities in English Textbook and The Way Teacher Exploited in the Classroom

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A B S T R A K

Siswa di tingkat SMP masih menghadapi kesulitan dalam memahami teks yang disediakan dalam buku teks. Penyebab utamanya adalah isi buku ajar yang belum memenuhi standar dan kegiatan yang dilaksanakan guru di kelas belum optimal. Tujuan dari penelitian ini adalah untuk menganalisis kegiatan terkait membaca yang tersedia dalam buku teks bahasa Inggris yang digunakan untuk kelas 8 SMP dan mendeskripsikan bagaimana teks tersebut dieksploitasi di dalam kelas oleh guru. Subjek penelitian ini adalah buku teks bahasa Inggris yang digunakan dalam proses pembelajaran dan guru bahasa Inggris. Penelitian ini dilakukan dengan menggunakan analisis deskriptif kualitatif. Analisis dokumen, observasi kelas, dan wawancara digunakan untuk mengumpulkan data. Data dianalisis melalui empat proses analisis data yang meliputi pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Temuan menunjukkan bahwa ada kegiatan terkait membaca yang ditemukan dalam buku teks bahasa Inggris. Kegiatan yang tersedia dalam buku teks bahasa Inggris adalah skimming/scanning, item leksikal, inferring, questioning, dan summarizing. Selain itu, eksploitasi teks yang dilakukan oleh guru bahasa Inggris di kelas adalah aktivitas jawaban singkat, tes pilihan ganda, aktivitas benar/salah, aktivitas brainstorming, dan aktivitas menyelesaikan.

A B S T R A C T

Students in junior high school level still face difficulties in understanding the text provided in textbook. The main cause is the textbook content that has not met the standards and the activities implemented by the teacher in the class are not optimal. The aims of this study were to analyse reading-related activities available in the English textbook used for Grade 8th junior high school and describe how the texts are exploited in the classroom by the teacher. The subjects of this study was English textbook used in the learning process and the English teacher. This research was conducted by applying qualitative descriptive analysis. Document analysis, classroom observation, and interviews were used to collect the data. The data is analyzed through four data analysis processes which involve data collection, data reduction, data display, and conclusion. The finding shows that there are reading-related activities found in English textbooks. The activities available in the English textbook are skimming/scanning, lexical items, inferring, questioning, and summarizing. Moreover, the text exploitation done by the English teacher in the classroom are short answer activity, multiple-choice tests, true/false activity, brainstorming activity, and completing activity.

1. INTRODUCTION

Reading is a receptive skill that should be mastered in learning English. It is involved the reader's prior knowledge and understanding of the written text in learning the language (Farha & Rohani, 2019; Muijselaar et al., 2017). Reading is a process between the reader and the text related to meaning, in which the reader uses certain strategies to decide the meaning of the text (Frankel et al., 2016; Marliasari, 2017; Yang et al., 2018). People who master reading skills can gain new ideas and knowledge and a better understanding of topics they learn. In line with this, previous study state that students learn, understand, and get the information in the text through reading (Koch & Spörer, 2017). It is also supported by other study who say that reading helps the students to get more information and knowledge (Mahayanti et al., 2017).

However, according to the result of the PISA (Programme for International Students Assessment), Indonesian students have low reading competency. Indonesia was on 64 out of 65 countries that participants in PISA (Hewi & Shaleh, 2020; Nugrahanto & Zuchdi, 2019). The results show that Indonesia was still under the average of the other countries participating in PISA in the reading category. It means that Indonesian students lack interest in reading. Moreover, the reading activities are still limited. It is supported by previous study that state reading activities carried out by the teacher in the teaching-learning process are rare (Banks, 2012). Therefore, the reading strategy and activities are needed to facilitate the students in reading.

Reading activities are important to be conducted in the teaching-learning process to facilitate the students in improving their reading comprehension. The activities expect the students to read and answer some questions that come after a text (Awada & Plana, 2018; Soto et al., 2019). According to previous study there are several activities related to reading; namely, the activity focuses on the topic, main idea, details, and text organization, activity focuses on reference words in a text, activity focuses on inferences, activity focuses on lexical items, activity focuses on the compound noun, and activity focuses on linking words (Louis. et al., 2016). Moreover, there are several strategies regarding reading-related activities that could be implemented in the teaching-learning process as state by previous researcher (McEwan, 2022). Those strategies are activating, inferring, questioning, monitoring-clarifying, questioning, searching-selecting, summarizing, and visualizing-organizing. Therefore, reading-related activities are needed in the learning process in order to improve students' reading comprehension.

Besides reading-related activities, the teacher creates several activities related to text exploitation. The activities are conducted considering students' needs and abilities. Teacher must consider the material and activities used in the teaching-learning process (Anandari & Iswandari, 2019; Iñiguez-Berrozpe & Boeren, 2020). Generally, the teacher gives a text and exploits the text in the classroom through activities that test students' understanding. There are several ways for the teacher to exploit the text in the classroom namely multiple-choice, short answer, true/false, completion, guided short answer, summary close, information transfer, identifying the order of events, topic or argument, identifying referents, and guessing the meaning of unfamiliar words (Amalia & Devanti, 2017; Manurung et al., 2020; Zainurrahman & Djabir, 2020).

Based on preliminary observation, the teaching-learning process is conducted through online and offline learning in SMP Negeri 1 Kubu. Online learning is conducted due to the decrease in the case of Covid-19. However, the face-to-face teaching-learning process is conducted based on ministry regulations. The teacher uses a textbook entitled "Modul Pengayaan Bahasa Inggris VIII untuk SMP/MTs Semester 1" in teaching in order to support the learning process. In teaching-learning, the teacher asks the students to read text or dialogue in the English textbook. In addition, there are several questions provided after the students done reading comprehension. However, the students have difficulties understanding the text. It happens because the students lack vocabulary. Therefore, it is important to analyse the reading-related activities in English textbook and how the English teacher exploits the texts in the classroom. Hence, the researcher is interested in conducting a study that analyses the reading-related activities in English textbooks and describes how the English teacher exploited the texts in the classroom.

2. METHOD

The study used descriptive qualitative as the research design. Descriptive study is a study that focuses on study teaching and learning a language in their natural environments without any intervention or modification of variables (Marquezin et al., 2016; Nassaji, 2015). It means the study focuses on describing and observing a phenomenon without influencing it. Descriptive research has the goal of describing a phenomenon and its characteristics. It is more concerned with what happened than how or why the phenomenon happened.

There are four instruments used in this study, namely the researcher, checklist, observational sheet, and interview guideline. The researcher, as the main instrument, takes the role of collecting and analysing the data. The checklist is used to analyze the reading-related activities in an English textbook. Besides, an observational sheet is used to describe the data during the observation. This instrument is used to write and take notes about the activities conducted by the teacher in the classroom. Moreover, the interview guideline is used to find out the teacher's point of view towards the exploitation of the text in the teaching-learning process.

Besides of that, this study involved document analysis, observation, and interview in the data collection method. Furthermore, the data is analysed through four data analysis processes which involve data collection, data reduction, data display, and conclusion (Miles et al., 2014).

3. RESULT AND DISCUSSION

Result

Based on the preliminary observation, the teaching process in SMP Negeri 1 Kubu conducted both online and offline learning due to the case of Covid-19. The ministry's regulations to deal with Covid-19, especially in education, were limitations of students in a class and the reduction of the duration of the teaching-learning process. It made students of SMP Negeri 1 Kubu in one class divided into two sessions. The duration of the teaching-learning process was also reduced to half the duration before the policies related to Covid-19 were implemented. Therefore, the teacher used WhatsApp as the media to conduct the teaching-learning process uring online learning.

Therefore, the teacher used an English textbook to support the teaching-learning process in Grade 8th in SMP Negeri 1 Kubu. The teacher used English textbook entitled "*Modul Pengayaan Bahasa Inggris VIII untuk*

SMP/MTs Semester 1.". It was written by Septiarti Wijayanti and Rannisa Elly Fathin and published by CV Grahardi. There are six chapters in this textbook, followed by some sub-topics in each chapter. Generally, each chapter consists of texts, dialogues, and activities or tasks. In the teaching-learning process, the teacher asks the students to read dialogues, texts, or information in the English textbook before doing the following tasks.

There are reading-related activities consisting of the English textbook. Furthermore, the activities in each chapter in the textbook were analysed through two dimensions, namely language &grammar and content. These dimensions are divided into several components and the components into several indicators. Table 1 presents the reading-related activities found in English textbook.

Table 1. Reading-Related Activities in the English Textbook

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							
		Activating	Brainstorming							
		Inferring	Conclusion based on explicit information				✓	✓		
			Conclusion based on implied information.							
		Monitoring-Clarifying	Review and clarify the meaning of the text							
2	The Content	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 the text	✓	✓					
		Visualizing-Organizing	Matching activity							

Based on the Table 1, it is shown that there are various types of reading-related activities found in the English textbook for Grade 8th. Each chapter presented more than one reading-related activity with different components and indicators. Moreover, one reading-related activity in one chapter can be categorized into more than one dimension, component, and indicator. To make it easier to understand, here are the reading-related activities found in the English textbook in the form of a table as show in Table 2. Then the percentage of the reading-related activities in the table above is shown in the Table 3.

Table 2. Reading-Related activities Available in the English Textbook

No.	Types of Text	Available Activities	Note
1	Dialogue	Skimming/Scanning (Detail)	• Chapter 1 (Page 7, page 8, page 9, page 10, page 12, and page 13) • Chapter 2 (page 15, page 16, and page 21) • Chapter 3 (page 24, page 26, and page 30) • Chapter 4 (page 38, page 40, and page 43) • Chapter 5 (page 45) • Chapter 6 (page 57)
2	Paragraph	Skimming/Scanning (Detail)	• Chapter 2 (page 17 and page 20)
3	Greeting Card	Skimming/Scanning (Detail)	• Chapter 5 (page 46 and 50)
4	Paragraph	Lexical Item (Grammatical Word)	• Chapter 2 (page 21) • Chapter 6 (page 57)
5	Dialogue	Inferring (Conclusion Based on Explicit Information)	• Chapter 4 (page 40) • Chapter 5 (page 45)
6	Dialogue	Questioning (Short Answer)	• Chapter 1 (page 7, page 8, page 9, page 10, page 12, and page 13) • Chapter 2 (page 15, page 16, and page 21) • Chapter 3 (page 24, page 26, and page 30) • Chapter 4 (page 38, page 40, and page 43) • Chapter 5 (page 45) • Chapter 6 (page 57)
7	Paragraph	Questioning (Short Answer)	• Chapter 2 (page 17 and page 20)
8	Greeting Card	Questioning (Short Answer)	• Chapter 5 (page 46 and 50)
9	Dialogue	Questioning (Multiple Choice Test)	• Chapter 1-6
10	Paragraph	Questioning (Multiple Choice Test)	• Chapter 1-6
11	Greeting Card	Questioning (True/False)	• Chapter 5 (page 47)
12	Dialogue	Questioning (Completing)	• Chapter 1 (page 6, page 9, page 12, and page 13) • Chapter 2 (page 17and page 21) • Chapter 3 (page 27 and 30) • Chapter 4 (page 40 and page 43) • Chapter 5 (page 47) • Chapter 6 (page 57)
13	Paragraph	Questioning (Completing)	• Chapter 2 (page 17 and page 20) • Chapter 6 (page 54)
14	Greeting Card	Questioning (Completing)	• Chapter 5 (page 49 and page 50)
15	Paragraph	Summarizing (Restating the Meaning of the Text)	• Chapter 1 (page 13) • Chapter 2 (page 21)

Table 3. Reading-Related Activities Available in the English Textbook

No.	Reading-Related Activities	Number of Occurrences	Percentage
1	Skimming/Scanning (Detail)	21	29.5 %
2	Lexical Item (Grammatical Word)	2	2.8 %
3	Inferring (Conclusion Based on Explicit Information)	2	2.8 %
4	Questioning (Short Answer)	21	29.5 %
5	Questioning (Multiple Choice Test)	6	8.5 %
6	Questioning (True/False)	1	1.4 %
7	Questioning (Completing)	16	22.5 %
8	Summarizing (Restating the Meaning of the Text)	2	2.8 %

Based on the Table 3, shows that Skimming/Scanning (Detail) and Questioning (Short Answer) activities are the most often activities that appear in the textbook with the same number of activities, specifically 21 activities in a percentage of 29.5 %. Then, following with questioning (Completing) activity with 16 activities in the

percentage of 22.5 %, Questioning (Multiple Choice Test) activity with six activities in the percentage of 8.5 %. The other activities appear as Lexical Item (Grammatical Word) with two activities in the percentage of 2.8 %, Inferring (Conclusion Based on the Explicit Information) with two activities in the percentage of 2.8 %, Summarizing (Restating the Meaning of the Text) with two activities in the percentage of 2.8 %. Meanwhile, the Questioning (True/False) activity appears with an activity with a percentage of 1.4 %.

Therefore, the researcher conducted classroom observation and interviews with an English teacher to collect the data. The observation was done in four meetings, conducted through WhatsApp in online learning and face-to-face meeting in offline learning. Additionally, the teacher used the English textbook in the teaching-learning process conducted online and offline. According to the result of the observations, the researcher found several activities of text exploitation using reading-related activities in the English textbook conducted in the teaching-learning process.

Discussion

Reading-Related Activities Available in Students' English Textbook

This study was an observational study that focused on analysing reading-related activities available in students' English textbook used for Grade 8th in SMP Negeri 1 Kubu, and describing how the texts are exploited in the classroom. Furthermore, there were two major points in this research. Those were reading-related activities available in English textbook and how the teacher in the classroom exploits the texts. Based on the analysis conducted for the English textbook used for Grade 8th in SMP Negeri 1 Kubu entitled "*Modul Pengayaan Bahasa Inggris VIII untuk SMP/MTs Semester 1*," the researcher found several reading-related activities in the English textbook.

There are skimming/scanning activities available in the English textbook. It appeared in each chapter of the textbook. Skimming is reading the information quickly to find the text's general meaning (Friantary et al., 2020; Thi & Ngoc, 2015). Meanwhile, scanning refers to a reading activity conducted to find the necessary information (Aritonang et al., 2018; Marliasari, 2017). Skimming and scanning are linked in order to promote students' reading comprehension. It is supported by previous study who states that skimming and scanning help the students comprehend the text because skimming and scanning train them to find the general and specific information quickly (Marliasari, 2017). The other activity focuses on lexical items, specifically grammatical words in the English textbook. Lexical items activity is one activity to train students' reading comprehension since it involves grammar and vocabulary (Al-Qutaiti, 2019; Jang & Protacio, 2020). In line with this, previous study states that to make sense of a sentence in a paragraph or text, the students must understand the language target's grammar and vocabulary (Yuliawati, 2018).

In addition, inferring activities are available in the English textbook, specifically in chapters 4 and 5. Inferring refers to the activity requiring students to conclude the information explicitly and implicitly after reading. Further, the activities focus on drawing conclusions based on explicit information. Moreover, the other reading-related activity in the English textbook is the questioning activity. The questioning activity provides the students with a series of questions in several forms, such as short answers, multiple-choice tests, true/false, yes/no statement, completing, and matching activities (Putra et al., 2021; Smith & Karpicke, 2014). The activity requires the students to read a text or dialogue before moving to a questioning activity. Thus, the questions are related to a text or dialogue given. The researcher also discovered summarizing activity in the English textbook. Further, the summarizing activities found in the English textbook are suitable with the indicator restating the meaning of the text. This activity requires the students to restate the meaning after reading the text (Lastari & Silvana, 2020; Nurhayati & Fitriana, 2018).

Text Exploitation in Classroom by the Teacher

Regarding the text exploitation, the researcher found several activities regarding text exploitation done by the teacher in the teaching-learning process. The teacher used reading-related activities in the English textbook entitled "*Modul Pengayaan Bahasa Inggris VIII untuk SMP/MTs Semester 1*." to exploit the text. Those activities, namely, short answer activity, multiple-choice test activity, true/false activity, brainstorming activity, and completing activity. The activities are suitable with the theory of text exploitation (Manurung et al., 2020). Generally, the teacher asked the students to read texts and dialogues in the English textbook. After reading, the students are required to answer several questions (Ghabanchi & Behrooznia, 2014; Paul et al., 2018). Therefore, the text exploitation done by the English teacher is purposed to facilitate the students in improving their reading comprehension.

The implications of this study provide an overview of the reading activity found in English text books at the junior high school level. In addition, this study also provides references on how teachers can develop the text contained in the text book. The limitations of this study are the research subjects which only involve teachers and class observation. It will be better if the subject of this research consisting of students in the class. It can make the

result of the study become more valid and in-depth. Therefore for future research it is hope that be able to conduct similar study which deeper and broaden related to topic of reading related activity and exploited text in classroom.

4. CONCLUSION

The result of this study showed there are several reading-related activities available in the English textbook are skimming/scanning activities (details) and lexical items activity (grammatical words). Meanwhile, in the second dimension of content, the activities are inferring activity (draw conclusion based on explicit information), questioning activity (short answer, multiple-choice test, true/false, and completing), and summarizing activity (restating the meaning of the text). Moreover, the result of the classroom observation reveals that the teacher is already exploit the texts provided in the English textbook through several activities. The activities conducted regarding to text exploitation such as short answer, multiple choice test, true false, brainstorming, and completing.

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