Reading-Related Activities in English Textbook for Grade 7th Junior High School and How Teacher Exploited Texts in the Classroom

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A B S T R A K

Penggunaan buku teks di kelas membaca merupakan salah satu upaya yang dapat dilakukan oleh guru dalam membantu siswa untuk meningkatkan kemampuannya, yaitu dengan menerapkan kegiatan terkait membaca yang terdapat dalam buku teks pada proses pembelajaran di kelas. Penelitian ini bertujuan untuk menganalisis kegiatan terkait membaca yang tersedia dalam buku teks bahasa Inggris berjudul "Bahasa Inggris Efektif; Bahasa Inggris untuk SMP/MTs Kelas VII" digunakan untuk siswa kelas 7 dan menggambarkan bagaimana teks bacaan dieksploitasi oleh guru bahasa Inggris di kelas. Penelitian ini menggunakan desain penelitian deskriptif kualitatif. Subyek penelitian ini adalah siswa kelas VII dan seorang guru bahasa Inggris di SMP. Pengumpulan data dilakukan melalui analisis dokumen, observasi kelas, dan wawancara. Data dalam penelitian ini dianalisis melalui prosedur analisis data yang meliputi pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa hanya ada beberapa kegiatan terkait membaca dalam buku teks bahasa Inggris yaitu, item leksikal dan aktivitas bertanya. Sementara itu, strategi guru dalam memanfaatkan teks bacaan juga terbatas karena guru sangat dekat dengan kegiatan membaca yang tersedia di buku teks. Penelitian ini memiliki keterbatasan waktu, jumlah subjek, dan sumber data sehingga disarankan untuk penelitian lebih lanjut untuk temuan yang lebih dapat digeneralisasikan.

A B S T R A C T

The use of textbook in the reading class is one of the efforts that can be done by teachers in helping students to improve their abilities, namely by applying reading-related activities contained in the textbooks to the learning process in the classroom. This study aims at analyzing reading-related activities that are available in English textbook entitled "Effective English; Bahasa Inggris untuk SMP/MTs Kelas VII" was used for 7th Grade students and describing how the reading texts were exploited by the English teacher in the classroom. This study employed a qualitative descriptive research design. The subjects of this study were seventh grade students and an English teacher at Junior High School. Data were collected through document analysis, class observations, and interviews. The data in this study were analyzed through the data analysis procedures which include data collection, data reduction, data presentation, and drawing conclusions. The results of this study indicate that there are only a few reading-related activities in the English textbook entitled, namely lexical items and questioning activity. Meanwhile, the teacher's strategies in exploiting the reading texts were also limited as the teacher closely used reading-related activities available in the textbook. This study was limited in time, number of subjects, and data sources so that further research is suggested for more generalizable findings.

1. INTRODUCTION

Reading skills must be learned by students from an early age (Nurdianingsih, 2021; Sadiku, 2015; Salikin et al., 2017). It is because this skills is useful for them in understanding the content of reading texts and obtaining information/knowledge from books, magazines, articles, newspaper, and others (Anandari & Iswandari, 2019; Doni et al., 2018; Sangia, 2018). In other words, as state by previous study mastering

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reading skills, students will easily get the information contained in the text they read (Hikmat, 2017). Moreover, students are also able to answering questions that related to the text correctly. Reading is an activity that has several purposes such as gaining new knowledge, getting pleasure, and also to obtain some information in the form of words, symbols, and pictures from written language.

Currently in Indonesia, reading becomes one problem in education fields. Base on PISA (Program for International Student Assessment), Indonesian's reading scores are ranked on 72 out of 77 countries (Anandari & Iswandari, 2019; Ayunin et al., 2013). Additionally, it means that the reading competence of Junior High School students in Indonesia is still far below the level compared to other countries. There are many causes of the low students reading skill, one of them is low motivation of students to read (Napratilora et al., 2020; Nugrahanto & Zuchdi, 2019). Most students do not have enough motivation in themselves to read, or perhaps none (Jang & Protacio, 2020; Nurbianta & Dahlia, 2018). In order to improve students reading skill, teacher must have several ways to increase student's motivation in reading. For example, teacher can asked students to retell what they have read before by their own sentences, then another activity is asked them to stringing sentence into a text, and then the teacher can also give some interesting questions and related to what has been read (Stender et al., 2018; Syakur et al., 2020; Yılmaz et al., 2020).

Besides to implementing retelling activities in the reading class, teachers must also pay attention to the use of textbooks during the learning process (Charalambous, 2011; Dharma et al., 2018; Gunantar, 2017). The use of textbook in the reading class is one of the efforts that can be done by teachers in helping students to improve their abilities, namely by applying reading-related activities contained in the textbooks to the learning process in the classroom (Atiullah et al., 2019; Damanik & Zainil, 2019; Issitt, 2004). Several reading-related activities that can be applied by the teacher in the classroom are focus on the topic, main idea, and details, focus on reference words, focus on lexical items, focus on compound nouns, and the last focus on linking words (Louis et al., 2016). Providing students with reading-related activities in textbooks is not enough to ensure that students are involved with the reading process, especially in online learning (Ayu & Indrawati, 2019; Efriana, 2021; Margana & Widyantoro, 2017). Therefore, teachers can use reading texts in textbooks into the learning process as one of the best ways to do it (Sucipto & Cahyo, 2019; Surtikanti et al., 2020; Tayyeh et al., 2021). Text exploitation is the teacher's strategy or way of utilizing reading texts in reading activities in the classroom. The purpose of the text exploitation is to build students' reading comprehension on the content of the reading and improve students' reading ability (Nuringtyas et al., 2015; Thi & Ngoc, 2015).

There are several previous studies that analysed reading activities in English textbooks. One of the researchers analyse the Grade VIII English textbook of Punjab Textbook Board against one of the five competencies, the Reading and Thinking skills and identifying the satisfaction level of Grade 8 students with their textbook for the fulfilment 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. The other study were investigate the three up levels of cognitive domain of revised Bloom's Taxonomy used in the textbook entitled "Bahasa Inggris SMA/MA/SMK/MAK grade 11 th 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 lever thinking.

Based on the preliminary observation, the learning process at SMP PGRI 2 Denpasar was conducted online and offline, due to the covid-19 pandemic. Online learning is carried out through several platforms such as Zoom, Google Classroom, and WhatsApp Group. While offline learning is carried out face-to-face or directly at school, it is still limited. In teaching and learning process, teacher used English Textbook entitled Effective English – Bahasa Inggris untuk SMP/MTs Kelas VII". The teacher uses the English textbooks as one of the teaching resources in the classroom. Besides that, the teacher aslo uses the English textbook as a guide and example in creating their own learning activities. Because of these limitations, the researcher curious to analyze the reading-related activities available in English Textbooks for Grade 7 in Junior High Schools and how English Textbooks are exploited in 7 Grade English classes in SMP PGRI 2 Denpasar.

2. METHOD

In this research, descriptive qualitative was used as the research design. Research design is a design on collecting, processing, and analyzing data to achieve the stated research objectives. Descriptive research method design is a research method that occurs naturally during the study, and there are no measurements or variables (Nassaji, 2015). This research method relates to the description of a phenomenon and its characteristics. The subjects of this study were seventh grade students and an English teacher at SMP PGRI 2 Denpasar.

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. The data was analyzed through four data analysis processes which involved data collection, data reduction, data display, and conclusion (Miles & Huberman, 1984).

The research process in this study was carried out by analyzing the English textbook used for 7th Grade students to find the reading-related activities in the English textbook and observing the teaching-learning process carried out by the teacher in the classroom to find out how the text are exploited in the classroom. This study describes the data about phenomena that has been carried out using several instruments and then analyzed descriptively.

3. RESULT AND DISCUSSION

Result

The learning activities in SMP PGRI 2 Denpasar are carried out online and offline. This is due to the Covid-19 pandemic, in which all teaching and learning activities in schools are limited. Online learning was conducted through several platforms such as Zoom, Google Classroom, and WhatsApp Group. Meanwhile, offline learning was carried out in school but with a limited number of students. Due to limited time in the learning process, students experience some difficulties in achieving learning objectives and understanding the material. Therefore, the teacher must be able to create learning activities that are in accordance with the learning objectives and the material being studied in order to increase the enthusiasm of students in learning. Teachers at SMP PGRI 2 Denpasar have provided an English textbook as a medium that can be used by teachers and students in understanding the material.

Based on observations, the English teacher at SMP PGRI 2 Denpasar uses textbooks as one of the teaching resources in the classroom. The English textbook used is entitled "Effective English Bahasa Inggris untuk SMP/MTs Kelas VII". Apart from being a teaching resource, the teacher also uses the English textbook as a guide and example in creating their own learning activities. In the learning process, teachers do not always use the textbooks, sometimes the teacher will make his/her own activities but still related to the material. The English textbook that is used by teacher in teaching 7th Grade students is used for two semesters, both in odd semesters and even semesters. Each semester has 4 chapters.

Reading-Related Activities Available in the English Textbook

Reading-related activities in the textbook are identified in the chapter by two dimensions, namely the dimension of language and grammar (Louis et al., 2016). Each dimension includes several components and is further determined by several indicators. The reading-related activities found in textbooks is show in Table 1.

Table 1 Reading-Related Activities in the English Textbook of 7th Grade

No.	Dimension	Component	Indicator	Chapter				Note
				1	2	3	4	
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					

No.	Dimension	Component	Indicator	Chapter 1	2	3	4	Note
		Inferring	Conclusion based on explicit information					
			Conclusion based on implied information					
		Monitoring-Clarifying	Review and clarify the meaning of the text					
			Short answer					
			Multiple choice test					
			True/False		✓			
		Questioning	Yes/No statement					
			Completing		✓			
			Matching					
			Define words and terms					
		Searching-Selecting	Clarify misunderstandings					
			Solve problems					
		Summarizing	Restating the meaning of text					
		Visualizing-Organizing	Matching activity					

Based on the Table 1, it can be conclude that there are only a few reading-related activities that are available in the English textbook used for Grade 7 in SMP PGRI 2 Denpasar. To make it easier to understand those activities, the types of activity is presented in Table 2.

Table 1 Reading-Related Activities Available in the English Textbook

No.	Types of Text	Available activities	Note
1	News Item Text	Lexical Items – Grammatical Words	Chapter 4, Page 59
2	Descriptive Text	Questioning – True/False activity	Chapter 3, Page 32 - 34
3	Descriptive Text	Questioning-Completing activity	Chapter 2, Page 34 - 35

The Table 2 demonstrates several reading-related activities that discovered in the English textbook used by teacher for Grade 7 in SMP PGRI 2 Denpasar. Furthermore, the proportion of reading-related activities available in the textbook is presented in Table 3.

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

No.	Reading-Related Activities	Number of Occurrences	Percentage
1	Lexical Items - Grammatical Words	1	25%
2	Questioning - True/False	1	25%
3	Questioning-Completing	2	50%
	Total		**100%**

(Louis, et al, 2016; Elaine K. McEwan, 2022)

From the Table 3, it can be concluded that the English textbook entitled "Effective English Bahasa Inggris untuk SMP/MTs Kelas VII" written by Eri Kurniawan and Ihsan Nur Iman Faris that was used by teacher in teaching 7th Grade students in SMP PGRI 2 Denpasar only has a few reading-related activities. This English textbook at least has 4 reading-related activities in it. These activities only fulfill two of the 12 components of activities related to reading. The activities including lexical item and questioning. Overall, the most common activity found in English textbooks is questioning-completing with a percentage of 50% which consisted of 2 activities.

Text Exploitation in the Classroom

The researcher conducts observations in the class and interviews with the English teacher to gain the data. The observation in the class was conducted in four times or approximately a month by observing the way the teacher planned learning activities and the steps for exploiting the text in the classroom. Due to

the Covid-19 pandemic, the classroom observations were carried out by following the rules applied at this school, namely online and offline. Based on the observations, the teacher only exploited several reading-related activities available in textbooks during the teaching-learning process. The rest are activities that are modified by the teacher so that they can carry out reading activities in class. This is due to the limitations of reading-related activities in the textbook. Text exploitation activities done by teachers in class can be seen in Table 4.

Table 3 Text Exploitation Done by 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 (Grammatical Words)				✓

Base on 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 study is an observational study that analyzes reading-related activities that are available in students' English textbooks and describes how these texts are exploited in the classroom by the teacher. The description was written in completelyl based on the findings done by the researcher and the data was displayed in the form of text (explanation), tables, and images. There are two main points of this research, namely reading-related activities that are available in English textbook used for 7th Grade students in SMP PGRI 2 Denpasar and how teachers exploit the texts during the teaching and learning process in the classroom.

Reading-Related Activities

Based on the analysis that was conducted by the researcher on the English textbook used for 7 Grade at SMP PGRI 2 Denpasar entitled "Effective English Bahasa Inggris untuk SMP/MTs Kelas VII", several reading-related activities in the textbook were found.

The first is lexical items (grammatical word) activity. Lexical items refer to activities that focus on increasing or enriching students' vocabulary (Al-Qutaiti, 2019; Boddaert et al., 2021). There are several types of activities that related to lexical items such as identifying word meaning, synonym, antonym, and grammatical words. In this component, the researcher only found one activity that suitable to the lexical item indicators, namely grammatical words. Then, there is a questioning activity which involves the content of the text with the activities carried out. Based on the results of the analysis, there is a questioning activity consisting of true or false and completing activity that contained in chapter 2. True or false activity aims to test student learning outcomes against the facts or contents of the text and their memory of the given text (Hoang & Arch-Int, 2013; Thi & Ngoc, 2015).

The last reading-related activities in the textbook used by the teacher to teach grade 7 at SMP PGRI 2 Denpasar is the completing activity. This activity is found in chapter 2, where it gives instructions to students to complete the blanks in the text or sentences. This activity requires students to complete the blanks with the information in the text. The purpose of this activity is to check students' understanding of the content of the text or information provided (Giacomazzi et al., 2022; Uddiniyah & Silfia, 2019). Usually students are asked to complete the blank, complete the text or dialogue. Moreover completing is an activity that aims to measure how much students understand the material and practice students' reading skills (Paris & Yussof, 2013; Syaharuddin et al., 2020). Therefore, this activity is suitable to be applied in reading learning.

Based on the analysis and the explanation above, it can be concluded that the English textbook entitled "Effective English English for SMP/MTs Class VII" written by Eri Kurniawan and Ihsan Nur Iman Faris that was used by teacher in teaching 7th Grade students in SMP PGRI 2 Denpasar only has a few

reading-related activities. This English textbook at least has 4 reading-related activities in it. Overall, the most common activity found in English textbooks is questioning-completing.

Text Exploitation in the Classroom

Based on the results of observations that have been made, it is known that teachers do not fully exploit text when teaching. There are only two reading-related activities in English textbooks that are exploited by the teacher in the classroom and the rest were the texts and activities created by the teacher herself. This is due to the limitation of reading-related activities in the English textbook used by the teacher, so that the teacher cannot exploit the text in the textbook optimally.

One of the exploitation activity carried out by the teacher is exploiting the text/dialogue that is in the textbook and then the teacher gives spontaneous questions related to the text/dialogue. This activity is included in the exploitation of the text because the teacher conducts a questioning activity, which teacher gives questions related to dialogue and requires students to answer these questions briefly. Then, this activity was done to see if the students had understood the content of the text well. In addition, the teacher also creates their own texts and reading activities to be exploited in class because there are no reading-related activities accordance with the material being taught in the textbook.

According to the results of observations that have been made, the exploitation of texts is more optimally done by teachers during offline learning. While in the online learning, text exploitation is very limited because the teacher can only give instructions without being able to provide direct feedback. Moreover, during the interview, the teacher said that reading activities in class could not be carried out optimally or were very limited in online learning because the number of books was also limited and not all had books.

It is in line with previous research that state there are several obstacles that occur during online learning such as the difficulty of teachers to interact with students and the difficulty of teachers in implementing appropriate strategies (Asmaryadi, 2021). In online learning, teachers must be creative to create appropriate and appropriate strategies to be carried out so that they are in accordance with the learning objectives and needs of students. Even though exploited text is very useful in learning reading in class. As stated by the previous study that discussed the role of literary texts and the benefits of using the texts for 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 the literary texts not only enhance the language development but also enrich the cultural representations while studying English.

The implication of this study is provide overview related to teaching reading in the classroom, the teacher has carried out several activities related to the text. From this study also can inspire teacher in teaching reading. Not all texts were obtained from books because of the limitations of the activities related to reading in the English textbooks used by the teacher. The limitation of this study lies on the research time is relatively short, which causes the research results to be not too in-depth. Therefore, it is hoped that future research will be able to deepen and expand research related to book analysis and text exploitation.

4. CONCLUSION

In analyzing the English textbook used for 7th Grade students in SMP PGRI 2 Denpasar, there are four chapters of material. From these chapters, only chapter 2 and chapter 4 contain reading-related activities. The types of reading-related activities are lexical items-grammatical words and questioning (true or false and completing). Most of the text or dialogue in the textbook is not followed by the relevant instructions. In observing the teaching and learning process in Grade 7 in SMP PGRI 2 Denpasar, the researcher found that the teacher exploited reading-related activities in the classroom. In the teaching reading process, there are only two text exploitation activities done by the teacher, namely the grammatical words and short answer activity. In addition, teachers create their own contexts related to materials such as texts or dialogues and teachers develop their own creative ideas in teaching reading because of the lack of reading-related activities available in books.

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