

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the problem identification, research questions, the study's objectives, the significance of the study, and the scope of the study.

1.1 Research Background

Reading is an activity that full of purpose. Reading is also essential to gaining millions pieces of new of knowledge (Nurdianingsih, 2021). Reading not only can provide readers with the information included in the text but also some information that related to the text. Therefore, reading a text deepening is needed to make readers obtain the complete information of a text. In learning a language, reading is the basic skill that enables reader to process a text before doing the activity followed Granda & Ramirez-Avila (2020). Therefore, reading is an essential skill to master before jumping to the next learning step.

Reading skill is important for students to raise comprehension in reading (Kaya, 2015). Granda & Ramirez-Avila (2020), state that reading comprehension is the act of processing and understanding a text. The reading comprehension allows reader to create connections between their prior with the new knowledge in the context of understand it. The purpose of reading comprehension is to get the understanding toward the whole text rather than the meaning of individual word or sentences. The outcome of reading comprehension is students are having deep knowledge through reading. Therefore, it will help students to have deep

understanding not only about the text but also everything related with the reading (Aziz & Yusanti, 2020).

However, Indonesian's reading comprehension is still less sufficient. According to PISA (Program for International Student Assessment) result that reported by OECD (2018), Indonesian students have the lowest literacy levels in English, especially in reading. It can be seen from the downgrade of the Indonesian ranking in the last two assessments conducted by PISA. In 2015, Indonesia's reading value was in the position of 60 among 72 countries, whereas in 2018, Indonesia was in the place of 72 among 77 countries. 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. One way to facilitate the students to promote their reading comprehension is by providing more reading texts and relevant reading tasks in their English book. Many kinds of tasks are provided in the student textbook to check students' ability not only in reading but also in other skills. Students' ability to complete the task shows students' understanding in reading as they can do the task by their thinking while reading the text. Rohman (2017) believes implementing task to students will train them to have deeper aims of reading rather than only read the text to understand the meaning.

The kind of reading task was adapted from the stages of reading activities. There are three stages of reading activities, namely pre-reading, while-reading, and post-reading (Par, 2020). In the pre-reading stage, students are provided with

media or information related to the material. After knowing about the material, students will continue to the while-reading step. In this stage, students are provided with some text that students must-read. Then, students will lead to the post-reading stages, where they have to summarize what they have read and use knowledge to do the activities afterward. There are several activities related to reading proposed by Louis et al. (2016). Those are 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.

All of these activities can be seen in the form of reading-related activities which have been developed by the government in the English textbook. Reading-related activities is the activities following the reading text provided which can help students to improve the reading comprehension (Allington & McGill-Franzen, 2021). Alghonaim (2020) states that the level of the students' reading comprehension is increased by implementing activities as the practice. So that by practicing more activities could train students' reading comprehension deeper.

Sari et al. (2018) explain that reading-related activities contain in the textbook help students to understand the text better. Regarding to the low level of Indonesia's reading literacy level, students are lack motivated in reading. Unless they have something to do after the reading, then they will do the reading in the purpose of doing the task (Kamal & Hashim, 2021). This situation will increase students' reading comprehension indirectly. Sukma et al. (2020) add that reading-related activities in the form of task stimulates students in making target of their reading which will support their reading comprehension.

The availability of the reading-related activity was found in SMP N 1 Tegallalang in the English book entitled "*Pintar Bahasa Inggris untuk SMP/MTs Semester I*". This book was used in the first semester including when online learning. The textbook contains several kinds of reading text such as texts in the form of paragraphs, dialogues, tables, and pictures. This textbook was having a role as the main media in teaching-learning process even in the online learning, the reading texts provided in the book still can involve students in the process of reading to improve their reading comprehension.

Regarding the implementation of online learning, providing students by reading-related activities in their English textbooks is not enough to ensure that they are involved in the reading process in a proper way. The teacher needs to act his/her role to mediate the students. Exploiting the reading texts into the learning process is suggested to be a good way. Text exploitation is the way teacher develop the learning process by applying the activities provided in the textbook or creating new activities in the classroom. Text exploitation is important to be given more attention because it will affect the success of reading (Dwiningtyas et al., 2020). The way teacher implements the reading text available in the textbook will affect students' understanding toward the text.

According to preliminary data done through a simple interview with the English teacher in SMP Negeri 1 Tegallalang, text exploitation was applied in online learning via Google Classroom. In exploiting the text, teacher shared the instructions and material through Goggle Classroom and ended by instruct students to submit their work in the Google Classroom to be checked by teacher. Teacher exploited several kinds of reading activities to avoid the monotonous in

learning. Since that reading text has been exploited by the teacher, indicates that the teacher has realized the importance of doing text exploitation in learning reading.

There have been many studies that explain the reading activities provided in the English textbook. First is the study conducted by Tambunan (2019), entitled "*Content Analysis of English Textbook "Interactive English" used in First Grade Juniorhigh School in 2013 Curriculum*" found that the textbook fulfilled the criteria proposed in Cunningsworth's theory. Second is the study by Arizal et al. (2021), entitled "*An Analysis on Reading Activities of an English Textbook Used at Eleventh Grade of SMA Negeri 1 Jambi City in Academic Year 2020/2021*" that found that the textbook contains seven reading text with several activities in different topic. Another research is from Mauliandini et al. (2020), entitled "*An Analysis of Reading Task Presented in English Textbook for Tenth Grade Senior High School*" which found that the textbook is compatible with the framework of checklist criteria proposed by BSNP rubric assessment. However, those studies are only focusing in the reading-related activities without consider the exploitation of the text. This leads the researcher's interest in conducting research regarding to the activities and its exploitation.

Seeing the reviews of several related articles results and the minimal preliminary data in SMP Negeri 1 Tegallalang, this study is very urgent to be carried out to find the reading-related activities in the textbook and how the texts are exploited in the classroom. Based on this, the researcher would like to analyze the teaching-learning process at SMP Negeri 1 Tegallalang, especially among seventh-grade students, regarding the high students' English skills and reading

comprehension. Students reading activity is maximal before the pandemic situation, which used the textbook as the primary learning media. Therefore, it is essential to analyze the reading activities in the textbook, which can help students have good reading skill. Besides the activities provided in the textbook, how the teacher exploits the text will affected to students' reading comprehension.

1.2 Problem Identification

Based on the background, reading comprehension is important for students to having deep knowledge through reading by understand the whole text rather than the meaning of individual word or sentences. Reading comprehension also can help students to have deep understanding not only about the text but also everything related with the reading text. To facilitate students' reading comprehension, books with various reading-related activities are provided, such as what was done at SMP Negeri 1 Tegallalang. Some reading-related activities can help students understand the main idea, understand detailed information, understand reference information, and so on. Not only that, during online and offline learning, the teacher also exploits reading text to ensure that students are directly involved in the reading learning process. Because the preliminary data on this issue are still few and there are not many studies that discuss the exploitation of the reading text, this study was conducted to analyze the reading-related activities in the textbook and how the texts are exploited in the classroom.

1.3 Research Questions

Related with the previous explanation, the research questions of this research are:

1.3.1 What reading-related activities are available in English textbook for Grade 7 in SMP Negeri 1 Tegallalang?

1.3.2 How are the reading texts exploited in English classes of Grade 7 in SMP Negeri 1 Tegallalang?

1.4 Research Objectives

The research objectives of the study are as follows:

1.4.1 To analyze the reading-related activities in English textbook for Grade 7 in SMP Negeri 1 Tegallalang.

1.4.2 To describe the exploitation of the reading texts in English class of Grade 7 in SMP Negeri 1 Tegallalang.

1.5 Research Significances

The result of this study is intended to contribute and bring inspiration to the students of English Language Education, English teachers, and other researchers as well. The significance given is in both theoretically and practically.

1.5.1 Theoretical Significance

The theoretical significance of this study is to enrich more educational knowledge about reading-related activities provided in English textbook for junior high school and the exploitation in the classroom.

1.5.2 Practical Significance

a. For the Students of English Language Education

This study is expected that students of English language education are able to use the result of this study to be the reference in conducting a similar study.

b. For the English Teachers in the Junior High School

This study is expected to give a contribution to the English teachers about the existence of various reading-related activities and the way to implement the text in the classroom.

c. For the other Researcher

This study is expected to give additional information, model, or references to be developed for further studies.

1.6 Research Scope

This research was limited to the reading-related activities in the English textbook for Grade 7 in SMP Negeri 1 Tegallalang and how the texts are exploited in the classroom. The scope of the study is on analyzing the reading-related activities in an English textbook for Grade 7 and how the texts are exploited in the classroom focusing on the reading-related activities in English textbooks and the exploitation in the classroom.

