

CHAPTER 1 INTRODUCTION

This chapter discusses about the outline of research background, problem identification, research questions, research objectives, research significances, and research scope.

1.1 Research Background

Reading is the basic for literacy. Dr. Seuss once said, *“The More That You Read, The More Things You Will Know. The More That You Learn, The More Places You’ll Go.”* This popular quote means reading is a fundamental thing that should be owned by people. According to Patiung (2016), reading is a cognitive activity that includes the process of absorption of knowledge, understanding, analytical skills, and evaluation capabilities. It refers, reading can be considered as a direct activity of understand something only through reading. Dewi et al. (2020) also state that reading is a receptive skill that involves people’s prior knowledge in learning language and understand the written text. Thus, reading is a process involving the reader to gain the information directly since reading is the interaction between the readers and the text itself.

Reading habit is important to be introduced from an early age. Another expert believes reading is an important activity throughout the lifespan (Yulia, 2018). There are several benefits why people have to get used to reading. Firstly, 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 (Hutagalung et al., 2019). By reading enables people to increase their insight and

knowledge directly. Besides that, getting used to reading also can help people train their skills to think and analyze. It can be a good way for people to solve their problem since the habit of reading activity lets people think critically. Then, reading activity also help people improve their personal value, especially to compete in educational purposes. Since, it is the core of academic competence which can grow and develop understanding, personal, and social worlds. It also provides entertainment, inspiration, and knowledge of how we view ourselves and others (Delgadova, 2015). So that, it is crucial for people to be aware and get used in reading activity because reading gives a positive impact in which an excellent way to obtain new ideas, experiences, and facts that can stimulate learners' creativity to think critically.

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. 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. Meanwhile in 2018 Indonesian's reading value was decreased 72 to 77 out countries (Kurniawati, 2018 as cited in Chrispayana, 2020). From this result, it means reading interest amongs 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 and unvariatieve reading's strategy applied in

teaching reading process (Kharizmi, 2015). So that, reading activity during learning process is still limited.

In relation the background above, 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. According to Antoni (2010) three kinds of activities that are usually carried out in teaching reading such as pre-reading activities, main reading activities (while reading-activities), and post-reading activities. The example activities in pre-reading activities such as instructing students to read the text as the brainstorming by skimming and scanning activity. According to Louis et al. (2016) skimming is reading activity to find the information of the text without reading the whole text, while scanning is the activity to find specific information about the text. Then, several activities that may occur in main-reading activities includes recognizing main idea, topic, and detail, focus on reference words, focus on inferences, focus on lexical items, focus on compound nouns, and focus on linking words (Louis et al., 2016). Afterwards, post-reading activities are the activities that occurred by a reader after reading. The teacher usually conducts this activity to do evaluation by checking students' understanding. Thus, the activities are normally implemented directly in the classroom to help learners increase their reading comprehension.

Moreover, reflecting on today's learning situation, everything is changed. Generally, reading activity was done in the classroom, but now most schools in Indonesia are conducting the learning process by online due to the pandemic of

Covid-19. This pandemic brings a significant impact to the strategy or the way teachers conduct the learning activity for students, especially in reading activity (Safira et al., 2021). In this learning situation, teacher provides students with some tools during teaching. For example, by facilitating students with online platforms such as *Google Classroom*, *Schoology*, *WhatsApp Group*, *Google meet*, *etc.* Through these platforms, the teacher usually only shares material for students, and after that, students are instructed to do a task given. Based on the observation before, this learning process makes an online reading activity cannot run optimally and become limited.

To overcome the limitation of reading activity, teachers have to consider reading activity regarding on today's situation. Teachers have to plan the activity that can help students get the best outcome in their learning, especially in reading. During online learning teacher requires to conduct reading activities by using several media. For example, teacher give several questions to the students based on the text or dialogue through WhatsApp media. Teacher might adopts a simple text or dialogue from other resources such as website then sharing it through WhatsApp or even Google Classroom tools before leading the students with other activities. Therefore, during online learning students also are facilitated with material in the form of text through several media used by the teacher.

Materials have a significant role in teaching reading. With regard to this, Indonesian government had already decided and provided school with the used of textbook. According to Dharma & Aristo (2018), textbooks are the content of

materials play a significant role in supporting students' learning process. In teaching reading process, textbook is often used by teacher as a reference. 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 Isnawati (2012) as cited in Manurung et al. (2020) 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. Those activities can be conbined into another activities. Moreover, while applying and exploiting text it necessary for teacher to consider about stategy used in exploiting the text in the classroom that can suitable for leaners. So that, it is important for teacher to focus on students's need and ability before conducting some activities that refers to reading-related activities.

Reading in English classes in Indonesian Junior High Schools is intended to the activity of understanding, responding, and analyzing the meaning of functional written text. To achieve these, reading part in the textbook should provide various reading-related activities that help students optimalize their reading comprehension as well as skills.

Based on preliminary observation, teacher of Grade 8 in SMP Cipta Dharma Denpasar already uses textbook as a handbook for students. 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. Besides that, the textbook also includes activities that usually carried out by the teacher both in online and offline learning, such as reading text or dialogue activity, answering questions, filling in the blank, etc. 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. .

Many researchers persistently have conducted research regarding the analysis of English textbook. the first came from Ayu & Indrawati, (2019). Their study aims to find out how the task and the distribution of the tasks are presented in Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1 textbook. Their results indicate that the English textbook observed in this research has interesting tasks that meet the objectives in curriculum 2013. It also supported that the distribution of tasks are equally good, which already appears in the book. The other was conducted by (Dharma & Aristo, 2018). Their research aimed to find out the relevance of the textbook to the 2013 curriculum. However, the result showed the English textbook applied in SMK in Sintang for the tenth grade was relevant to the 2013 curriculum. The criteria suggested by the government already contain it.

As explained previously, the previous researchers investigated the content of English textbooks for Senior high school and found out the relevance with the 2013 curriculum. Moreover, it becomes crucial to examine the reading-related activities in students' textbooks and how the texts in reading are exploited in the classroom. Relates to this, the researcher is interested in investigating reading-relates activities in the students' English textbook for the grade 8th in SMP Cipta Dharma Denpasar and how the texts are exploited in the classroom. This research aims to find out whether there are reading-related activities in students' English textbook for grade 8th in SMP Cipta Dharma Denpasar and investigate how the texts are exploited in the classroom. So that, by doing this study, the researcher hopes it can successfully bring inspiration and information to the readers.

1.2 Problem Identification

Teaching reading must be able to involve the variation of activities. It has purpose to assist learners improve their reading ability. So far, the analysis of textbook especially in reading-related activities is still rarely found conducted by other researchers. Research on the reading activities in the classroom might be abundant, but how the reading texts are exploited by the teacher has not been much given attention in the field of research in EFL.

1.3 Research Questions

Based on the background above, the research questions can be formulated as follows:

1.3.1 What reading-related activities are available in students' English textbook for Grade 8 in SMP Cipta Dharma Denpasar?

1.3.2 How are the reading texts exploited in English class of Grade 8 in SMP Cipta Dharma Denpasar?

1.4 Research Objectives

According to the problem statements above, the objectives of this study could be mention as follows:

1.4.1 To describe reading-relates activities that are available in English textbook for Grade 8 in SMP Cipta Dharma Denpasar.

1.4.2 To describe how are the reading texts exploited in English class of Grade 8 in SMP Cipta Dharma Denpasar.

1.5 Research Significances

This research is expected to give both of theoretical and practical significance. Each of those significance can be described as follows:

1.5.1 Theoretical Significance

The theoretical significance of this research is expected to provide the additional information of reading-related activities are available in English coursebook of Junior high school and how the texts are exploited in the classrrom that can be used as the empirical evidence for the development of the quality of reading materials to support reading culture of EFL learners.

1.5.2 Practical Significance

The practical significant of this research is expected to give a big contribution as the inspiration for teacher, students of English Language Education, and other researcher in using it in educational field as follow:

a. For the teacher

This research is expected to bring a beneficial strategy for teacher about the evidence of reading materials that can be used in teaching reading for Junior High School. Then, the researcher hopes by this research can improve teacher's performance and competence in exploited reading-related activities in English coursebook of Junior High School.

b. For students of English Language Education

This study is expected to bring an insight that can be used as the basis to develop the quality pedagogical content knowledge for prospective English teachers in teaching of reading in Junior High School.

c. For other researchers

This research is expected to be an insight that will be useful for the writer to develop the knowlege of reading activity and use this research as a reference in designing similar study with a deeper analysis.

1.6 Research Scope

This research is limited on describing reading-related activities that appear in students' English textbook used by the students on Grade 8 in SMP Cipta Dharma Denpasar. Moreover, this research also focus in investigating how the texts are exploited by the teacher during the learning process.



