

Appendix 1. Research Permission Letter



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 2993/UN48.7.1/DT/2021

25 Oktober 2021

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMP Cipta Dharma Denpasar
di Denpasar

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Luh Dina Karisma Dewi
NIM	: 1812021064
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2021/2022
Judul	: Analyzing Reading-Related Activities In English Textbook For Grade 8th In Smp Cipta Dharma Denpasar And How The Texts Are Exploited In The Classroom

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,


Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing

Appendix 2. Observational Sheet to Reading-Related Activities in English Textbook

Research Instrument Reading-Related Activities in English Textbook for 8TH Grade

No	Chapter	Page	Material	Reading Activities
1.	I	1-16	<p>Attention, Please!</p> <ul style="list-style-type: none"> • Asking and Giving Attention • Checking for Understanding • Showing Appreciation • Asking and Stating Opinion 	<p>Asking and Giving Attention</p> <ul style="list-style-type: none"> • Page 3. Answering questions based on the dialogue (Activity 3: Read dialogue and answer the following questions) <p>Checking for Understanding</p> <ul style="list-style-type: none"> • Page 6. Answering questions based on the dialogs (Activity 9: Answer the following questions based on the dialogs in Activity 8 orally) • Page 6. Completing the statements based on the dialogue (Activity 11: Complete the following statements based on the dialogs in Activity 10) <p>Asking and Stating Opinion</p> <ul style="list-style-type: none"> • Page 11. Answering the questions based on dialogs (Activity 18: Answer the following question based on dialogs in Activity 17) • Page 12. Completing the dialogue activity (Activity 21: Complete the dialog with suitable expressions you have learned in this chapter. Then, practice the dialog with your friend)
2.	II	17-34	<p>We can do it</p> <ul style="list-style-type: none"> • Asking for and Providing Information about Person's Capability • Asking for and Providing Information about Person's Willingness 	<p>Asking for and Providing Information about Person's Capability</p> <ul style="list-style-type: none"> • Page 20. Answering questions based on dialog (Activity 5: Answer the following questions based on the dialog in Activity 4) • Page 20. Answering questions based on the text (Activity 6: Read the following text aloud, in turns. Then, answer the questions orally, in turns) • Page 21. (Activity 7: Complete the statements based on what the following people say) • Page 22. Reading dialog and writing sentences (Activity 8: Read the following dialogs. Write sentences using 'can/cannot' and 'be+able to/not able to' based on the information in the dialogs)

				<ul style="list-style-type: none"> • Page 23. Completing the text (Activity 12: Complete the following text with ‘can’, ‘cannot’, ‘will’, or ‘will not’. Read your work aloud, in turns) • Page 24. Completing dialog (Activity 13: Complete the following dialog with correct words from the box. Then, practice the dialog with your friend) <p>Information about Person’s Willingness</p> <ul style="list-style-type: none"> • Page 27. Answering questions based on the dialogue (Activity 17: Practice the following dialog with your friend. Answer the questions based on the dialog) • Page 27. Activity 18: Read the following sentences aloud, in turns. Then, complete the statements based on the sentences) • Page 28. Reading and writing suitable sentences showing willingness and unwillingness (Activity 19: Read the following dialogs. Then, write suitable sentences showing willingness/unwillingness based on the dialogs)
3.	III	35-52	<p>You Must Do It</p> <ul style="list-style-type: none"> • Expressing Obligations • Expressing Prohibitions • Expressing Suggestions /Recommendations • Caution and Warning 	<p>Expressing Obligations</p> <ul style="list-style-type: none"> • Page 38. Answering questions based on the dialogue (Activity 3: Answer the following questions based on dialogs in Activity 2) • Page 38. Completing activity (Activity 5: Complete the statements based on the dialogs in Activity 4) <p>Expressing Prohibitions</p> <ul style="list-style-type: none"> • Page 41. Answering the questions based on the dialogue (Activity 10: Answer the following questions based on the dialogs in Activity 9) <p>Expressing Suggestions /Recommendations</p> <ul style="list-style-type: none"> • Page 44. Answering questions based on the dialogue (Activity 17: Practice the following dialog with your friend. Answer the questions that follow) • Page 45. Identifying expressions activity (Activity 18: Identify expressions of suggestions and responses used in the dialog in Activity 17) • Page 45. Matching activity (Activity 19: Match the problems in column A

				<p>with suitable suggestions/ recommendations in column B)</p> <ul style="list-style-type: none"> Page 46. Filling the blanks (Activity 22: Work in pairs. Fill in the blanks with suitable expressions you have learned. Practice the dialogs, in turns) <p>Caution and Warning</p> <ul style="list-style-type: none"> Page 24. Answering question based on text (Activity 24: Answer the questions that follow) Page 48. Answering the questions based on the texts (Activity 25: Read the following texts. Answer the questions of each text)
4.	IV	57-72	<p>Let's Watch the Performance</p> <ul style="list-style-type: none"> Instructing Inviting Asking for Permission 	<p>Instructing</p> <ul style="list-style-type: none"> Page 60. Answering questions based on the dialogue (Activity 6: Practice the dialog with your friend. Answer the questions that follow) Page 61. Completing activity (Activity 7: Complete the following short dialogs with suitable instructions, using the words in brackets. See the example. Then, practice the dialogs with your friend) <p>Inviting</p> <ul style="list-style-type: none"> Page 63. Answering the questions based on the dialogues (Activity 10: Answer the following questions based on the dialogs in Activity 9) Page 64. Completing activity (Activity 13: Complete the following dialogs with suitable sentences from the box) Page 65. Answering questions based on the dialogue (Activity 14: Answer the following questions based on the dialogs in Activity 13) <p>Asking for Permission</p> <ul style="list-style-type: none"> Page 67. Completing activity (Activity 16: Complete the following statements based on the dialogs in Activity 15. Read your answers aloud, in turns) Page 67. Completing the dialogues activity (Activity 17: Complete the following dialogs with suitable words from the box. Practice the dialogs with your friend)
5.	V	73-88	<p>It's Nice Greeting Card</p> <ul style="list-style-type: none"> Greeting Cards 	<p>Greeting Cards</p> <ul style="list-style-type: none"> Page 75. Answering the questions based on the dialogues (Activity 3: Practice the following dialogs with

				<p>your friend. Then, answer the questions)</p> <ul style="list-style-type: none"> • Page 78. Answering the questions based on the dialogues (Activity 6: Answer the following questions based on the dialogs and cards in Activity 5). • Page 79. Answering questions based on the text cards (Activity 7: Read the cards and answer the questions based on each card). • Page 83 short answer activity (Activity 12: Read the following card aloud. Complete the statement that follow).
6.	VI	89-104	<p>There are Items Near Us</p> <ul style="list-style-type: none"> • The use of There is and There are 	<p>The use of There is and There are</p> <ul style="list-style-type: none"> • Page 92. Answering the questions based on dialogues (Activity 3: Answer the following questions based on the dialogs in Activity 2) • Page 92. Completing the dialogue (Activity 5: Complete the following dialog using “There is/There are/Is there/Are there correctly”) • Page 96. Answering questions based on the dialogue (Activity 11: Answer the following questions based on the dialogs in Activity 10) • Page 97. Completing activity (Activity 13: Complete the sentences with correct prepositions based on the picture) • Page 98. Completing activity (Activity 14: Complete the following dialog based on the picture in Activity 13) • Page 99. Answering questions based on the dialogue (Activity 16: Answer the following questions based on the dialogs in Activity 15) • Page 100. Completing the dialogue activity (Activity 18: Complete the following dialogs with suitable sentences) • Page 100. Answering questions based on the dialogue (Activity 19: Answer the following questions based on the dialogs in Activity 18)

Appendix 3. Observational Sheet of Teaching Process in the First Observation

1

Instrument Observational Sheet

Chapter : 5

Material : Greeting Card

Date : Wednesday, 6 October 2021

No	Teaching Activity	Teacher's Instructions	Time Allotment
1.	Pre-Activity	Greeting students through Google Classroom. Giving instruction about the lesson.	10 minutes
2.	Main-Activity	1. teacher instruct students to open textbook on page 76. students read the material given. teacher instruct students to find unfamiliar words. -Then teacher instruct students to do task on page 75.	25 minutes
3.	Post-Activity	teacher evaluate students' task.	5 minutes

Appendix 4. Observational Sheet of Teaching Process in the Second Observation

2

Chapter : 5

Material : Greetings Card.

Date : Wednesday, 13 October 2021

No	Teaching Activity	Teacher's Instructions	Time Allotment
1.	Pre-Activity	<ul style="list-style-type: none"> - Greeting students through Google Classroom - teacher instruct students to read the dialogue in the textbook 	10 minutes
2.	Main-Activity	<ul style="list-style-type: none"> - Teacher instruct students to do a task on page 77. - after that, teacher also asked students to can answer questions on page 78 	25 minutes
3.	Post-Activity	<ul style="list-style-type: none"> - Closing - teacher evaluate students' task 	5 minutes.

Appendix 5. Observational Sheet of Teaching Process in the Third Observation

Chapter : 6
 Material : The use of There is and there are.
 Date : Wednesday, 27 Oct 2021

No	Teaching Activity	Teacher's Instructions	Time Allotment
1.	Pre-Activity	<ul style="list-style-type: none"> - Greeting - Praying - Check student's attendance - reviewing previous material - Brainstorming 	10 minutes
2.	Main-Activity	<ul style="list-style-type: none"> - after that open student's prior knowledge, teacher asking student to do an activity of reading dialogue. In reading dialogue, student are asked to identify the sentences in the bold. - after that, answering question based on the dialogue 	25 minutes
3.	Post-Activity	<ul style="list-style-type: none"> - teacher do do a discussion and review the task. - evaluate the whole learning activity - Closing. 	5 minutes

Appendix 6. Observational Sheet of Teaching Process in the Fourth Observation

Chapter : 6.

Material : The Use of There is and There are.

Date : Wednesday, 6 November 2021

No	Teaching Activity	Teacher's Instructions	Time Allotment
1.	Pre-Activity	<ul style="list-style-type: none"> - Greeting, praying, check students' attendance - review previous material - Brainstorming students by asking several questions 	10 minutes
2.	Main-Activity	<ul style="list-style-type: none"> - after did some appreciation teacher instruct students read material to discuss. - teacher tell students to do exercise on Page 97. - then tell students to do a task on page 48 that relate to the previous task. 	25 minutes
3.	Post-Activity	<ul style="list-style-type: none"> - teacher & students discuss together - closing by reviewing & evaluating the whole activities that have been done 	5 minutes

Appendix 7. Observational Sheet of Interview to the Teacher

Questions	Respondent' Answer
What activities are carried out in reading class?	The activities that usually conducted in reading class are reading text or dialogue then followed by some activities such as asking students to identify difficult words, asking students to pronounce the words, asking students to find the meaning, synonym, and antonym of the underlined words, asking students to retell what they have read, and asking students to answer the following questions based on the text or dialogue.
What strategies are implemented?	The teacher implemented a combination of strategies such as read-aloud, work in pairs, etc. In one meeting, the teacher usually applied more than one strategy. Moreover, the use of strategy depends on the materials and activities taught during the learning process.
Is the text in the English textbook used optimally in the classroom?	Yes, the teacher used the text in the textbook optimally during the learning process. It is because the textbook contains lots of activities that support students. Besides that, the implementation of textbook optimally in order to avoid the uselessness of textbook since students are facilitated with the textbook. But, it doesn't matter, the teacher also finds the text from the other resources.
Do you create other reading activities in addition to the activities available in the students' book? What activities do you create? What are the purposes to create new activities?	<p>Yes, the teacher create other activities related to activities that are already available in students' textbook.</p> <p>The activities created by the teacher included working in pairs in reading the dialogue, asking students to prepare and read aloud the text in front of the class. The purpose of these activities is in order to train students' pronunciation.</p>
How do students respond to the reading activity that has been done?	Students' response to the activities is diiferent. It depends on themselves since every students have their own characteristics. There are most students are enjoy and excited during the learning process. However, some students still did not take the role actively during the learning process.

Appendix 8. Research Documentation





Appendix 9

Biography



Luh Dina Karisma Dewi lahir di Karangasem pada tanggal 22 Agustus 2000. Penulis lahir dari pasangan suami istri I Kadek Sukarta dan Ibu Ni Nyoman Suciani. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Desa Batubulan, Sukawati, Gianyar, Bali.

Penulis menyelesaikan Pendidikan dasar di SD Negeri 12 Kesiman dan lulus pada tahun 2012. Kemudian penulis melanjutkan sekolah di SMP Cipta Dharma Denpasar dan lulus pada tahun 2015. Lalu pada tahun 2018, penulis lulus dari SMA Negeri 6 Denpasar dengan Jurusan IPA dan melanjutkan ke Sarjana dengan Jurusan Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Pada semester akhir tahun 2022, penulis telah menyelesaikan Skripsi yang berjudul “Analyzing Reading-Related Activities in English Textbook for Grade 8 in SMP Cipta Dharma Denpasar and How the Texts are Exploited in the Classroom.”

