

# **CHAPTER I**

## **INTRODUCTION**

Chapter 1 is the introduction of the study. It consists of background of the research, problem identification, research questions, research objectives, research significances, and research scope.

### **1.1 Research Background**

According to Farha and Rohani (2019), reading is a receptive skill that should be mastered in learning English. It is one of the essential skills to be mastered, which plays an important role in people's lives because used throughout life. Kurniasih et al. (2017) believe that reading is a skill in which people's prior knowledge in learning a language and their understanding of the written text are involved. Moreover, the readers have to understand the structure of the text and comprehend the text's content. Thus, people will build the meaning of the text by trying to link the text with the words they have known while reading. Moreover, the reader has to interpret the language used by the writer in order to understand the meaning of the text. Besides, Marliasari (2017) says that reading is a process between the reader and the text that relates to meaning, then the reader uses a certain strategy to decide its meaning. Therefore, reading is a process between reader and text that involves the reader's knowledge in understanding the meaning of a text.

To understand the meaning of a text, comprehension is much needed. Reading comprehension is one of the important aspects of English for the students to improve their performance in learning (Bee Choo & Zainuddin, 2018). According to Siregar (2019), reading comprehension is the process of understanding information offered in written form through understanding the

meaning of the word, sentences, and connected text. It aims to make the reader gain new knowledge, ideas, and information and understand the information. It is supported by Koch and Sporer (2017), who state that the reader is given text in reading comprehension, which gives information and knowledge to the reader. Moreover, mastering reading comprehension gives the reader a deeper understanding of the written text of the target language (Mahayanti et al., 2017). Therefore, reading comprehension is a crucial skill to be mastered by the students to enlarge their knowledge and experiences.

However, the reading comprehension of Indonesian students is low. The result of PISA (Programme for International Students Assessment) shows that the ranking of Indonesian students in reading is low. Indonesia was on 64 out of 65 countries participants in PISA 2012. In PISA 2015, the ranking of Indonesia raised to 60 out of 72 countries participants. However, the ranking was decreased to 72 out of 77 countries participants in PISA 2018. One of the factors that make the students' reading comprehension low is that reading-related activities are limited in teaching reading. In line with this, Kharizmi (2015) states that reading-related activities carried out by the teacher in the learning process are limited. It makes the students cannot improve their reading comprehension since no activity can facilitate them. Therefore, reading-related activities are needed to train students' reading comprehension.

Reading-related activities are conducted in teaching-learning process to facilitate and improve reading comprehension. The activities are not only expecting the students to read but also to answer some set of questions that come after a text. Sukma et al. (2020) say the task of reading gives the students a context to read

which assists them to focus on the meaning of a text. Furthermore, the task of reading provides the students with the opportunities as much as possible to use and expose the language target. Thus, the students will achieve their goals in the learning process. It is supported by Harmer (2009) states that making students succeed in learning English has to be supported by giving them motivation, exposing them to the language, and providing them chances to use English as the target language as much as possible. Conclusively, the activities carried out in reading aim to check students' understanding and giving the chance to expose to the target language.

According to Scott and Saaiman (2016), there are three stages of reading activities: pre-reading, while-reading, and post-reading. Each stage is designed with different goals by the teacher through tasks. In the pre-reading stage, the students are introduced to background information about what they will learn. Then, the students will move to the while-reading stages and post-reading stages after. Several activities related to reading are conducted in the learning process according to R. Louise et al. (2016), namely, the activity that focuses on the topic, main idea and details, text organization, reference words in a text, inferences, lexical items, compound noun, and linking words.

Textbook is one of the media that provides reading activities for the students. The teacher commonly uses it as the learning material for reading activities (Hidayah et al., 2021). The reading activities are generally made to train students' reading comprehension. In line with this, Sari et al. (2018) say that reading-related activities in the textbook are provided in order to deeper students'

understanding of the text. The reading activities in textbooks generally such testing questions, language activities, and reading comprehension questions.

Related to reading-related activities in the textbook, there are several reading-related activities found in the English textbook used for Grade 8 in SMP Negeri 1 Kubu. The book entitled “*Modul Pengayaan Bahasa Inggris VIII untuk SMP/MTs Semester 1*” which used for teaching the first semester of Grade 8. The activities in the English textbook provide the students with texts, dialogues, and paragraphs, followed by several activities after reading. The teacher uses the textbook as the media to support the teaching-learning process that is conducted online and offline. Therefore, the reading activities in the English textbook facilitate the students to improve their reading comprehension.

However, providing reading-related activities in English textbook cannot guarantee that the students are properly engaged in reading. Hence, the teacher's role as the facilitator between students and the reading-related activities is needed. Related to this, the teacher conducted the exploitation of reading texts in the teaching-learning process. It becomes more crucial in online learning. The teacher must be able to ensure that reading-related activities conducted are meaningful to improve students' reading comprehension. So, text exploitation is one of the ways the teacher do to train students' reading comprehension.

The researcher is interested to conduct the study because this study is part of group studies that conduct the research focuses on finding the difference the reading-related activities and text exploitation done by teacher in public schools

and private school. Moreover, the researcher chose SMP Negeri 1 Kubu as one of public schools to conduct the study.

Pre-observation and interview were conducted in SMP Negeri 1 Kubu to collect the data and the needed information for this study. Concerning the results of the pre-observation and interview, the researcher found out that text exploitation was conducted through online learning by the teacher. The exploitation of the reading text was done through the WhatsApp group. In exploiting the text, the teacher shared the material or instruction on a WhatsApp group. The students are required to read the text or material in the English textbook and do reading-related activities afterward.

Several kinds of research have been conducted related to the analysis of English textbooks. Tambunan et al. (2019) conducted a study aimed to investigate an English textbook entitled “Interactive English” based on the requirements stated in *Cunningsworth’s* theory. The result shows that the textbook is categorized as a good textbook and appropriately used as media in teaching, based on the judging criteria. Another study has been conducted by Ayu & Indrawati (2019). The research has the purpose of finding out whether the English textbook entitled “Bahasa Inggris SMA/SMK/MAK Kelas X Semester 1” provides various explanations and activities and how the distribution of the task in the textbook. Moreover, the result shows that the textbook has interesting tasks which have fulfilled the objectives in curriculum 2013 and are categorized as a good book judging from the contribution of the task in the book across chapters and a whole book.

Regarding the results of the previous studies and the preliminary data regarding SMP Negeri 1 Kubu, conducting a study to analyze reading activities in the English textbook and describe the text exploitation done by the teacher in the classroom needed, specifically in Grade 8 in SMP Negeri 1 Kubu. Therefore, reading-related activities and how the teacher exploits the reading texts are important to facilitate students' reading comprehension.

## 1.2 Problem Identification

According to the background above, reading comprehension is one of the skills in English that is important in every single stage of education. It is a fundamental skill that influences students' success in education (Scott & Saaiman, 2016). Reading-related activities provided in the English textbook is the activity that facilitates the students to train their reading comprehension. Such as the English textbook used for teaching in Grade 8 in SMP Negeri 1 Kubu entitled "*Modul Pengayaan Bahasa Inggris VIII untuk SMP/MTs Semester 1*" which provided several reading-related activities to train students' reading comprehension. However, the reading-related activities provided in the English textbook are not enough. The teacher has an important role as the facilitator between the students and the reading-related activities in the English textbook. Thus, the teacher conducted text exploitation in the teaching-learning process to ensure the reading-related activities are meaningful in improving students' reading comprehension. However, due to a lack of preliminary data, additional analytical research involving document studies and observations to analyze all reading-related activities and text exploitation used in learning are required.

## 1.3 Research Questions

1.3.1 What are reading-related activities available in English textbook for Grade 8 in SMP Negeri 1 Kubu?

1.3.2 How are the reading texts are exploited in English classes of Grade 8 in SMP Negeri 1 Kubu?

#### **1.4 Research Objectives**

1.4.1 To analyze reading-related activities in the English course book for Grade 8 in SMP Negeri 1 Kubu.

1.4.2 To describe the reading texts exploited in English class of Grade 8 in SMP Negeri 1 Kubu.

#### **1.5 Research Significances**

The research is expected to provide beneficial information for readers about reading-related activities in the English textbook for Grade 8. Besides, how the reading texts are exploited in the classroom both theoretically and practically.

##### **1.5.1 Theoretical Significance**

The study gives more information on reading-related activities available in the English textbook for Grade 8 and how the texts are exploited in the classroom.

##### **1.5.2 Practical Significance**

The study expected will be useful for practical, as follows:

###### **1.5.2.1 For Teacher**

The result of the study is expected can be the reference for the teacher to know various types of reading-related activities that can be

implemented in the classroom. Moreover, the teacher can implement reading-related activities in the classroom, based on the students' needs and the syllabus used besides the activities that are available in students' textbook. Thus, the learning objectives can be achieved.

#### 1.5.2.2 For Students of English Language Education

This study is intended to provide the information needed to develop the quality of pedagogical topic knowledge for future English teachers in teaching reading, especially in Junior High School.

#### 1.5.2.3 For Researchers

The result of the study can provide additional information for the other researchers for any further research.

### **1.6 Research Scope**

The study was designed as an observational study that was limited in analyzing the reading-related activities in students' English textbook for Grade 8 in SMP Negeri 1 Kubu and how the texts were exploited in the classroom. It is limited to reading-related activities in textbook, exploitation of the texts in the classroom, students' Grade, and the school where the research was conducted.