

Appendix 1 Research Permission Letter



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
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Nomor : 2986/UN48.7.1/DT/2021

25 Oktober 2021

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMP Negeri 1 Kubu
di Karangasem

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

Nama	: Ni Made Anggreoni Desyantaningih
NIM	: 1812021243
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 Negeri 1 Kubu And How The Text 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.



Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
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Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi Bahasa Asing
3. Sub Bagian Pendidikan FBS

Appendix 2 Observational Sheet of Reading Activities Contain in Textbook

No	Chapter	Page	Material	Reading Activities
1.	I	5 - 13	<p>Pay Attention, Please!</p> <ul style="list-style-type: none"> • Asking and giving attention. • Checking for understanding. • Showing appreciation. • Asking and giving opinion. 	<p>Asking and giving attention.</p> <ul style="list-style-type: none"> • Completing a dialogue with the words in a box (Task 1 page 6: Complete the following dialogue with the words in the box!) • Answering the questions based on the dialogue (Task 2 page 7: Answer the following questions based on the dialogue in the task 1!) • Reading and discussing a topic explained in the text (Enrichment page 13 : Read the following text information carefully! After that, discuss it with your seatmate how to get people's attention! Once you finish it, present in front of the class!) <p>Checking for understanding</p> <ul style="list-style-type: none"> • Arranging a dialogue (Task 2 page 8: Read and arrange the following sentences into a good dialogue!)

				<ul style="list-style-type: none"> • Answering the questions based on the dialogue (Task 3 page 9: Answer the following questions based on the dialogue in the task 2!) • Filling the blanks (Remedial part A page 12: Fill in the blanks with the words in the box!) • Answering the question based on the dialogue (Remedial part B page 13: Answer the following questions based on the dialogue!) <p>Showing appreciation</p> <ul style="list-style-type: none"> • Answering the questions based on the dialogue (Task 1 page 8 : Read the following dialogue and answer the questions!) <p>Asking and giving opinion</p> <ul style="list-style-type: none"> • Filling the blanks (Task 1 page 9: fill in the blanks with the words in the box!) • Answering the questions based on the dialogue (Task 2 page 10: Answer the following questions based on the dialogue in task 1!) • Completing a dialogue (Competence Test part
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				<p>B page 12: Complete the following dialogue with the words in the box!)</p> <ul style="list-style-type: none"> • Answering the question based on the dialogue (Competence Test part B page 12 : Answer the following questions based on the dialogue!) • Filling the blanks (Remedial part A page 12 : Fill in the blanks with the words in the box!) • Answering the question based on the dialogue (Remedial part B page 13 : Answer the following questions based on the dialogue!)
2.	II	14 - 21	I Am Able to Play Violin	<p>Asking and stating capability</p> <ul style="list-style-type: none"> • Answering the questions based on the dialogue (Task 2 page 15 : Answer the following questions based on the dialogue!) • Answering the questions based on the dialogue (Task 2 page 16 : Answer the following questions based on the dialogue in task 1!)

				<ul style="list-style-type: none"> • Completing a text by changing the words (Task 2 page 17 : Complete the following text by changing the words in the box! After that, read it briefly!) • Answering the question based on the text (Task 3 page 17 : Answer the following questions based on the text!) • Completing a dialogue (Taks 2 page 18: Complete the following dialogue and practice it in front of the class!) • Completing a text with the words in the box (Competence Test part B page 20 : Complete the following text with the words in the box!) • Answering the question based on the text (Competence Test part C page 20 : Answer the following questions based on the text!) • Reading, finding differences and discussing a topic explained in the text (Enrichment page 21 : Read the following text information carefully! After that,
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				<p>find the differences and write the basis pattern of “can, could, and be able to!”</p> <p>Discuss it with your seatmate and present in front of the class!)</p> <p>Asking and stating willingness</p> <ul style="list-style-type: none"> • Completing a dialogue (Task 1 page 17 : Complete the following dialogue with the words in the box! After that, read it in front of the class with your seatmate!) • Filling the blanks (Remedial part A page 21 : Fill in the blank with the words in the box!) • Answering the questions based on the dialogue (Remedial part B page 21 : Answer the following question based on the dialogue!)
3.	III	22 - 30	<p>Expressions of Prohibition and Suggestion</p> <ul style="list-style-type: none"> • Expressing Obligation • Expressing Prohibition • Expressing Suggestion 	<p>Expressing suggestion</p> <ul style="list-style-type: none"> • Answering the questions based on the dialogues (Task 2 page 24 : Answer the following questions based on the dialogues A and dialogues B!) <p>Expressing Prohibition</p> <ul style="list-style-type: none"> • Answering the questions based on the

				<p>dialogues (Task 2 page 26 : Answer the following questions based on the dialogue above!)</p> <ul style="list-style-type: none"> • Reading and discussing the information in a text (Enrichment page 30 : Read the following information carefully! After that, discuss it with your seatmate as the order in the text!) <p>Expressing Obligation</p> <ul style="list-style-type: none"> • Filling the blank (Task 2 page 27 : Fill the blank using the words in the box!) • Filling the blank (Remedial A page 30 : Fill in the blanks with the words in the box!) • Answering the questions based on the dialogue (Remedial B page 30 : Answer the questions based on the dialogue!)
4.	IV	36 - 43	<p>Let's Study</p> <ul style="list-style-type: none"> • Expressions of giving an instruction. • Expressions of inviting to do something and the responses • Expressions of asking for 	<p>Expressions of inviting someone to do something and the responses</p> <ul style="list-style-type: none"> • Answering the questions based on the dialogue (Task 2 page 38 : Answer the following questions based on the dialogue in taks 1!)

			<p>permission and the responses</p>	<p>Expressions of asking for permission and the responses</p> <ul style="list-style-type: none"> • Reading and matching the expressions with the responses (Task 2 page 40 : Read then match the expressions in the left column with the responses in the right column!) • Filling the blanks (Remedial A page 43 : Fill the blanks with the words in the box!) • Answering the questions based on the dialogue (Remedial part B page 43 : Answer the questions based on the dialogue!) • Reading and discussing the information in a text (Enrichment page 43 : Read the following information carefully! After that, discuss it with your seatmate how to ask for permission politely! Write on your book then, present it in front of the class!) <p>Expressions of giving an instruction</p> <ul style="list-style-type: none"> • Filling the blanks and answering the questions (Task 1 page 40 : Fill the blanks
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				with the words inside the box and answer the questions!)
5.	V	44 – 50	Greeting Card	<p>Greeting card</p> <ul style="list-style-type: none"> • Answering the questions based on the dialogue (Task 1 page 45 : Practice the dialogue below in front of the class then answer the questions!) • Reading and answering questions (Task 1 page 46 : Read the following greeting card and answer the questions!) • Reading and stating true or false (Task 2 page 47 : Read the following greeting card then state true (T) or false (F)!)) • Filling the blanks (Task 1 page 47 : Fill in the blanks with the words in the box!) • Filling the blanks (Remedial part A page 50 : Fill the blank with the words in the box!) • Answering questions (Remedial part B page 50 : Answer the following questions based on the text above!) • Reading and making a greeting card (Enrichment page 50 :

				<p>After reading the following information, please make one greeting card to your friend, family, even your teacher! Design it as good as you can! Do it with your seatmate!)</p>
6.	VI	51 – 57	<p>Classroom The use of There is and There are.</p>	<p>There is and There are</p> <ul style="list-style-type: none"> • Completing blanks in a text (Task 1 page 54 : Complete the following text and read it briefly!) • Completing blanks in a dialogue (Remedial part A page 57 : Complete the following dialogue with the words in the box!) • Answering questions based on the dialogue (Remedial part B page 57 : Answer the questions based on the dialogue!) • Reading and making sentences (Enrichment page 57 : After reading the following information, please observe your school or class! Count the things such as table, chairs, class, or anything which is in

				your school! After that, write them in sentences by using “there is and there are”! Do it in pair!
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**Appendix 3 Observation Sheet of Teaching-Learning Process in the First
Observation**

Date : Friday, October 8th, 2021

Material : Greeting card

No	Teaching Activity	Teacher's Instructions	Time Allotment
1.	Pre-Activity	<ul style="list-style-type: none">• Greeting• Checking students' attendance	5 minutes
2.	Main-Activity	<ul style="list-style-type: none">• Asking the students to read the material in the textbook about "Greeting Card" through WhatsApp.• Giving the students short answer activity (page 46) in textbook.	20 minutes
3.	Post-Activity	<ul style="list-style-type: none">• Teacher did an evaluation about all learning activities done in the learning process.	5 minutes

Appendix 4 Observational Sheet of Teaching-Learning Process in the Second Observation

Date : Friday, October 15th, 2021

Material : Greeting card

No	Teaching Activity	Teacher's Instructions	Time Allotment
1.	Pre-Activity	<ul style="list-style-type: none">• Greeting• Checking students' attendance	5 minutes
2.	Main-Activity	<ul style="list-style-type: none">• Giving the students true/false activity in textbook (page 47) through WhatsApp group.• Giving the students multiple choice test activities in the textbook (page 48-49) about "Greeting Card".	20 minutes
3.	Post-Activity	<ul style="list-style-type: none">• Teacher did an evaluation about all learning activities done in the learning process.	5 minutes

**Appendix 5 Observational Sheet of Teaching-Learning Process in the Third
Observation**

Date : Friday, October 22nd, 2021

Material : There is there are

No	Teaching Activity	Teacher's Instructions	Time Allotment
1.	Pre-Activity	<ul style="list-style-type: none">• Greeting• Praying• Checking students' attendance	10 minutes
2.	Main-Activity	<ul style="list-style-type: none">• Asking the students to read the material in the textbook about "There is there are"• Giving the students completing activity in the textbook about "There is there are" (page 54).	25 minutes
3.	Post-Activity	<ul style="list-style-type: none">• Teacher did an evaluation about all learning activities done in the learning process.	5 minutes

**Appendix 6 Observational Sheet of Teaching-Learning Process in the Fourth
Observation**

Date : Friday, October 29th, 2021

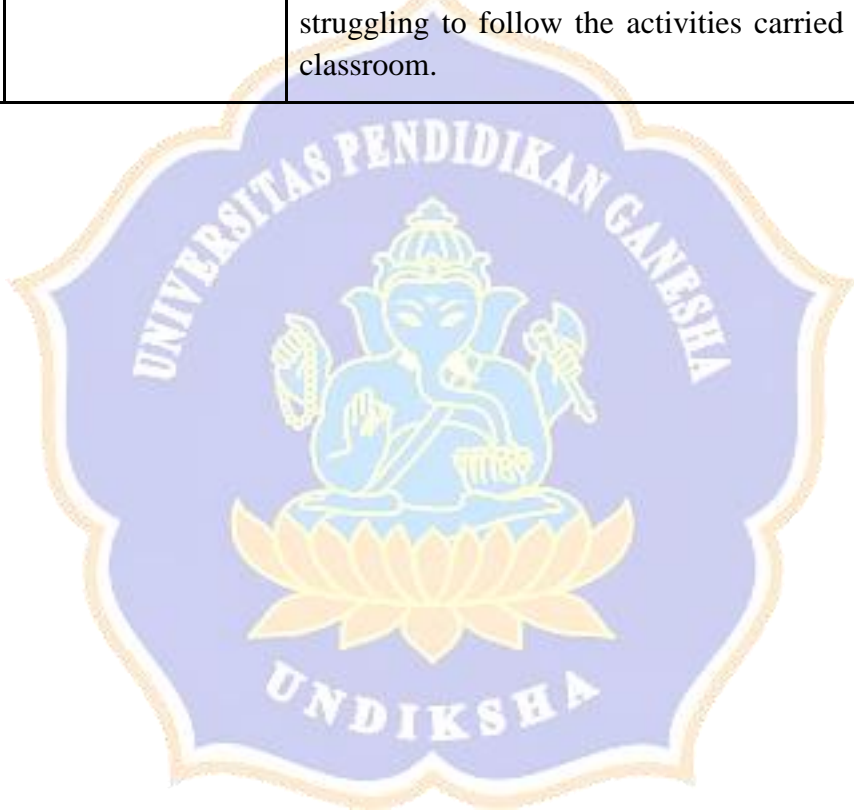
Material : There is there are

No	Teaching Activity	Teacher's Instructions	Time Allotment
1.	Pre-Activity	<ul style="list-style-type: none">• Greeting• Praying• Checking students' attendance• Brainstorming (used the reading activity in the textbook page 57)	10 minutes
2.	Main-Activity	<ul style="list-style-type: none">• Giving the students multiple choice test activity in the textbook about "There is there are" (page 55-56).	25 minutes
3.	Post-Activity	<ul style="list-style-type: none">• Teacher did an evaluation about all learning activities done in the learning process.	5 minutes

Appendix 7 Observational Sheet of Interview to the Teacher

No	Questions	Respondent' Answer
1.	What activities are carried out in reading class?	Generally, the activities are carried in the class usually done by several activities. Students are asked to read a text silently. Then, the students listen to their teacher who gives the example how to read and pronoun the words in the text. Sometimes, the students are asked to read the text together or they are chosen to read the text. After the students read the text, the next activities that conducted by the teacher are different in each text. Sometimes, reading activities following with doing the task in the textbook, such as true/false, multiple choice test, answering some questions after reading the dialogue or text, or students are required to retell what they have read in Indonesian. Besides, sometimes the students are asked to make some questions about the text they have read.
2.	What strategies are implemented?	The usual strategies used in the classroom are reading aloud and reading in turns. Sometimes, the teacher combines the strategies in teaching-learning process.
3.	Is the text in the English textbook used optimally in the classroom?	The texts in the English textbook have used optimally. It is because the texts consisted in the textbook quite a lot and the reading ability of the students can be trained. Moreover, there are a lot of tasks in the textbook for the students. So, it helps the students to improve their reading comprehension. Therefore, the textbook is used by the teacher in online and offline learning.
4.	Do you create other reading activities in addition to the activities available in the students' book? What	Yes, the teacher create other activities in addition to the activities available in the textbook. The activities such as reading aloud the texts or dialogues in order to check students' pronunciation, asking the students to make some

	activities do you create? What are the purposes to create new activities?	questions after reading a texts, asking the students to list the words.
5.	How do students respond to the reading activity that has been done?	Students responses toward the activities in the classroom are different. It depends on the characteristic of the students. Because, students have diverse characters. There are students that enthusiastic. Sometimes, the students are normal. And, sometimes there are students who are struggling to follow the activities carried in the classroom.



Appendix 8 Research Documentation



Appendix 9

Biography



Ni Made Anggreoni Desyantaningasih adalah nama dari penulis skripsi ini. Penulis lahir dari pasangan I Wayan Sutanaya dan Ni Luh Ganing, di Karangasem pada tanggal 14 Desember 1999. Penulis merupakan anak ke-dua dari tiga bersaudara. Saat ini, penulis beralamat di Banjar Dinas Kubu, Desa Kubu, Kecamatan Kubu, Kabupaten Karangasem, Provinsi Bali.

Penulis menyelesaikan Pendidikan sekolah dasar di SD Negeri 1 Kubu, dan lulus pada tahun 2012. Kemudian, penulis melanjutkan pendidikan tingkat menengah pertama di SMP Negeri 1 Kubu, dan lulus pada tahun 2015. Pada tahun 2018, penulis menyelesaikan pendidikan di SMA Negeri 1 Kubu dengan mengambil jurusan IPA. Kemudian, penulis melanjutkan pendidikan ke Strata 1 dengan memilih jurusan Bahasa Asing, tepatnya pada Program Studi Pendidikan Bahasa Inggris. Pada semester akhir ditahun 2022, penulis telah menyelesaikan Skripsi yang berjudul “Analyzing Reading-Related Activities in English Textbook for Grade 8 in SMP Negeri 1 Kubu and How the Texts are Exploited in the Classroom.”