

CHAPTER I

INTRODUCTION

1.1 Research Background

Reading is a complex cognitive process from describing signs to creating meaning (Sangia, 2018). Here cognitive process means readers must use their previous knowledge while reading to construct meaning. Therefore reading becomes a basic skill that is crucial as a tool for obtaining a wide range of specific information. Nowadays reading becomes basic life skill which most useful and important, reading affects all aspects of life and become main requirement in an advanced society (Hidayat & Rohati, 2020). Reading is one aspect of the four language skills that plays an important role in language learning as tools to obtain information and increase knowledge, reading is a bridge for students to connect students with all the knowledge around them (Ramadhan et al., 2019; Sangia, 2018).

Comprehension is needed in reading. Reading comprehension allows students to be able to capture ideas rather than just reading without any purpose (Oakhill et al., 2014). Therefore, in school, especially at the Junior High School level, students are taught about reading comprehension. Kendeou et al., (2016) state that reading comprehension is

the main pillar in reading activity where a reader builds understanding of a text. He combines the logical thinking with the collection of letters, words, and sentences in the text. So, reading comprehension in English text is not only about how to read well which includes accurate pronunciation and aloud voice, reading comprehension is an activity to build an understanding of the meaning of a text. Reading comprehension is important because it will build students' critical thinking and make students not only able to imitate but be able to take knowledge and apply it using their creations.

Students' reading comprehension can be developed and improved through reading-related activities. According to Bimmel & Van Schooten, (2004) state that reading related activities assist students in focusing on specific aspects of the text in order to assist them to understand the content better. This reading related activity is widely presented in learning media, one of the most widely used learning media is textbook. According to Ayu & Indrawati, (2019) state that textbook is one of the learning resources which are most widely used by teacher as a learning support. Textbook consist of illustrations, diagrams, texts, and obviously activities that considered as resources generally used within the classroom to enhance the teaching and learning process. 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 optimize their reading comprehension as well as skills.

One of the schools that utilize reading related activities in textbook is SMP Laboratorium Undiksha Singaraja. In the preliminary observation, it was found that a textbook used by the 9th Grade students of SMP Lab. Undiksha Singaraja entitled "Think Globally Act Locally English book for SMP/MTs Class IX" contains several types of reading related activities. One example is skimming activities that train students to read quickly for the entire content of the text to get information related to topics, key ideas in a text. Then there is also a linking words activity that trains the use of connecting words for students as well as guidance that guides students to understand the intent or purpose of a text.

In connection with the current Covid-19 situation which requires learning process must be shifted to online learning. The way how to applied of reading related activities during online learning is certainly a new challenge for teacher in implementing reading related activities in online learning. According to previous research from Tripathi, (2021) state that textbook as learning resources only contribute to e-learning that involves basic to intermediate cognitive processes, such as remembering, understanding, applying, and analyzing. The majority of teacher did not have the complexity to support high-level learning which involves a lot of

interaction and collaboration between learners and facilitators on e-learning platforms.

Therefore, the implementation of reading related activities in online learning depends on the teacher' way of using textbook in providing meaningful learning activities. Utilizing the text contained in the textbook and then presenting it in the form of reading related activities to improve students' abilities is the most appropriate way that can be applied by the teacher, this activity is known as text exploitation. According to Musahrain et al., (2018) text exploitation is the way the teacher uses some test activities that are related toward the reading text. Some examples of text exploitation are multi choice test, completion, guided short answer. Text exploitation has a very important role in improving students' reading skills. Each activity of exploiting text has a different purpose, such as growing students' abilities for developing text, enriching vocabulary, measuring understanding of text and so on.

Based on preliminary observation, the 9th Grade teacher of SMP Lab. Undiksha Singaraja has implemented several texts exploitation in the classroom. One exploitation text activity is identifying order of events in the text. Researchers found a phenomenon where students had difficulty in understanding texts and dialogues during learn reading, this was caused by students who lacked vocabulary mastery. The teacher's role is needed in exploiting the text in the form of sharing the meaning of words activities

or other activities that help overcome the problem of students' lack of vocabulary mastery and further be able to improve students' reading comprehension skills.

Because the initial data collected is still very limited, the researcher is interested in conducting further studies to analyze the Reading related activities contained in the textbook entitled "Think Globally Act Locally English Book for SMP/MTs Class IX." Used by 9th Grade students of SMP Lab. Undiksha Singaraja and describe how reading text is exploited by teacher.

1.2 Problem Identification

According to previous observations that conducted in SMP Lab. Undiksha Singaraja, there were still many students who had lack of vocabulary mastery. This causes students to have difficulty understanding the text and dialogue during reading, including having difficulty understanding the instructions given that appear in the textbook. It is also the responsibility and challenge of the teacher to help students by explaining the instructions and sharing the meaning of words or sentences found in the text or in the activity instructions in the book.

Teaching reading should involve variation of activities that help learners improve their reading skills. So far, research on textbook analysis that attempts to describe reading related activities is hardly found.

Research on the reading activities in the classroom may 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. So that from those reason, the researcher interest to do this research whether to analyze reading activities in students' textbook and describe how are the reading texts exploited in classroom.

1.3 Research question

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

- 1.3.1 What reading-related activities are available in English textbook for Grade 9 in SMP Lab. Undiksha Singaraja?
- 1.3.2 How are the reading text exploited in English classes of Grade 9 in SMP Lab. Undiksha Singaraja?

1.4 Research Objectives

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

- 1.4.1 To analyze reading-related activities are available in English text book for Grade 9 in SMP Lab.Undiksha Singaraja.
- 1.4.2 To describe the reading text exploited in English classes of Grade 9 in SMP Lab. Undiksha Singaraja.

1.5 Research Significance

The research expected to provide information to the readers about the reading-related activities in students' English book for Grade 9 and how the texts of reading are exploited in classroom both theoretically and practically.

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 textbook of junior high school and how the texts are exploited in the classroom 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:

This study is intended to contribute and bring inspiration to the students of English Language Education, English teacher, and other researchers as well:

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 textbook 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 teacher 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 knowledge of reading activity and use this research as a reference in designing similar study with a deeper analysis.

1.6 Research Scope

The research was restricted to analyzing reading related activities appears in English text book for Grade 9 in SMP Lab. Singaraja entitled "Think Globally Act Locally English Book for SMP/MTs Class IX." Moreover this research describing how the texts are exploited in the classroom by the teacher during the learning process.