

CHAPTER 1

INTRODUCTION

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

1.1 Research Background

The advancement of science and technology requires people to build their literacy skills through reading habit. The basic definition of literacy is an ability to read and write, which is obviously to do with reading (Padmadewi & Artini, 2018). In its later development, literacy is defined as the process of extracting, constructing, integrating, and critiquing meaning through interaction and participation with multimodal texts in the context of socially placed activities (Frankel et al, 2016).

According to Dewi, et al., (2020) reading is an activity that applies some of abilities to process reading text in order to comprehend the content of what we read. Therefore, reading can be defined as an activity that involves receiving information or a message in written form. The readers can receive the information through books, newspaper, magazine, etc. It is also stated by Pradani (2021), reading is one of the important aspects that needs to be mastered because reading is the foundation of learning cross-disciplinary subjects, where the ability in reading skill has an important role in improving individual life, abilities in school, and improving the

development of a country. From those points, it can be inferred that by conducting reading activity, we can gain some benefits which can make ourselves better in the future.

Nowadays, the current serious problem in Indonesian education field is reading interest among Indonesian children. PISA (Program for International Student Assessment) (2018) states that the reading ability is below average, where it indicates that their literacy are 2,5 years behind children of 15 years in OECD countries. According to Setiawan et al., (2015) the low interest in reading is generally followed by low learning outcomes, including metacognitive abilities and students' critical thinking skills. Besides that, there are some problems that make reading interest among Indonesian students is very low (Setiawan, et al., 2015). First, lack of reading facilities. As we know, the existence of learning sources still limited, such as libraries, reading area, etc., where makes students difficult to develop their interest in reading. Second, the influence of social media. In this case, social media has a big role in influencing students' interest in learning. As the existence of social media, such as Facebook, Instagram, Twitter, etc., student prefers to playing social media rather than learning. Third, easy to get instant information. From this phenomenon, student prefers to searching information through internet, such as Google, UC Browser, etc. rather than get information through books, because students are too lazy. This case can build a mindset for students to rely on the existence of such information search engines, so that students' reading interest are decreases. Fourth, the implementation of reading strategy does

not vary. Students are less interested in reading due to a lack of implementation in reading strategies. In this situation, the teacher's responsibility is to encourage students to read by using various reading strategies that make reading as a fun activity.

From those problems that already mentioned above, Indonesian government conducted school literacy movement (*Gerakan Literasi Sekolah*), in which students are assigned to do reading for 15 minutes before they start the class every day. The 15 minutes literacy program (i.e. reading before the class) has been conducted since 2017. The purpose of this program is to improve students' reading interest. According to Fahrozi (2021) state that literacy is an ability to process and understand information during reading and writing process. In here, the students will read a book for 15 minutes before the learning process started. So, in this era, reading activity is the basic for literacy.

Literacy is more than an ability to read and write, but literacy also enhance our language skill such as knowledge of written and spoken language which requires a range of cognitive abilities, knowledge of genres, and culture (Harfinsyah, 2020). So, we must able to share what we got after conduct literacy activities to the other people, such as important points or information in structurally. It is also supported by Rintaningrum (2019) points out "The National Literacy Trust" states literacy as the ability to read, write, speak, and hear, because with 'literate' are able to communicate effectively with others and able to understand written information. From the explanation above about reading literacy, we know that reading literacy is

so important in our life. By literacy we can improve our reading ability in understanding whatever it is.

Generally, reading literacy able to make the students more 'literate' of a reading. In here, teacher can apply reading literacy into teaching reading. However, in order to make the process of teaching reading achieve the learning goals, teaching reading should be integrated with other skills. There are four skills that must be mastered, including listening, speaking, reading, and writing skills. These skills should be integrated in an effective way and should be addressed in a way that helps students find the standards that the teacher set for them, then develop students' communicative competence gradually (Sadiku, 2015). These four important skills directly help students in learning process, because each skill have their own purposes. The purpose in listening skill is able to listen in order to get some information in correctly. The purpose in speaking skill is make the students able to convey their understanding directly. The purpose in reading skill is make the students able to enhance their understanding based on what they already read. Then, the purpose in writing skill is able to make the students convey their understanding through writing activities. From those purposes, we can see four skills that must be mastered by students is so important.

Teaching reading should be integrated with other skills, such as listening, speaking, and writing, because in teaching reading, teacher have to combine with other skills and students are not just do reading activities. According to Yusnida et al., (2017) teaching listening is not only related to the language laboratory as a media but also how to comprehend the

information from the speaker. As EFL learners, it is not easy to interpret what the speaker says. Yet, during listening test, usually we get papers that contain clues related to listening test. From this, we have to read the papers in comprehension, in order to understand during listening test. Here, teaching reading will be integrated with teaching listening. Then, according to Alsalihi (2020) teaching speaking is the way teacher teach their students to produce the English speech sounds or sound patterns. If teaching speaking integrated in teaching reading, teacher can ask students to read something such as narrative story, recount text, news item, etc. Students can find some important points in consecutively way. In here, after students read, teacher can tell them to convey their understanding with their own words. According to Wagiyo (2018) writing is a skill which requires students to express their ideas in written form and writing involves complex process. When teaching writing integrated in teaching reading, students can read first in order to search some points that they want to write. This activity, commonly used in teaching process because this so beneficial for students in getting meaningful learning activities.

In teaching reading, the most activity often did by students is reading text. Sofronova (2021) states that reading is a complex activity that involves both perception and thought, where reading consists of two related processes, including word recognition and comprehension. During reading, students will carry out the process of understanding the contents of the text by considering the components in the text. Based on what Sofronova (2021) said, there are two processes in reading. Word recognition is the process of

understanding how written symbols correspond to one's spoken language and comprehension is the process of understanding the words, sentences, and text connected (Sofronova, 2021). In reading, students really need critical thinking skills, because the process of understanding its quite difficult for them. Besides that, students' reading abilities are enough low. It makes teacher have to make an effective teaching in teaching reading. Therefore, reading text in the student book is always followed up with reading tasks. This is one of technique that make an effective teaching in teaching reading more beneficial. As students are invited to answer questions from reading tasks after they read the reading text. Reading text in the students book actually helps students in the learning process, because its provided some meaningful reading tasks that can more exercise students in improving their reading skills.

In teaching reading, the teacher needs to pay attention to the teaching reading stage in order to make the students understand about what they are going to do. According to Manuel (2021), there are three appropriate stages in conducting reading activities, such as pre-reading stage, while-reading stage, and post-reading stage. Pre-reading activities are activities that helps students to think about the knowledge related to the topic and to predict about what they will read or hear. The purposes in pre-reading stage are improving students' vocabulary, predict of what the students will do, and establish about what they know about the topic. There are some examples of pre-reading activities, such as KWL Charts, True or False, Videos, and I'm Listening to You. While-reading activities are activities that assist

students in focusing on specific aspects of the text and assist them to understand it better. The purpose of while-reading activities to familiarize students with the text. There are some examples of while-reading activities, such as identify topic sentences, differentiate between general and specific ideas, identify the connectors, and coding text. Post-reading activities help students to understand more about the texts by critically analyzing based on what they already read. There are some examples of post-reading activities, such as Creative Discussions, Quiz Your Classmates, and Finding Related News.

Nowadays, because of the existence of Covid-19, the government gave an instruction to learning from home or online learning for all students. Related to this problem, the process of learning activities is change in order to adjust the current situations. According to Ritland (2005) as cited in Setyaningrum (2020), online learning is an open and distributed learning system using pedagogical tools (educational aids), which through the internet and network-based technology to facilitate the formation of learning process and knowledge through meaningful action and interaction. In reading activities of course different between reading activities in offline learning and in online learning. As what I explained above, during offline learning, reading activities has three main stages or activities. Meanwhile, in online learning, the teacher has a responsibility in creating reading activities more meaningful. During online learning, especially in teaching reading, the teacher tells the students to reading a text by providing platform, such as Schoology, Google Classroom, WhatsApp Group, etc.

Yet, it is still not optimal and meaningful because of the limited access and time. Therefore, the expectation of reading activities in online learning should be more meaningful and collaborative in order to achieve students' reading goals.

Based on preliminary observation, the English teacher of Grade 9 in SMP Negeri 1 Negara already uses English textbook as a student handbook entitled "*Buku Bahasa Inggris untuk SMP/MTs Kurikulum 2013.*" Also, implementing the reading activities to the classroom. For example, instructing the students to read a dialogue or a text and finding the meaning several words through dictionary book or online dictionary. Another activity, the English teacher tells the students to creating a text, such as narrative text, descriptive text of describing person, place, animal, etc. Additionally, the current situation has an impact on reading achievement at SMP Negeri 1 Negara, particularly in Grade 9. In this online learning situation, some students still struggle with reading, such as students' reading pronunciation is low and difficult to understand the meaning of word

Many researchers persistently have conducted research regarding the analysis of English textbook. The first study came from (Dharma & Aristo, 2018). This study was aimed to find out the relevance of the materials found in the textbook with the 2013 curriculum materials. The results, the English textbook used by the English teacher at Grade 10 in SMK Sintang it's relevant to the 2013 English curriculum. The other was conducted by (Sari, Syaifei, & Fatimah, 2018). This study was intended to analyze the quality of the English textbook in term of the activities provided

by the book. The results, the textbook needs to improve some information or opinion gap activities which provided in the textbook. It will better if these activities on the textbook fulfill the criteria for the activities of a good textbook.

According to the explanation above, the previous studies investigated the content and the quality of English textbooks. Additionally, it becomes crucial to inspect 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 Grade 9 in SMP Negeri 1 Negara 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 9 in SMP Negeri 1 Negara and investigate how the texts are exploited in the classroom. The researcher expects that by doing this study, it would be able to successfully provide the readers with inspiration and knowledge.

1.2 Problem Identification

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.

1.3 Research Questions

Based on the background of the study, the research questions will be formulated as follows:

- 1.3.1 What reading-related activities are available in English textbook for grade 9 in SMP Negeri 1 Negara?
- 1.3.2 How are the reading texts exploited in English classes of grade 9 in SMP Negeri 1 Negara?

1.4 Research Objectives

Based on the research questions, there are two research objectives in this study, as follows:

- 1.4.1 To describe reading-relates activities that are available in English textbook for grade 9 in SMP Negeri 1 Negara.
- 1.4.2 To describe how are the reading texts are exploited in English classes of grade 9 in SMP Negeri 1 Negara.

1.5 Research Significances

This study is expected to provide about theoretical and practical significances, which seen from each object. As follows:

1.5.1 Theoretical Significance

This study is expected to provide important information about reading-related activities provided in an English textbook for Junior High School students, that can be used as empirical evidence

for the improvement of the quality of reading materials to support the reading culture of EFL learners.

1.5.2 Practical Significance

The result of this study is intended to contribute and bring inspiration to the students of Junior High School, students of English Language Education, English teachers, and other researchers as well.

a. For the Students of Junior High School

This study is expected to improve students' abilities in learning English, especially in improving students' reading skill.

b. For the Students of English Language Education

This study is expected to be used as the basic to develop quality pedagogical content knowledge about the teaching of reading for prospective English teachers.

c. For the English Teachers in Junior High School

This study is expected to provide English teachers about the evidence about reading materials and activities that can be used in teaching reading in Junior High Schools.

d. For the Other Researchers

This study is expected to give some information, model, or references to be developed for further studies.

1.6 Research Scope

This study was designed as an observational study that limited to analyzing the reading-related activities in students' English textbook for

grade 9 in SMP Negeri 1 Negara and how the texts are exploited in the classroom. The scope of the research is on analyzing reading-related activities in English textbook for grade 9 and how the texts are exploited in the classroom. It is limited on reading-related activities in textbook, exploitation the text in the classroom, students' grade, and the school where this study was conducted. Furthermore, the study was conducted in grade 9 in SMP Negeri 1 Negara.

