

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 : 2996/UN48.7.1/DT/2021

25 Oktober 2021

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMP Negeri 1 Negara
di Negara

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

Nama	: Ni Kadek Yuli Cahyani
NIM	: 1812021024
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2021/2022
Judul	: Analyzing Reading-Related Activities In English Textbook For Grade 9th In SMP Negeri 1 Negara 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,

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

Tembusan:

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

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

No	Chapter	Page	Material	Reading Activities
1.	1	3 - 11	Expressing Hope, Wish, and Congratulations	<p>Hope and Wish</p> <ul style="list-style-type: none"> • Read the following dialog. After that, make a card based on the content of the dialog. • Read the following dialog then answer the questions. • Read the following dialog. After that, decide whether the statements are true (T) or false (F) based on the dialog. • Read the following dialogs. Then, identify the hoping expressions and their responses. <p>Congratulations</p> <ul style="list-style-type: none"> • Read the following texts. After that, put a tick mark (✓) in the Yes or No column based on the texts.

				<ul style="list-style-type: none"> • Read the texts. After that, match the following situations with their responses. • Read the following dialogs. Then, identify the expressions of congratulating and their responses in the dialogs.
2.	2	12 - 21	Expression Purpose, Agreement, and Disagreement	<p>Purpose</p> <ul style="list-style-type: none"> • Read the dialog. After that, fill in the blank spaces with the words provided in the box. • Read the following dialogs. Then, identify the expressions of stating plan and intentions. • Read the following dialogs, then identify stating purposes and intention expressions. • Read the following dialogs. Then, identify the correct

				<p>statements based on the dialog by putting a tick (✓) (choose more than one.)</p> <p>Agreement and Disagreement</p> <ul style="list-style-type: none"> • Read the dialog and answer the questions. • Read the following dialog aloud. Then, identify the expressions of agreeing and disagreeing. • Read the following dialog. After that, decide whether the statements are true (T) or false (F) based on the dialog.
3.	3	22 – 34	Label	<ul style="list-style-type: none"> • Read the following text then answer the questions. • Read the following dialog. Then, decide whether the statements are true (T) or false (F) based on the dialog by putting a tick mark (✓).

				<ul style="list-style-type: none"> • Read the text then put a tick mark (✓) in the Yes or No column based on the text. • Read the following text, then put a tick mark (✓) in the correct statements. • Read the following explanations and answer the questions by completing the sentences.
4.	4	35 – 45	Procedure Text	<ul style="list-style-type: none"> • Read the following text. After that, define the generic structure of the text. • Read the following text then answer the questions. • Read the following dialog. After that, decide whether the statements are true (T) or false (F) based on the dialog by putting a tick mark (✓),

				<ul style="list-style-type: none"> • Read the following text. Then, put a tick mark (✓) in the correct statements. • Read the following text. After that, put a tick mark (✓) in the Yes or No column based on the text. • Read the following text. Then, identify the generic structure of the text.
5.	5	46 - 53	Present Continuous, Past Continuous, and Future Continuous Tense	Present and Past Continuous Tense <ul style="list-style-type: none"> • Read the following text. Then, put a tick mark (✓) in the correct statements. • Read the following text. After that, put a tick mark (✓) in the Yes or No column based on the text. • Read the following dialog. After that, decide whether the statements are true (T) or false (F) based on the

				<p>dialog by putting a tick mark (✓).</p> <ul style="list-style-type: none"> Practice the dialogues. Then, identify present continuous tense and past continuous tense based on the dialogues. <p>Future Continuous Tense</p> <ul style="list-style-type: none"> Read the following sentences. Then, change the sentences into future continuous tense.
6	6	54 - 64	Simple Past Tense and Present Perfect Tense	<p>Simple Past Tense</p> <ul style="list-style-type: none"> Read the following dialog. After that, put a tick mark (✓) in the Yes or No column based on the dialog. Read the following dialog. Then, decide the correct statements based on the dialog. (Choose more than one.) <p>Present Perfect Tense</p>

				<ul style="list-style-type: none">• Read the following text. Then, decide whether the statements are true (T) or false (F) based on the text by putting a tick mark (✓).
--	--	--	--	--



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

Instrument Observational Sheet

Chapter : 5
 Material : Present Continuous Tense, Past Continuous Tense, and Future Continuous Tense
 Date : Friday, October 8TH, 2021

No	Teaching Activity	Teacher's Instructions	Time Allotment
1	Pre-Activity	<ul style="list-style-type: none"> - Greeting - Checking students' attendance - Reviewing the previous learning 	10 Minutes
2	Main-Activity	<ul style="list-style-type: none"> - Giving a task which contain in the textbook about change 5 sentences into future continuous tense - Inviting the students to discuss together about their tasks' results. - Giving another task about deciding the correct statements by considering the text 	30 Minutes
3	Post-Activity	Teacher evaluates the whole learning activities	10 Minutes

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

Instrument Observational Sheet

Chapter : 5
 Material : Present Continuous Tense, Past Continuous Tense, and Future Continuous Tense
 Date : Friday, October 15th, 2021

No	Teaching Activity	Teacher's Instructions	Time Allotment
1	Pre-Activity	<ul style="list-style-type: none"> - Greeting - Checking students' attendance - Reviewing the previous material 	10 Minutes
2	Main-Activity	<ul style="list-style-type: none"> - Instructing the students to open page 50 and read the dialogue. - Giving a task on page 51 about True / False - Inviting the students to discuss together about their task's results 	30 Minutes
3	Post-Activity	Teacher evaluates the whole learning activities	5 Minutes

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

Instrument Observational Sheet

Chapter : 6
 Material : Simple Past Tense and Present Perfect Tense
 Date : Friday, October 22th, 2021

No	Teaching Activity	Teacher's Instructions	Time Allotment
1	Pre-Activity	<ul style="list-style-type: none"> - Greeting - Praying - Checking students' attendance - Reviewing the previous material 	10 Minutes
2	Main-Activity	<ul style="list-style-type: none"> - Instructing the students to read new material in the text book about simple past tense and present perfect tense. - Teacher gives a task which contain in the text book about completing blank spaces in a reading text on page 55. - Inviting the students to discuss about the task results 	30 Minutes
3	Post-Activity	Evaluating the learning process	10 Minutes

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

Instrument Observational Sheet

Chapter : 6
 Material : Simple Past Tense and Present Perfect Tense
 Date : Friday, October 26th, 2021

No	Teaching Activity	Teacher's Instructions	Time Allotment
1	Pre-Activity	<ul style="list-style-type: none"> - Greeting - Praying - Checking students' attendance - Reviewing the previous learning and material 	15 Minutes
2	Main-Activity	<ul style="list-style-type: none"> - Giving the students a task which contain in the textbook about complete the sentences by filling the gap with present perfect tense. - Discussing together about the results of their task. - Giving another task about deciding the Yes or No statements which also discovered from the textbook. 	30 Minutes
3	Post-Activity	Evaluating the learning process.	10 Minutes.

Appendix 7. Observational Sheet of Interview to the Teacher

No	Questions	Respondent' Answer
1	What activities are carried out in reading class?	The activities that carried out in the reading class are reading a text or dialogue which contain on the students' English textbook. Also, the teacher took some reading text on the Google. After that, the students read, teacher asked students to finding some difficult word on the text or dialogue in dictionary. It also following with another activity, such as answering questions, true or false, etc.
2	What strategy is implemented?	The teacher used GTM (Grammar Translation Method) in teaching reading. As the teacher tend to improve students' grammar skill.
3	Is the text in the English textbook used optimally in the classroom?	The English textbook used optimally, where it can help the students more understand about the material. As the explanation in the English textbook provided by teacher is already clear.
4	Do you create other reading activities in addition to the activities available in the students' book? What activities do you create? What	Yes, the teacher creates other activity related to activities that available on the students' English textbook. The activity is creating a new text that still related to the text on the textbook (minimize the text), then tell the

	are the purposes to create new activities?	students to read the text in pair. The purpose of this activity is to make the students able to understanding the material by reading the text, then sharing their thought with their pair.
5	How do students respond to the reading activity that has been done?	Students' respond during reading activity is very good. All students want to participate because the teacher has a strategy in order to improve students' reading skill, especially in improving students' pronunciation.

From the table, showed the result of the interview with the English teacher in 9TH grade about reading activities that already conducted in the previous learning. The results of each question can be described as follows:

1. The result of first question, the English teacher took several reading activities for reading class. Such as, reading texts and reading dialogues which already contain in the English textbook. Usually, after the students conducted reading, the English teacher instructed them to do some exercises. The exercises in the English textbook are the reading-related activities, such as answering questions that related to the text or dialogue, deciding True or False, deciding Yes or No, etc. Also, the English teacher took some reading text on the Internet, which means that, the teacher doesn't rely on textbook. Here, the reading-related activity is finding some difficult word on the reading text. From the English teacher's answer, it can be concluded that, the reading activities for reading class is already run effectively, where the teacher used the English textbook properly and also used the Internet as another learning sources.

2. In the result of the second question, the most teaching strategy in teaching reading which used by the English teacher is GTM. GTM (Grammar Translation Method) is a teaching strategy that focused in improving students' grammar. In teaching reading, the English teacher wanted their students able to improve their ability in learning grammar, where still low grammar skills in 9th grade.
3. In the result of the third question, the English teacher used the English textbook optimally during teaching and learning. Based on the observation, the teacher used the textbook in giving several explanations related to the topic. Also, the teacher used optimally the tasks in the textbook in order to give an exercise to the students.
4. In the fourth question, the English teacher added other reading activities. Another reading activities that made by the teacher are creating a new text which still related to the text on the textbook or minimize the text and telling the students to read the text with their partner. The purpose of these activity is to make the students able to understand the material and sharing their thought with their pair.
5. In the result of the fifth question, the students gave a positive respond during reading activity. The English teacher able to make the students participate during learning, such as answering questions, asking questions, and sharing their opinion. From those action, it can be concluded that, students' respond is very good and the English teacher succeed in teaching reading by using a teaching strategy in order to improve students' reading skill.

Appendix 8. Research Documentation



Appendix 9. Biography



Ni Kadek Yuli Cahyani lahir di Negara pada tanggal 20 Juli 2000. Penulis lahir dari pasangan suami istri, Ayah I Ketut Astawa dan Ibu Made Suardi. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Desa Baler Bale Agung, Kecamatan Negara, Kabupaten Jembrana, Bali.

Penulis menyelesaikan Pendidikan dasar di SD Negeri 3 Baler Bale Agung dan lulus pada tahun 2012. Kemudian penulis melanjutkan sekolah di SMP Negeri 3 Negara dan lulus pada tahun 2015. Lalu pada tahun 2018, penulis lulus dari SMA Negeri 2 Negara dengan Jurusan BAHASA 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 9 in SMP Negeri 1 Negara and How the Texts are Exploited in the Classroom.”