CHAPTER I

INTRODUCTION

This Chapter presents a brief description of the whole content of the study, which covers the research background, problem identifications, research questions, research objectives, and research significance.

1.1 Research Background

Reading skills must be learned by students from an early age. It is because reading needs to be built into a skill and a child should be exposed to reading materials either at home or at schools. This exposure can be expected to develop children' reading habit and strategies so that it will be useful for them in understanding the content of reading texts and obtaining information/knowledge from different sources such as books, magazines, articles, newspaper, and others (Doni, Aziz, and Fitriani 2018). In other words, possessing reading skills will make students easily get the information contained in the text they read. Moreover, students are also able to answering questions that related to the text correctly.

According to (Napratilora, Lisa, and Bangsawan 2020), reading is an activity that has several purposes such as gaining new knowledge, getting pleasure, and also to obtain some information in the form of words, symbols, and pictures from written language. Getting pleasure in reading means that we can get interesting things from what we have read and with that we can feel happy. In addition, we can also make reading as a hobby or activity that can be done when

feeling bored. Therefore, it can be concluded that reading skills is an important skill that must be mastered by students to improve the other Basic English skills and understanding the content of the text they read.

In understanding the content of the information from the reading texts, comprehension plays important roles. The important role of comprehension in this case is that it can make it easier for readers to get information and understand the meaning of the words conveyed by the writer. Sari Dewi, Hasanah, and Wahyudi (2020) stated that in the lives of people, reading comprehension is crucial. In this case, comprehension is crucial because it can add insight and knowledge. Furthermore, by having a good comprehension, students will find it easier to understand as a whole what they read and know the meaning that is contained in the contents of the text. Then, students will be able to understand the topic of the reading text and understand why, when, where, what, and how the occurrence of an event that happens in the reading text so that it can improve student comprehension in depth, critically, and thoroughly.

Currently in Indonesia, reading becomes one problem in education fields. As stated by PISA (Program for International Student Assessment) (2018), Indonesian's reading scores are ranked on 72 out of 77 countries. This study was conducted at the level of adolescent students aged 15 years. Additionally, it means that the reading competence of Junior High School students in Indonesia is still far below the level compared to other countries. There are many causes of the low students reading skill, one of them is low motivation of students to read. Most students do not have enough motivation in themselves to read, or perhaps none. They feel that reading is boring and they do not have high enthusiasm when the

teacher asks them to read because of their lack of motivation to read. Well, that is what causes them to be lazy to read. If it continues, their reading skill will not improve and be below average. Besides, there are several factors mentioned by (Napratilora, Lisa, and Bangsawan 2020) such as lack of confidence of students to read in front of the class, lack of availability of pre-reader books, lack of motivation to read from teachers and also parents are additional factors that do contribute to the low interest or reading ability of students in school. Therefore, teachers must be able to build students' self-confidence and students' motivation to read so that their low reading skills can improve and become better.

In order to improve students reading skill, teacher must have several ways to increase student's motivation in reading. Varying or modifying reading activities is one of the best ways that teachers can do. As we know, in general in reading class, students are asked to read the texts in the book together. It will definitely bore them, so the teacher can do other things. For example, teacher can asked students to retell what they have read before by their own sentences, then another activity is asked them to stringing sentence into a text, and then the teacher can also give some interesting questions and related to what has been read. According to Rudiawan and Jupri (2020), retelling is one of the reading activities where the readers restate what they have read and it is also a verbal practice skill. Through retelling the text they have read in their own sentences, students can be directly involved in reconstructing the meaning in the text by generalizing the information in the text, then reconnecting details, and referring to their previous personal knowledge.

Besides varying or modifying reading activities in the reading class, teachers must also pay attention to the use of textbooks during the learning process. The use of textbooks in the reading class is one of the efforts that can be done by teachers in helping students to improve their abilities, namely by applying reading-related activities contained in the textbooks to the learning process in the classroom. In addition, teachers can also exploit texts or dialogues available in textbooks in teaching and learning activities. Therefore, English textbooks must have adequate text/dialogue and reading-related activities so that teachers can exploit them optimally in the classroom.

In teaching reading, there are three types of activities that are usually conducted, namely pre-reading activities, main reading activities (while-reading activities), and post-reading activities (Antoni, 2010). Pre-reading activities are activities that direct, guide, and prepare students to be more prepared before reading the text. Then, while-reading activities are activities where students are asked to read some texts that have been prepared. In this stage, students also do exercises about the text referred to in the pre-reading activities. The last, in post-reading activities, students are asked to summarize what they have read and do the activities afterwards.

Providing students with reading-related activities in textbooks is not enough to ensure that students are involved with the reading process, especially in online learning. Therefore, teachers can use reading texts in textbooks into the learning process as one of the best ways to do it. Text exploitation is the teacher's strategy or way of utilizing reading texts in reading activities in the classroom. The purpose of the text exploitation is to build students' reading comprehension

on the content of the reading and improve students' reading ability. In SMP PGRI 2 Denpasar, there is a reading text that is exploited by the teacher. In the learning process, the teacher exploits the reading text in the form of dialogue and text in the classroom as the learning media.

English textbooks are commonly used as a reference in conducted learning activities in the classroom, especially activities that related to reading for students. For example, the teacher will ask students to read a text or dialogue and then ask them to find difficult words in the text they are reading. Textbooks contain many reading texts that can be used by teachers in the learning process. However, the teacher must be smart and careful in sorting and analyzing which activities are in accordance with the student's learning objectives and the material being studied. In this case, the teacher will also modify activities related to the text so that it can be included in reading activities.

According to the preliminary data in SMP PGRI 2 Denpasar, the English book entitled "Effective English; Bahasa Inggris untuk SMP/MTs Kelas VII" contained several reading-related activities. This textbook is used for two semesters, both in odd semesters and even semester. Each semester has 4 Chapters. This textbook was also used in online learning. In the learning process, this English textbook was used by teachers as the main media in the teaching and learning process, in which this textbook provides various types of reading text such as text in the form of dialogues, paragraphs, pictures, and tables. In online learning, English textbooks are not optimal to use. It is because of the limited number of books and not all students have books. However, the teacher still

applies some of the texts or dialogues in the textbook into classroom so that reading activities can still be done to improve students' reading comprehension.

Related to this issue, there are many researchers who continuously conduct research on the analysis of English textbooks. One of the study came from Safitri and Asrining Tyas (2019). In their research, they stated that not all teachers use textbooks in teaching, some even do not use them at all, but almost all teachers agree that textbooks are needed in the teaching process. Therefore, teachers who do not use textbooks in class, only use textbooks as guidelines and examples in making their own teaching materials. Related to that, this shows that there are teachers who do not exploit the reading text available in the textbook into the learning process in the classroom. The lack of reading-related activities in textbooks is also one of the reasons why teachers do not exploit text in their teaching. Then, the next study was conducted by Dharma and Aristo (2018), who stated that it is frequently discovered that the textbook's materials do not accurately reflect the curriculum's target purpose. Related to that, it can be concluded that not all textbooks contain material that is in accordance with the learning objectives. In addition, there are textbooks that don't have activities related to the material and include the Basic English skills. Thus, teachers must be able to choose appropriate and proper textbooks to be used in teaching.

Seeing the reviews of several related articles results, it makes this research urgent to do. This is because it is very important to analyze reading-related activities in textbooks and how the reading texts are exploited in the classroom. In this regard, the researcher is interested in analyzing the reading-related activities

that are available in the English Textbook for 7 Grade in SMP PGRI 2 Denpasar and how are the texts exploited by the teacher in the classroom.

1.2 Problem Identification

In understanding the information that is read, comprehension is very necessary. Therefore, the material developer has developed reading-related activities in student's English textbook that can be used by students to hone their comprehension. Like at SMP PGRI 2 Denpasar, the English textbook entitled "Effective English Bahasa Inggris untuk SMP/MTs Kelas VII" has various kinds of reading-related activities and hone their comprehension. However, providing reading-related activities in their English textbook is not enough. Here, the teacher must also have an important role. Teachers must be able to become facilitators between students and the reading-related activities, namely by exploiting reading texts into the learning process. Moreover, in this online learning, the teacher must be able to ensure that the reading-related activity carried out by students is meaningful to help their comprehension. Reading text exploitation is one of thing that teachers can do. At SMP PGRI 2 Denpasar, the teacher has conducted several texts exploitation activities. However, the preliminary data collected is minimal, so further analytical studies need to be carried out by conducting study documents and observations to be able to examine all reading-related activities and text exploitation used during the learning process.

1.3 Research Questions

Based on the background that has been described, the research questions formulated in this study are as follows.

1.3.1 What reading-related activities are available in students' English textbook for Grade 7 in SMP PGRI 2 Denpasar?

1.3.2 How are the reading texts exploited in English class of Grade 7 in SMP PGRI 2 Denpasar?

1.4 Research Objectives

Based on the research questions that have been formulated, the objectives of this study are as follows.

1.4.1 To analyze the reading-related activities that are available in English textbook for Grade 7 in SMP PGRI 2 Denpasar.

1.4.2 To describe how the reading text are exploited in English class of Grade 7 in SMP PRI 2 Denpasar.

1.5 Research Significance

The significance that are expected to be achieved from the results of this study are as follows.

1.5.1 Theoretical Significance

Theoretically, the results obtained in this study are expected to provide benefits for the development of knowledge and can be used as guidelines for teachers to improve students' abilities, especially reading.

1.5.2   Practical Significance

The practical significance obtained from this research are as follows.

1.5.2.1 English Teacher

The results of this study are expected to add insight to teachers in teaching reading about the existence of various reading-related activities in English textbook and the way to exploit the text in the classroom.

1.5.2.2 Future Researcher

The results of this study are expected to be used as reference material and can provide valuable experience, insight, and learning for other researchers in developing deeper research on reading activities and the use of reading texts in Junior High School.

1.6 Research Scope

The scope of this research is focused on knowing the reading-related activities available in English Textbooks for Grade 7 in SMP PGRI 2 Denpasar and how the texts are exploited in English classes for Grade 7 of Junior High School.