

Appendix 1. Research Permission Letter



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
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Nomor : 2990/UN48.7.1/DI/2021

25 Oktober 2021

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMP PGRI 2 Denpasar
di Denpasar

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

Nama	: Ni Made Yuni Karya Dewi
NIM	: 1812021119
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2021/2022
Judul	: Analyzing Reading-Related Activities in English Textbook for Grade 7 in SMP PGRI 2 Denpasar 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.



Wakil Dekan,
Wakil Dekan I,
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	1 – 20	How Are You? <ul style="list-style-type: none"> • Greeting • Leave Taking • Thanking and Apologizing 	GREETING <ul style="list-style-type: none"> • Reading a dialogue and practice it with a partner (Communicating: Study the following dialogues, and then practice with a partner.) • Making a dialogue in pair based on the given situation (Creating: Study the following situation and sample dialogue, and the in pairs make your own dialogue based on the given situation.) LEAVE TAKING <ul style="list-style-type: none"> • Reading a dialogue and practice it with a partner (Communicating: Study the following dialogues, and then practice the dialogue with a partner.) • Making a dialogue in pair based on the given situation (Creating: Study the sample dialogue above, and pick one of the situations below. Then, in pairs make your own dialogue based on the situation you picked.) THANKING AND APOLOGIZING <ul style="list-style-type: none"> • Reading a dialogue and practice it with a partner (Communicating: Study these situations and dialogues, and then practice with a partner.) • Making two dialogues in

				<p>pair (one is thanking and the other one is apologizing) based on the given situation (Creating: Study all these situations below and pick two. Then, in pairs make two dialogues (one is thanking and the other one is apologizing) of your own based on the situations you picked.)</p>
2.	2	21 - 37	<p>What Is Your Name?</p> <ul style="list-style-type: none"> • Self-Introduction • Describing One's Hobbies • Describing Family Members 	<p>SELF-INTRODUCTION</p> <ul style="list-style-type: none"> • Arranging a dialogue based on the expressions given (Collecting and Analyzing: The order of expressions in the two dialogues below is jumbled. Reorder them to make good, meaningful dialogues.) • Reading a dialogue and practice it with a partner (Communicating: Study the following dialogues, and then practice with a partner.) • Making a self-introduction based on the example given (Creating: Study the following examples, and then make your own.) <p>DESCRIBING ONE'S HOBBIES</p> <ul style="list-style-type: none"> • Read a dialogue and practice it with a partner (Communicating: Study the following dialogues, and then practice the dialogue with a partner.) <p>DESCRIBING FAMILY MEMBERS</p> <ul style="list-style-type: none"> • True or false (Observing and Questioning: Decide if each of the statements

				<p>below is TRUE or FALSE based on the information from the texts above.)</p> <ul style="list-style-type: none"> • Fill in the blank (Collecting and Analyzing) • Fill in the blank (Communicating: Read some information about two students. Choose one and describe him/her and his/her family using the given template. You may add more information and more sentences into your description.)
3.	3	39 – 53	<p>When Is Your Birthday?</p> <ul style="list-style-type: none"> • Asking and Telling Time • Telling about Dates 	<p>ASKING AND TELLING TIME</p> <ul style="list-style-type: none"> • Making sentences based on the schedule given (Communicating (C): Look at the following schedule. Make five sentences based on the schedule below.)
4.	4	55 – 76	<p>What Is at School?</p> <ul style="list-style-type: none"> • Numbers and Animals • Numbers and Classroom Objects • Numbers and Public Places 	<p>NUMBER AND ANIMALS</p> <ul style="list-style-type: none"> • Correcting a sentence (Collecting and Analyzing (C): Read the news and then correct the following sentences. Number one has been done for you)

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

Chapter : 3
 Material : Asking and telling time
 Date : Thursday, October 7th 2021

No	Teaching Activity	Teacher's Instructions	Time Allotment
1	Pre-Activity	<ul style="list-style-type: none"> • Greeting • Teacher asks some question that related about the previous meeting. • Teacher informs the material that will be learn. 	10 minutes
2	Main-Activity	<ul style="list-style-type: none"> • Teacher asks students to read and study the dialogue in the textbook page 40 -41. • Teacher give task to students to make a dialogue like the one in textbook which contains the expression of asking and telling time. 	30 minutes
3	Post-Activity	<ul style="list-style-type: none"> • Teacher asks students to submit assignment to school in the next day after the learning process are finished. • Teacher end the class 	5 minutes

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

Chapter : 3
 Material : Telling about Dates
 Date : Thursday, October 14th 2021

No	Teaching Activity	Teacher's Instructions	Time Allotment
1	Pre-Activity	<ul style="list-style-type: none"> Greeting Teachers checks students understanding about the previous material by asking several questions. 	10 minutes
2	Main-Activity	<ul style="list-style-type: none"> Teacher asks students to read and study the text about Dates and Month. Teacher asks students to answer the following questions based on the text given. 	30 minutes
3	Post-Activity	<ul style="list-style-type: none"> Teacher asks students to submit the assignment to school in the next day after the learning process are finished. Teacher end the class. 	5 minutes

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

Chapter : 4
 Material : Numbers and Animals
 Date : Thursday, 21st October 2021

No	Teaching Activity	Teacher's Instructions	Time Allotment
1.	Pre-Activity	<ul style="list-style-type: none"> • Greeting • Praying • Checking students attendance • Teacher asks some questions about the material to be discussed to encourage student's curiosity. 	10 minutes
2.	Main-Activity	<ul style="list-style-type: none"> • Teacher give notes about adjectives that match the material and explains them. • Teacher asks students to open the textbook on page 56 and invite students to read together. • Teacher asks students questions related to the dialogue spontaneously. • Teacher ensures the correct answer to the students. 	30 minutes
3.	Post-Activity	<ul style="list-style-type: none"> • Teacher provides feedback on activities that have been carried out. • Teacher end the class 	5 minutes

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

Chapter : 4
 Material : Numbers and Animals
 Date : Thursday, October 28th 2021

No	Teaching Activity	Teacher's Instructions	Time Allotment
1.	Pre-Activity	<ul style="list-style-type: none"> - Greeting - Praying - Checking students' attendance - Teacher asks a few thing about the previous material. 	10 minutes
2.	Main-Activity	<ul style="list-style-type: none"> - Teacher asks students to open the textbook page 59 and invite students to read the news item text in the textbook together. - Teacher asks students to do the task under the text. - Teacher invite students to discussed the answer or the result of the task. 	30 minutes
3.	Post-Activity	<ul style="list-style-type: none"> - Teacher give students opportunity to ask question about things they do not understand. - Teacher give feedback to students - Teacher end the class 	5 minutes.

Appendix 7. Observational Sheet of Interview to the Teacher

No	Questions	Respondent' Answer
1	What activities are carried out in reading class?	The first activity is the teacher begins to tell the material, because the students' reading level is low. The teacher reads first and then the students follow. So the activities are following each other, to find out the students' pronunciation and so that they have reading activities. Because if they were told to read on their own, they wouldn't. This way, they will read indirectly. Then, after they read. I'll explain a bit, and after that, I'll ask them. I will give different and more attractive questions but still related to the material so that students are more interested in answering.
2	What strategies are implemented?	The strategy is one, but that might not be a strategy because it is merely a technique to entice students to read. First, I'm going to take a reading exam. I'd call students up to the front of the class one by one to hear them read. Furthermore, in this way, they will be inspired / motivated to read.
3	Is the text in the English Textbook used optimally in the classroom?	In online learning, the book is not used. We prepare ourselves, yet we remain focused on the content of the book. We adopt a more realistic example because not all students have access to books, and the number of books available remains limited. So, we keep taking the context of the book. The theme is the same, but the story is different. Because this book is simply intended to explain, the teacher must continue to do so. 50% of the information comes from books, and 50% comes from the teacher.
4	Do you create other reading activities in addition to the activities available in the students' book? What activities do you create? What are the purposes to create new	For the reading activity, I made one too. So, before I begin reading, I'll give a brief description of the adjectives, followed by their structure. Then they'll write a paragraph that corresponds to the theme. They also must present their work in front

	activities?	of the class when they have already completed it. Even if there are errors, students are at least doing reading activities in front of the class. It is done offline, but we are unable to do it online. So, when online is just a chore, yes even though it's not effective because they don't read, they write so it's included.
5	How do students respond to the reading activity that has been done?	They have more motivation when given a time limit. They become more interested and enthusiastic about doing it. The teacher gives more appreciation so that students understand their worth and abilities. We awaken students' abilities in that way.



Appendix 8. Research Documentation





RIWAYAT HIDUP



Ni Made Yuni Karya Dewi lahir di Denpasar pada tanggal 02 Juni 2000. Penulis lahir dari pasangan suami istri Bapak I Nyoman Gede Sulatra dan Ibu Ni Made Ruka. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Jalan Noja Gang V No 1, Desa Kesiman Petilan, Kecamatan Denpasar Timur, Kota Denpasar, Provinsi Bali.

Penulis menyelesaikan pendidikan dasar di SDN 6 Kesiman dan lulus pada tahun 2012. Kemudian penulis melanjutkan sekolah di SMP PGRI 2 Denpasar dan lulus pada tahun 2015. Pada tahun 2018, penulis lulus dari SMAS PGRI 4 Denpasar, Jurusan IPA dan melanjutkan ke S1 Jurusan Bahasa Asing Program Studi 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 7 in SMP PGRI 2 Denpasar and How the Texts are Exploited in the Classroom”*. Selanjutnya, mulai tahun 2018 sampai dengan penulisan skripsi ini, penulis masih terdaftar sebagai mahasiswa Program S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha.