

**ANALYSIS OF READING ACTIVITIES IN ENGLISH TEXTBOOK
“INTERACTIVE ENGLISH 3 BY YUDHISTIRA” FOR NINTH GRADE
STUDENTS OF JUNIOR HIGH SCHOOL**

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ABSTRACT

Textbooks play an important role in education because they serve as a tool for teachers to use in providing material to students and sources for teachers and students in the teaching and learning process. Therefore, schools must provide quality English textbooks that can help the English language learning process well. The purpose of this study was to determine what type of reading activities were the most common in the textbook "Interactive English 3 by Yudhistira" based on the theory of Patel and Praveen (2008). This is qualitative research. The researcher will analyze the reading activities presented in the textbook. This textbook has eleventh chapters while the researchers just pay attention to reading activities. After that, the checklist analysis content is based on the type of reading activities by Patel and Praveen (2008). Based on the result of the data analysis on types of reading activities in the English Textbook "Interactive English 3 by Yudhistira". The total of reading activities found in this textbook was 27 times. For types of reading, there were 19 for intensive reading, and 8 for extensive reading. Overall, intensive reading that was often appears found in the reading activities in this English textbook.

Keywords: *Analysis, Reading Activities, English Textbook*

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A. INTRODUCTION

The learning process can not even stand without learning help. Using learning aids can affect the success of the learning process. They teach matter, media, strategies, and techniques. They always support each other. The teacher must choose the media right, teaching materials, and techniques that will be used in the teaching and learning process. English teachers use English textbooks as materials. Material is one of the basic references in English teaching. This material is an instrument for a teacher in the study process, especially in reading skills. This is something that can be served and something that can be used for class activities. According to Richard, some teachers use teaching materials as primary teaching resources. Materials authentically, such as from newspapers, magazines, or textbooks. English teachers should decide whether the contents of the textbook are according to the current curriculum or not.

Textbooks also support teaching and learning processes that last regularly and effectively. As teaching materials, textbooks have a very important role in improving student skills, especially in reading, and textbooks direct how students can master the reading skills well according to applicable curriculum demands, namely the 2013 curriculum so that objective learning can be achieved. One important element of language skills in textbooks is reading skills. According to Nunan, reading is a smooth process that builds meaning, readers must combine information from the text with their background knowledge.

Based on the sources, According to Patel And Praveen (2008) Types Of Reading Are Intensive Reading and Extensive Reading. First, Intensive Reading. Intensive Reading is Aloud Reading: This reading can be called text reading or passage reading. In this type of reading, the learners use the text to get knowledge. This reading is done to get specific information. Second, Extensive Reading. Extensive Reading Is Silent Reading: Extensive reading is the ing for pleasure. The reader wants to talk about something. The reader does not care about specific or important information after reading. Usually, people need to keep them updated.

Previous studies that have relevance to this kind of study are: First, come from Muslimah 1614050091 with the title “An Analysis Of Reading Materials In English Textbook ‘Bahasa Inggris’ Used In XII Grade Of Senior High School”. The researcher focuses on analyzing the reading material in the Bahasa Inggris textbook for XII senior high school published by the ministry of education and culture and whether the textbook meets the criteria of good reading material suggested by Cunningsworth’s theory. The second, comes from Arif Kurnianto with the title "An Analysis Of Reading Materials On A Textbook For The Eighth Grader: Real Time An Interactive English Course For Junior High School Students Year VIII". The researcher focused on the research questions, the study attempted to answer Whether the reading materials in real-time textbooks for the eighth grader meet the aspect of contents, the aspect of the presentation, and the aspect of language use And readability based on the good criteria of learning materials proposed by Pusat Perbukuan, ministry of national education. The third, comes from Rido Alistra with the title "An Analysis Of Reading Material Of Students' Textbook "Think Globally Act Locally" in Grade 9th. The results of this study conclude that the textbook meets a good textbook criterion based on the specific rubric assessment of the textbook published by BNSP. Therefore, the book "thinking globally acts locally" can be used by students and teachers in the classroom as a guide in doing reading activities.

In this study, the researcher will analyze reading activities, which focus on "what type of reading often appears in the textbook Interactive English 3 by Yudhishtira". The purpose of this study is "to determine what types of reading are often in the textbook Interactive English 3 by Yudhishtira". Therefore, Schools must analyze textbooks which

will be used as a guide in the learning process. so that the learning process can run smoothly and the purpose of learning is achieved effectively.

B. METHODOLOGY

In this study, researchers used qualitative research methods. Qualitative research provides a priority to analyzing the data. The data in this study are analyzed in the form of description and identification or text analysis. Qualitative research is the process of investigation based on the tradition of methodology different from the methodology tradition that explores social or human issues. The study built a complex, analyzing words, detailed reports of informants, and conducted studies in natural settings. The researcher uses a qualitative research method using Content analysis is one type of qualitative descriptive research. The object of the study is the reading activities presented in "Interactive English 3 by Yudhistira". The source of data was the reading activities in an English textbook for junior High School grade nine with 2013 Curriculum (K13) published by Yudhistira with the title "Interactive English 3" by Yudhistira". This textbook has 11 chapters and just focuses on reading activities.

The instrument used to collect data in this study is a list of checklists. Based on an evaluated aspect, there are three checklists applied to answer research questions. They are the smallest in evaluating reading activities. This checklist is taken from the intensive reading and extensive reading, formulated by Characteristics and examples that adopt Patel and Praveen's (2008) theory. The techniques used in collecting data in this study are content analysis. Checklist researchers who are selected by Readers of intensive reading, and extensive reading, adopt Patel and Praveen's (2008) theory.

C. FINDING AND DISCUSSION

The researcher used the textbook "Interactive English 3 By Yudhistira". The parts of these textbooks were the reading activities. However, in general this textbook consisted of eleven chapters. Based on the data, it can be explained that there were two types of reading found. The included chapter 1 until chapter 11 based on the English textbook "Interactive English 3 by Yudhistira". The models of the types of reading in this textbook are intensive reading and extensive reading. The distribution that often appears of the types of reading in this textbook is intensive reading. The types of reading are 19 times for intensive reading, and 8 times for extensive reading. It can be said that the distribution of intensive reading in this textbook often appears if it is compared to the other types of reading in the English textbook "Interactive English 3 by Yudhistira".

In this section, the researcher discusses finding by reflecting on the theories Patel and Praveen (2008). Based on data analysis of the English textbook "interactive English 3 by Yudhistira" found two types of reading, namely intensive reading, and extensive reading.

For intensive reading types, the researcher was found 19 times reading activities. Intensive reading has seven categories of tasks or indicators including cloze tasks, impromptu reading plus comprehension questions, short answers, editing, scanning, ordering tasks, and information transfer. In the English textbook “Interactive English 3 by Yudhistira” the researcher only found four indicators, namely short answer tasks, impromptu reading comprehension, cloze tasks, scanning and ordering tasks.

Short answer indicator, there was found: in chapter 1 for 1 time on page 12, 1 time in chapter 2 on page 21, 2 times in chapter 5 on pages 76 and 84, 1 time in chapter 6 on page 92, 1 time in chapter 8 on page 129, 1 time in chapter 9 on page 149, and 1 time in chapter 11 on the page 174. So, the short answer was found as many as 8 times in this English textbook.

Cloze tasks, indicator were found: 2 times in chapter 1 on pages 5 and 9, 1 time in chapter 3 on the page 42, 2 times in chapter 5 on pages 74 and 78, and 1 time in chapter 8 on page 133. So, cloze tasks were found as many as 6 times in this English textbook.

Scanning, indicator there was found: 1 time in chapter 4 on page 55 and 1 time in chapter 10 on page 157. So, scanning was found as many as 1 time in this English textbook.

In ordering tasks, the indicator was found: 1 time in chapter 4 on page 57 and 2 times in chapter 9 on pages 143 and 145. So, ordering tasks was found as many as 3 times in this English textbook.

For Extensive Reading, the researcher found 3 indicators. Indicators of extensive reading include skimming tasks, summarizing and responding, note-taking, and outlining. In the English textbook “Interactive English 3 by Yudhistira” the researcher found three indicators: Skimming Tasks, Summarizing and Responding, and Note Taking and Outlining

Skimming tasks were found 3 times in chapter 7 on the pages 107, 109 and 113. In **note-taking, and outlining** was found 1 time in chapter 9 on page 151. **Summarizing and responding** were found: 1 time in chapter 4 on page 57, 1 time in chapter 5 on page 75, and 2 times in chapter 7 on pages 118 and 120. So, extensive reading was found as many as 8 times in this English textbook.

Tabel The distribution of types of reading on english textbook

NO	Types of Reading	CHAPTER											TOTAL
		1	2	3	4	5	6	7	8	9	10	11	
1	Intensive Reading	3	1	1	2	4	1		2	3	1	1	19
2	Extensive Reading				1	1		5		1			8
													27

D. CONCLUSION

Based on the result of the data analysis on types of reading activities in the English Textbook “Interactive English 3 by Yudhistira”. The total of reading activities found in this textbook was 27 times. For types of reading, there were 19 for intensive reading, and 8 for extensive reading. Overall, intensive reading that was often appears found in the reading activities in this English textbook.

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