AN ANALYSIS OF TEACHING LEARNING ACTIVITIES OF READING COMPREHENSION IN ENGLISH TEXTBOOK FOR SECOND YEAR JUNIOR HIGH SCHOOL BASED ON THE 2006 ENGLISH CURRICULUM

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ABSTRAC
In this study, the writer is analyzing the teaching learning activities of reading in junior high school English textbook published by Erlangga, Dinas Pendidikan Kota Malang, and Yudhistira. In detail, this study is designed to (1) The teaching activities of reading comprehension in English textbook for the second year junior high school, (2) the most varieties of teaching activity of reading, (3) the fewest varieties of teaching activity of reading.

In this study, the writer used descriptive design to know the teaching activities of reading in certain textbooks. The population were five of the English textbook in the second year junior high school based on the 2006 English curriculum and the sample of this research were three such as Real Time, Get along with English, and The Bridge English Competence, English textbook for the second year of junior high school published by Erlangga, Dinas Pendidikan Kota Malang, and Yudhistira. The instrument to collect the data used was documentation.

The finding of this research showed that (1) the teaching activities of reading in “Real Time” textbook published by Erlangga consisted of reading the following text, finding the meaning in Indonesia, putting the words from Exercise 1, answering the questions and discuss the answers, choosing the correct answers based on the text. The teaching activities of reading in “Get along with English” Textbook published by Dinas Pendidikan Kota Malang consist of reading the text, answering the questions after reading the text, completing the sentences, making question and giving short answers, arranging the words in to good sentences, writing “True and “False, reading and understand the words, reading the letter, finding the words from the text. The teaching activities of reading in “The Bridge English Competence” Textbook published by Yudhistira consisted of studying the model of descriptive text, answering the questions based on the text, descriptive texts, finding the generic structure of the texts, how to read the dialog, answering the questions orally based on the dialog, observe the models of recount texts, observe the text to identify the generic structure, completing the dialog, deciding whether the statements True or False, completing the paragraph using own words, choosing the best answers, recount text, reading it aloud then answer the questions, (2) The book with the most varieties of teaching and learning activity of reading was “The bridge English Competence “English textbook published by Yudhistira, (3) The book with the fewest varieties of teaching and learning activity of reading was “Real Time “English textbook published by Erlangga.