

CHAPTER I

INTRODUCTION

A. Background of Study

It is common knowledge that English is the most popular language in the world so most people will understand at least the simplest sentences in English. This phenomenon did not just happen, but it happened a long time ago when the British Empire colonized other countries. All the effects of English are what make people all over the world eager to learn how to speak and understand the language. English language learning is becoming very popular in the education system and attracting more students in every class. From kindergarten to college students, learning English is still one of the good values for their future.

When students learn a new language including English, they must acquire four skills, namely listening, speaking, reading and writing. Each skill will help students to understand the language and provide different improvements in it. Therefore, these skills should be practiced in the classroom so that students can Master the language and should not be left behind in the teaching and learning process.

English has become a global language, of course there are some books, journals, articles or even websites and applications on smartphones that use English as the base language. Therefore, students or someone who wants to understand without errors or waiting for translation, they must know for themselves how to speak or read in English. In addition, the text book important

during the learning process. It can support students to access a wealth of knowledge.

An English textbook is a fundamental tool in language education, providing a structured and comprehensive guide to learning the intricacies of the language. It offers a curated selection of vocabulary, grammar rules, reading passages, and exercises that cater to various levels of proficiency, enabling systematic learning. Textbooks also often include cultural contexts, which help learners understand the practical use of language in real-life scenarios. Moreover, they serve as a reliable reference for both students and teachers, ensuring a consistent and thorough approach to mastering English. By facilitating organized learning and offering diverse linguistic resources, English textbooks play a crucial role in developing language skills effectively.

Many English textbooks have been written and produced by student writers and producers. The importance of using textbooks encourages many publishers to carry out the production of textbooks that will be used in schools. Therefore, teachers should be able to choose and use the most appropriate textbooks for classroom use. As expressed by Marinane, the importance of using English textbooks as a second or foreign language class makes the selection process important. Sometimes this happens because of the responsibility of the teacher to choose textbooks for a particular class.¹ There are many language learners who often make reading one of their most important goals. They want to be able to read for information and pleasure, for operators and for the purpose of their

¹ Marinane Celce-a-Froign Murcia, *Teaching English as a Language or Second Language* (Boston: Heinle & Heinle, 1991), 432.

studies. In fact, in most EFL situations, the ability to read a foreign language is the only thing students want to acquire. Secondly, written texts serve for various pedagogical purposes. Extensive linguistic exposure to comprehensible written texts can improve the process of language acquisition. A good reading text also provides a good writing model, and provides an opportunity to introduce new topics, stimulate discussion, and learn the language.² Choosing an English textbook is not an easy process. Harmer said that it is often difficult to convince students of English as a foreign language that texts in English can be understood despite the absence of understanding and never-before-seen structure.³

Sometimes textbooks for students contain some difficult words and are not in the student's vocabulary. Foreign vocabulary in such texts makes students feel uncomfortable facing any text that does not match their reading level. Therefore, the selection of good text materials has a great impact on students.

From the results of interviews with several English students at MTs III Nurul Yaqin Badung Proppo Pamekasan, there are still many students who have difficulty in learning use the English textbooks, as a result students are not motivated to learn to read English. There are some difficulties in learning to read English for students namely the lack of habit of reading and listening to English conversations, students are afraid of making mistakes in reading what they write and see. Therefore, they feel embarrassed to read written English texts and students.

² Jack C Richard, *The Role of Textbooks in Language Programs* (New York: Cambridge Universitypress, 2002), 273.

³ Jeremy Hamer, *English Language Teaching Practice* (London: Logman Group Limited, 1983), 153.

"The English in Focus for Grade IX Junior High School" serves as a pivotal resource for students in Indonesian middle schools. Through content analysis, the research delves into the book's structure, language use, and pedagogical strategies. By examining these elements, the study seeks to determine the book's alignment with educational standards and its efficacy in promoting language proficiency among students.

B. Research Focus

The issues under investigation are stated as follows:

1. How is the appropriateness of the materials in the English textbook entitled "English in Focus" at the third grade students of MTs Nurul Yaqin Gunung Sari Badung Proppo Pamekasan 2023/2024?
2. What are the strengths and weaknesses of the materials in the English textbook entitled "English in Focus" at the third grade students of MTs Nurul Yaqin Gunung Sari Badung Proppo Pamekasan 2023/2024?

C. Research Objective

Based on the research problems above, researchers can determine the objectives of the study, namely:

1. To find out the appropriateness of the materials in the English textbook entitled "English in Focus" at the third grade students of MTs Nurul Yaqin Gunung Sari Badung Proppo Pamekasan 2023/2024.

2. To find out the strengths and weaknesses of the materials in the English textbook entitled “English in Focus” at the third grade students of MTs
Nurul Yaqin Gunung Sari Badung Proppo Pamekasan 2023/2024

D. Significance of Study

The research objectives that can be taken from this study are:

1. Theoretical significance

This research aims to examine and analyze the content of the specified textbook to benefit both teachers and students. By aligning the content of the textbook with the needs of both students and teachers, it is expected to enhance the effectiveness of the learning process. This study will aid in identifying the alignment of the material with the curriculum, the relevance of topics to learning needs, and the suitability of material presentation for various student proficiency levels. Through in-depth analysis, the textbook is expected to be optimized as a more effective and efficient learning tool for all stakeholders involved in the educational process..

2. Practical significance

- a. English teachers

It is hoped that this research will motivate English teachers to choose the right content for students, especially ninth grade.

b. Student

It is expected that through content materials, students' interest in class will increase and students and the teaching and learning process will become more interesting.

c. Next Researcher

It is hoped that this research can be used as a reference for those who are interested in this topic.

d. School

It is hoped that this research can make a significant contribution to schools that English text book very important for students to improve the level interest of students in learning English.

E. Definition of Key Terms

To avoid complicated problems, the study was limited and focused only on the analysis content of English textbooks in the third Mts Nurul Yaqin Gunung Sari Badung Proppo Pamekasan.

a. Content Analysis

Content analysis is a method for analyzing materials, such as textbooks, by compressing content into categories and drawing general inferences using systematic and replicable techniques.⁴ In this study, content analysis will be employed to examine the content of the English textbook “The English in Focus for Grade IX Junior High School (SMP/MTs).”

⁴ Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology* (SAGE Publications, 2018).

b. English Textbooks

One of the media commonly used by teachers in the classroom to introduce and improve new languages to students. Using this medium, students should acquire the skills of reading and understanding every vocabulary in the text.

F. Previous Study

The existence of previous research is to elaborate and deepen the theory in this study. Also to provide guidance and benchmarking which topics will be the focus of this research and will also be used as a comparison of results to get updates from studies that have the same topic. There has been a lot of previous research on this issue.

The first study by Jaza Anil Husna entitled *A Content Analysis Of English English" A Content Analysis Of English Textbook "Experiencing For The First Grade Of Junior High School For The Fi Textbook "Experiencing Rst Grade Of Junior High School Based On Curriculum 2013*. The method used in this study is descriptive qualitative method with content analysis to analyze the content of the textbook. The result of this study was that The "Experiencing English" textbook has achieved a fair standard, with 77.08% of its contents meeting the textbook evaluation criteria suggested by BSNP, including the relevance between materials and curriculum, material accuracy, and supporting materials. However, it lacks diversity insight. Despite this shortfall, the textbook is suitable for use in the teaching-learning process, and teachers are encouraged to supplement it with other sources to address the diversity aspect. The textbook aligns with the 2013

curriculum, fulfilling its core and basic competencies, and all chapters meet the curriculum's requirements, making it a proper implementation of the 2013 curriculum textbook.⁵

The second research was conducted by Sayidah Salim with the title *Content Analysis on The Textbook "Informational English for The SMA Grade X"*. This study focused on analyze the textbook used in her field research school (SMA Islam Harapan Ibu Jakarta) *Informational English for the SMA Grade X*, written by Tony Rogers and Bambang Kaswanti published by Widya Utama 2005, to see appropriateness of the textbook.⁶

The third study conducted by Irma Hidayah entitled *A Content Analysis Of English Textbook "When English Rings A Bell" For Second Grade Of Junior High School*, the research method used descriptive qualitative research by using content analysis method, the result of the research shows that the textbook achieved average score 79.38% out of three proposed criteria. The textbook fulfilment score of content appropriateness (81.81%), language appropriateness (83%), and presentation appropriateness (73.33%). In general, this English textbook is categorized as a fair textbook.⁷

The fourth study was conducted by A. Retno Budiarty N. with the title *Content Analysis Speaking Materials In English Textbook Based On 2013*

⁵ Jaza Anil Husna, "A Content Analysis Of English English" A Content Analysis Of English Textbook "Experiencing For The First Grade Of Junior High School For The Fi Textbook "Experiencing Rst Grade Of Junior High School Based On Curriculum 2013" (Raniry State Islamic University Darussalam - Banda Aceh, t.t.).

⁶ Sayidah Salim, "Content Analysis on The Textbook 'Informational English for The SMA Grade X'" (t.t.).

⁷ Irma Hidayah, "A Content Analysis Of English Textbook 'When English Rings A Bell' For Second Grade Of Junior High School" (IAIN Surakarta, t.t.).

Curriculum For The First Grade Students At Vocational High School 4 Makassar,

This research aimed to analyze Speaking material in English textbook based on 2013 Curriculum for The First Grade Student at Vocational High 4 Makassar. The research method of this research was qualitative descriptive. Having analyzed the data and the rubric scoring tabulation of this research, it was found that the degree of suitability of "Buku Bahasa Inggris" an English text book used by First grade students of Vocational High School was 75%. The Researcher concluded that the textbook were logic and can be implemented as a learning source in the classroom. Although it still needs some revision to make it better. During the researcher doing this research, actually the researcher does not face a problem, because the researcher just analyzing and collecting the data by checklist so, the researcher could does this research have done.⁸

The fifth research was conducted by Indriani Putri Utami with the title A Content Analysis Study Of Recount Text On Ted Talks Video (A Generic Structure Analysis Of Recount Text On Ted Talks Video Transcript). to analyze the generic structure, language feature and social function of recount text on TED Talks videos to see whether it is in line with the national syllabus of 10th grade student Senior High School. A qualitative research with content analysis methodology was used in this research. The result of the generic structure analysis shows that all the elements implemented in the text and are well structured. Most of the text has been written in form of language feature of recount text stated by expert. However, the writer still found some language feature missing from the

⁸ A. Retno Budiarty N, "Content Analysis Speaking Materials In English Textbook Based On 2013 Curriculum For The First Grade Students At Vocational High School 4 Makassar" (UIN Alauddin Makassar, t.t.).

some of the text. Moreover, for the social function, all the videos are in line with the national syllabus. Furthermore, it could be concluded that the videos that are analyzed in this research are fulfill the requirement of good recount text and the social function is in line with the national syllabus of 10th grade Senior High School and can be used as a learning material resource for recount text.⁹

The primary distinction between this study and previous research lies in the research approach. This study employs content analysis using a library research method. Additionally, the focus of prior research differs from the focus of this study. Furthermore, the objects of study also vary. It is anticipated that the novelty of this research will distinguish it from prior studies.

G. Review of Related Literature

In conducting this study, researchers use several theories as a reference in analyzing data. Related to the research topic, there is a literature review discussed in this section related to research.

1. Theoretical study of content analysis

Content analysis is a scientific tool used to determine the presence of certain words or concepts within texts or sets of texts. Krippendorff¹⁰ stated that content analysis as an indigenous to communication research and is potentially one of the most important research techniques in social science. As a research technique, the content analysis provides new insights, increases researchers'

⁹ Indriani Putri Utami, "A Content Analysis Study Of Recount Text On Ted Talks Video (A Generic Structure Analysis Of Recount Text On Ted Talks Video Transcript)" (UIN Syarif Hidayatullah, t.t.).

¹⁰ Krippendorff, *Content Analysis*.

understanding of critical phenomena or informs effective actions. Content analysis may be viewed as a technique in qualitative and quantitative research. It is defined as a systematic and objective analysis technique of message characteristic. Content analysis as a technique is applicable in many areas of inquiry. To summarize the explanation of experts above, the researcher concludes that content analysis is a method in analyzing materials (textbook) for compressing content into categories and drawing general inferences in systematic and replicable techniques. In this study, content analysis means to analyze the content of English Textbook “The English in Focus for Grade IX Junior High School (SMP/MTs)”

2. Theoretical study of textbooks

a. Textbook Definition

Textbooks are defined as comprehensive learning resources in print or electronic form, or consisting of a combination of printed, electronic, and non-print materials designed to support most Ontario curriculum expectations for specific classes and subjects. in elementary school or for courses in high school, or most expectations for areas of learning in Ontario kindergarten programs. Resources are intended to be used by an entire class or group of students.¹¹

Textbooks are considered the main source of teaching in schools. It plays an important role in educational programs; Still used mainly in the teaching and learning process. In addition, the term textbook is not only as a textbook, but also as a set of learning and teaching guidelines, as argued by van Els, et al. Al. emphasizes, "a textbook is a coherent collection of teaching materials that can

¹¹ Website at <http://www.edu.gov.on.ca>

consist of textbooks only, but also for learning packages consisting of several parts".¹²

When we had a gap between students and texts, we took a big step. We match the text to the student's reading level. This is our biggest challenge in supporting students' self-efficiency in reading. To apply the practice of matching students to this text, we must get to know our students. Starting this process, we identify the student's reading level. Guessing about this doesn't work effectively because some people read less well than we expect or than others suggest. We use several ways to check the reading level of our students, including, (1) having students read aloud, (2) asking students to write a one-page summary, (3) having students write questions in short sections of text, (4) giving short answer tests, (5) giving multiple choice tests, (6) having students explain the text aloud. We use these informal classroom assessments with supplementary materials for textbooks, or trade books. Despite oversimplifying this assessment – begin the process of connecting books with our learners.¹³

From the statement above, it means that judging the readability of the material to be given to students is to read the material, and question other people's messages. The second technique is the cloze readability procedure, where the teacher prepares a cloze reading taken from the scheduled material, then students fill in the deleted words. Another way is to use readability formulas that involve

¹² Theo Van Es, *Applied Linguistics and Language Learning & Teaching* (London: Wolters-Noordhoff, 1991), 289.

¹³ Jhon T, *Guthrie Teens in Reading* (California: Corwin press, 2008), 10.

using average sentence length, vocabulary lists, and syllables to estimate reading difficulty.

b. The Role of Textbooks

Textbooks are a key component in most language programs. In some situations, they serve as the basis for most of the language input learners receive and the language practice that takes place in the classroom. They can provide a basis for the content of the lesson, the balance of skills taught and the language practice of the children followed by the students. In other situations, textbooks can provide the primary source of contact they have with languages other than input provided by the teacher. In the case of inexperienced teachers, textbooks can also serve as a form of teacher training. Textbooks provide ideas on how to plan and teach as well as the formats teachers can use. Much of the language teaching that takes place around the world today could not have happened without the extensive use of commercial textbooks. Therefore, listening to how to use and adapt textbooks is an important part of a teacher's professional knowledge.

The advantages of using textbooks are:

- 1) Provide structure and syllabus for a program. Without textbooks, programs may not have a core core and learners may not receive a systematically planned and developed syllabus.
- 2) They help standardize teaching. The use of textbooks in cam programs ensures that students in different classes receive the same content and therefore can be tested in the same way

- 3) They keep quality. If the textbooks used are well developed, students will be exposed to tried and tested material, which is based on good learning principles, and which is appropriately organized.
- 4) They provide a variety of learning resources. Textbooks are often accompanied by workbooks. CDs and cassettes, videos, CD ROMs and teaching guides are comprehensive, providing teachers and learners with rich and diverse resources.
- 5) They are efficient. They save the teacher time, allow the teacher to devote time to teaching rather than material rather than material production,
- 6) They can provide language models and inputs. Textbooks can provide support for teachers whose first language is not English and who may not be able to produce accurate language input on their own.
- 7) They can train teachers. If teachers have limited teaching experience, textbooks equipped with teacher manuals can serve as a medium for initial teacher training.
- 8) They are visually appealing. Commercial textbooks usually have high standards of design and production and appeal to students and teachers.

c. Textbook selection

The dominant role of textbooks makes the selection of textbooks an important decision. The importance of textbooks encourages many authors and publishers to produce textbooks in bulk for different levels of students. Swan states, "there were fewer boring courses in their day and many modern courses contain interesting and motivating material, with good texts, interesting reads, and good reads".¹⁴

Therefore, the task of the teacher is to determine which textbook is suitable for a large number of students even if the information regarding each student is imprecise. Teachers need to have enough information about it. Teachers are expected to be wise in choosing texts that are easy to read, understand and interesting. To be truly effective in choosing a text, teachers must pay attention to several factors that influence the text including its vocabulary and writing style, and more significantly be able to modify teaching strategies accordingly. Thus students will be encouraged to read the material well

Textbook information can be obtained from two sources; i.e. textbook description and textbook evaluation

d. Textbook Description

Textbook selection is defined as the collection and description of data regarding the content and form of the textbook itself. They;

- 1) Author and publisher information

¹⁴ Jack c Richards, *Curriculum Development in Language Teaching*, (New York: Cambridge University Press, 2001), 254.

The information provided by textbook authors and publishers usually still leaves a lot of unwanted things. Both provide information as the provision of relevant details and may vary about the textbook.

2) Textbook reviews

Reviews can be called the most common and widely used type of textbook description. The most important thing. Unless, of course, the journal editor publishes it quickly enough.

3) Checklist

Description and evaluation of textbooks can be done on the basis of a checklist. We will limit ourselves to checklists devoted to textbook descriptions.

e. Textbook Evaluation

Refers to the collection and description of data on textbooks owned by its users. In the evaluation of textbooks usually distinguished two, namely;

1) User ratings (teacher and learner)

User ratings play an important role in the selection of textbooks, but they are often very difficult to come by. In fact, most textbooks have been on the market for years before the opinions formed regarding such books are generally known.

2) Experimental research has an effect on textbooks.

Experimental research on the influence of textbooks is the main desire of many authors, but it is rarely done, especially when it comes to entire textbooks.¹⁵

They are the type of evaluation that textbooks accept. However, this will also reflect the concerns of the evaluator. A teacher can see a book in terms of its usefulness. Teachers are primarily interested in whether the book is easy to use in their classrooms, can be used flexibly, and is adaptable. Other teachers may view the book more critically in terms of its theoretical orientation and approach. If this book teaches conversational skills, what is the underlying theory of conversation? What is the underlying syllabus and what is the validity of the activities used? The two teachers evaluating the paper can also look at it from very different perspectives. One can subscribe to a process-oriented view of writing and look for activities that practice processes such as generating ideas, structuring, revising, and editing. Others may be more concerned to see that adequate treatment is given to different conventions governing different types of text, such as narrative writing, expository writing, and descriptive writing. Therefore, in any language program, a published checklist is unlikely to be able to be used without adaptation as a basis for evaluating and selecting textbooks. Based on the factors of each situation, questions specific to that situation need to be directed at the main issues involved in textbook evaluation and selection:

- a. Program factors – questions related to program issues
- b. Teacher factors – questions related to teacher problems

¹⁵ Edward Arnold, *Applied Linguistics and Foreign Language Learning and Teaching* (New York: Chapman, 1984), 300.

- c. Learning factors – questions relating to learners' concerns
- d. Content factors – questions related to the content and organization of the material in the book
- e. Pedagogical factors – questions relating to the principles underlying the material and the pedagogical design of the material, including the choice of activities and types of exercises.¹⁶

In addition, there are several criteria for evaluating texts for reading development. Two main criteria influence the choice of text: suitability of content, exploitation. The next problem is that the text must be authentic, simplified, written, and how it is presented. We will examine each of them in turn

a) Content suitability

The most important criterion is that the text should interest the reader. Interesting content makes learning tasks far more rewarding. Fun text also makes classwork more effective.

b) Exploitation

It can be said that it is the most important after content. When you utilize a text, you utilize it to develop students' competence as readers. Text that you can't use is useless for teaching even if students enjoy reading.

3. Theoretical study of Genre Texts

Reading is one of the skills that must be mastered in learning English. In reading, we will find various kinds or types of English texts. However, before

¹⁶ Cristine Nuttal, *Teaching Reading Skills in Foreign Languages* (Oxford: Jordan Hill, 1996), 170.

entering the type or types of text, we need to know first the meaning of the text itself.

What is text? Text is the spoken or written part. Text has various kinds or types of text. This type or type of text is called Genre. The text genre should have the following 3 things:

a. Social Function / Communicative Purpose

Social functions in a text are often referred to as communicative goals. The social function or communicative purpose of the text is the goal that the author wants to achieve through the text written.

b. Generic structure

The arrangement of writing texts according to their social function or communicative purpose

c. Language features

The linguistic characteristics of a text aim to distinguish it from other types of text. The use of linguistic elements must correspond to the social function or communicative purpose of each type of text.

Based on the structure of the text and the use of linguistic elements, text genres are divided into 13 types:¹⁷

1) Descriptive Text

Descriptive text is a type of text used by writers or speakers to describe certain things, people, animals, places and or events to readers or listeners. The process of describing is done by clearly

¹⁷ Nurul Khoiriyah, *Genre text* (Guepedia: First publisher in Indonesia, 2021), 10.

sequencing their characteristics, from naming them, classifying them, and dealing with attributes, behaviors, functions, and so on so that the reader or listener may be able to notice what the author wrote as if they could directly see it through their own eyes.¹⁸

For example: The white tiger is a type of cat subspecies of the Bengal tiger. It has almost no orange pigmentation. It is for this reason that its plumage is white and from there it got its name. Although those black stripes retain pigmentation. Regarding its size or size, these tigers are usually slightly larger than orange tigers. Because of this condition (lack of pigmentation), white tigers have been classified as exotic animals and are a great source of tourist attraction.

2) Report Text

A text is a linguistic unit that is meaningful in a context. The text of the language is unique. Some languages may have some similarities in text. They also have some differences. Someone of this type of text is Report Text. The text of the report is a kind of genre that has the purpose of informing the reader. Basically, Report text is a type of text that provides general information about something.¹⁹

For example: Seals are mammals that can live both in and out of water. The seal is gray and has a thin layer of flat fins and a fluffy coat

¹⁸ Eko noprianto, "Student Descriptive Text Writing in SFL Perspective" 2, no. 1 (2017): 67.

¹⁹ Annalia Arahap, "The ability of students to write report manuscripts in class XI MAN 1 padangsidempuan" (Thesis, IAIN padangsimpuan, Ji H.t rizal nurdin km, 2015), 10.

for protection from sand and rocks. The seal is six feet long and weighs about 150 pounds. Most seals feed on various fish and shellfish. Seals live in the Northern Hemisphere and they do not migrate.

Pregnant female seals go ashore every spring to have their puppies. It takes almost a whole year for a pregnant female seal to have puppies. They have one puppy every year. Seals travel in small groups or large herds and often rest together on land.

3) Procedure Text

Basically, procedural texts are part of our daily lives. It tells us how something is done through steps or actions. We often use procedural texts, although we are rarely aware of them. Examples are when we follow recipe instructions on television, read manuals, how to turn on a CD player, conduct simple scientific experiments, etc.²⁰

Procedural text structure

Example: Let's Create Your Own Aquarium Ecosystem

Ingredients (exact information, how long, how much, what type).

Example: Spread gravel over the bottom of the tank.

²⁰ Artono Wadirman and M. Sukirman Djusma Masduki B> Jahur, *English in Focus for SMP/MTs Class IX* (Jakarta: CENTRAL JAKARTA, 2015), 12.

Frame (command, details, how, with what)

4) Narrative text

Descriptive text is text that describes a particular person, animal, place or thing in detail or specific. For example, it describes the characteristics of animals

For example: Mr. Tucker was my math teacher at school. He taught us in class IX.²¹

5) Recalculate Text

A recount is a piece of text that retells past events, usually in the order in which they occurred. The purpose of the recount text is to give the audience a description of what happened and when it happened.

For example: *I lost my wallet yesterday. I realized it when I was about to pay for my lunch. I have stored my cash, credit card, and ID in it. I retraced my steps to where I was before, but I couldn't find it. I asked the restaurant staff, but they haven't seen it either. It was a stressful day, and I spent hours canceling my credit card and reporting the loss to the police.*

6) News items

²¹ Nurul Khoiriyah, *Genre Text* (First publisher in Indonesia: Guepedia, 2021), 12.

*A news item is a text that informs the reader about the events of the day. The event is considered newsworthy or important. This means if there is an important event that must be known by many people.*²²

Example: Hundreds of thousands of people affected by floods, landslides as heaviest rains in 60 years hit southern China

7) Expositoting Analytics

An analytical exposition text is a type of text that aims to explain an opinion or argument about something in a logical way. The text focuses on in-depth analysis and explanation of the topics covered, as well as providing the author's opinion on the topic.²³

Exemplary: Renewable energy sources, such as solar, wind, and hydropower, offer many advantages over traditional fossil fuels. They play an important role in combating climate change and promoting a sustainable future. Therefore, it is important to understand the benefits of renewable energy and support its widespread adoption.

Argumentation: Renewable energy sources are environmentally friendly. Unlike fossil fuels, they produce minimal greenhouse gas emissions, reducing the impact of climate change and air pollution.

They help reduce global warming and reduce our dependence on

²² Intan Aulia Husnunnisa "News item text, definition, structure and examples" <https://www.english-academy.id/blog/news-item-text> on February 5, 2024 at 11.57 WIB.

²³ Adya rosyada Yonas "Analytical exposition, understanding, functions and brief examples" <https://www.english-academy.id/blog/analytical-exposition-text> on November 14, 2023, at 12.50 WIB.

limited fossil fuel reserves, promoting a cleaner and more sustainable environment.

Renewable energy sources are abundant and endless. Sun, wind, and water are natural resources that can be harnessed to produce clean energy. Unlike fossil fuels, which are limited and depleting, renewable energy sources provide long-term and sustainable solutions to meet our energy needs.

In addition, renewable energy sources offer economic benefits. The renewable energy industry has the potential to create jobs and stimulate economic growth. Investment in renewable energy projects can drive innovation, drive technological advancement, and provide opportunities for local communities. It can also reduce energy costs in the long run, as renewables become more affordable and accessible.

Bottom Line: Renewable energy sources offer significant advantages over traditional fossil fuels. They are environmentally friendly, plentiful, and provide economic benefits. By switching to renewable energy, we can combat climate change, reduce pollution, and create a sustainable future. It is critical to support and invest in renewable energy initiatives to secure a cleaner and more prosperous planet for future generations.

8) Hortatory Expository

Hortatory exposition is a type of English text that belongs to the class of argumentation. Hortatory exposition is a type of English text that presents the author's attempt to influence the reader to do something or act in a particular case. In the hortatory exposition, the author lists some opinions on certain matters in order to reinforce the main idea of the text. The hortatory exposition presents recommendations as the concluding paragraph of the hortatory exposition text.²⁴

For example: I personally think that reading is a very important activity in our lives. Why do I say so

First, by reading we can get a lot of knowledge about many things in the world such as Science, technology, sports, art, culture, etc. which are written either in books, magazines, newspapers, etc.

Secondly, by reading we can get a lot of news and information about something happening in any part of the world that we can see firsthand.

Another reason, reading can give us pleasure as well. When we are tired, we read books, novels, comics, newspapers or magazines in entertainment columns such as comedies, short stories, quizzes, etc.

To relax us.

²⁴ Maulani rifat yesina, "The Effectifness of using sq3r tehniqie in student reading comprehension of hortatory exposition text" (UIN Syarif hidaytullah, Jakarta, 2017), 9.

Finally, reading can also take us halfway around the world. By reading books about Irian Jaya we may feel we are actually sitting in the forest, not at home in our room.

From the above facts, it is clear that everyone needs reading to gain knowledge, information and entertainment. Or succinctly we can say reading is really import

9) Spoof

A spoof is a storytelling text, taking place in the past with an unexpected and funny ending. Its social function is to entertain and share stories.

For example: *One day an old man was standing at a bus stop. He seemed to be waiting for something. Then he asked a young man nearby, "Excuse me, what time is the bus to Bandung?"*

"5 minutes later," the young man replied. "How about a bus to Semarang?" asked the old man again. "About 10 minutes later," the young man replied curtly. "Where are you going, sir?"

"I just want to cross this road. I'm afraid they hit me," the old man replied and walked across the street.

10) Explanation

Explanatory text is clarifying content that explains how or why something happened. It takes looking at means instead of things. The purpose of the explanatory text is to inform each procedural development (how) and to give reasons (why). Explanations are bits of content that bargain with the procedures involved with understanding and making explicit how or why certain phenomena, events, and ideas occur in logical and specialized fields. Grammatical features in explanatory texts combine passive voice, simple present tense, time and cause conjunctions, groups of nouns and complex sentences.²⁵

For example: Floods are common disasters in large and densely populated cities. In Indonesia, floods hit Jakarta very often and cause many casualties. Then, do you know how the process of flooding occurs? Consider the following explanation.

The process of natural flooding begins with rain falling on the surface of the earth. Then rainwater is absorbed by the soil surface and flows to the lower place. Once that condition occurs, evaporation and water come to the surface of the soil. Floods can be disastrous for humans when flooding occurs in the area that people live in because water carries objects such as houses, bridges, cars, furniture and even people.

²⁵ Sitti nur aida, and elok wiayati, "Extensive reading to improve students' writing of explanation text," *English education, literature, and culture* 5, no 1 (february 2020): 111, <http://dx.doi.org/10.30659/e.5.1.109-117>.

On the other hand, non-natural flooding processes are usually caused by bad human habits that do not care about the environment, such as littering which can make the flow of water blocked. This keeps water stored in landfills, which is gradually becoming more common. When the water reservoir can no longer accommodate the water discharge, the water then overflows out of the ground and causes flooding.

11) Discussion

A discussion text is a text to present a problematic discourse. This issue will be discussed from a different point of view. It presents pro and con opinions on a particular issue, one side agrees with the issue and the other disagrees with that issue.²⁶

For example: Should children have cell phones? If you want to give your child a cell phone, consider the advantages and disadvantages for children.

On top of its advantages, mobile phones can encourage their safety at all times. Just imagine your child in an emergency, they can easily use their cell phone to call you for help.

²⁶ Ester huta Barat, "The Effect of the Stad Method in Writing Discussion Text Skills in Class XII Students of SMA Negeri 1 Sipirok," (Research on Language Intelligence and Education, t.t.), 128.

On the other hand, mobile phones also have a negative impact. Instead of studying, children tend to spend more time texting with their friends or playing games on their phones.

Choosing the right phone for your son and daughter's age can affect all the benefits associated with it. So, choose wisely!

12) Review

Review text is writing that contains an evaluation or review of a publication. These publications can be books, movies, music, videos, and others. This article, of course, contains the subjective opinion of the author.²⁷

Exemple: "Love You Like a Love Song" is a single from one of Disney's shining stars, Selena Gomez. Young people who love this young singer/actress will love this song. Gomez isn't known for having a very strong voice or the most original arrangements, but she deserves props for this song, which mercifully reduces standard synth-pop noise and improves vocal performance. The end result sounds a little more creative and mature than other bubblegum-pop packs.

13) Anecdote

²⁷ Tasya taltha "Understanding, Examples and Understanding Review" <https://www.gramedia.com/literasi/review-text/>, on March 21, 2024 at 11.41 WIB.

Anecdotal texts are interesting short stories because they are funny and memorable. It is usually about important or famous people and based on real events. Anecdotes in the text can also contain events that are upsetting or silly for the participant who has his experience. The structure of anecdotal texts: abstraction, orientation, crisis, reaction, coda.²⁸

Exemplar: Waller's lost progress

Losing my wallet in a bustling city turned into an unexpected adventure, expressing the kindness of strangers.

Orientation: On a busy Monday morning, I rushed through the bustling streets, completely unaware that my wallet had slipped out of my pocket.

Crisis: Panic set in when I realized my wallet was missing, containing not only money but also important cards. The bustling city suddenly felt incredible.

Reaction: In luck, a kind stranger noticed my distress. What followed was a heartwarming series of events as the community came together to help me search for and eventually locate my lost wallet.

²⁸ Dewi kusumaningsih " *Indonesian ext Role as Draft Science in Curriculum 2013: Assessment Introduction Text Structers strategies In An Indonesian Book* " Social Sciences & Humanities (November 4, 2013), 290.

Coda: The lost wallet became an unexpected story of friendship and renewed my faith in humanity.