#### **CHAPTER III**

#### **DISSUSION OF RESEARCH FOCUS**

This study presents the results of the content analysis of English reading texts entitled "English in Focus for Class IX Junior High School/MTS)". The textbook published by the Book Center of the Ministry of National Education in 2008 was written by Artono Wadirman, Masduki B> Jahur and M. Sukirman Djusma and printed CV PUTRA ANUGRAH, This textbook consists of 152 pages and 5 chapters.

# A. Analysis Content of The English Textbook "English in Focus for Grade IX Junior High School (SMP/MTs)."

The data that used by the researcher in this research is the English textbooks. The title of the textbook is "English in Focus for Grade IX JUNIOR HIGH SCHOOL (SMP/MTs)". Textbooks are made for ninth grade high school. Published by the Book Center of the Ministry of National Education in 2008 written by Artono Wadirman, Masduki B> Jahur and M. Sukirman Djusma and in print form CV PUTRA ANUGRAH, this textbook consists of 152 pages and 5 chapters. The appropriateness of the materials in the English textbook of MTs Third grade students Nurul Yaqin Gunung Sari Badung Proppo Pamekasan 2023/2024

# 1. Textbook Description

Title	: English in Focus					
Authors	: Artono Wardiman, Masuki D. Jahur, and M.					
	Sukirman Djusma					
Publisher	: Pusat Perbukuan Departemen Pendidikan Nasional					
	Tahun 2008					
ISBN	: 979-462-972-3					
No. of pages	: 152					
Level	: IX Junior High School (SMP/MTs)					
Chapters	: 5					
Target skills	: Listening, Speaking, Reading and Writing					
Here is a detailed br	eakdown of the textbook content:					

#### a. Chapter 1 : (Do it This Way!)

In this chapter there are four sections. They are :

1) Listening

This section has several targets, such as : listening to the expressions of certainly in the form of procedural text, listen to a monologue discourse in the form of procedural text. In this section, there are 12 practices that align with the main material. These practices vary in form, including role play, fill in the blanks, and answering questions. In this chapter, there are numerous instructions and exercises that support and align with the main topic and objectives. All skills are included within it.

## 2) Speaking

This section has several targets, such as : telling monologue discourse in the form of procedure, and asking repetition. In this section, there are 12 practices related to procedural texts, including making your own dialogue, answering questions, filling in a dialogue, retelling the procedural text, and making an announcement in the procedural text.

#### 3) Reading

The targets of this section are : identifying characteristics of procedural texts, and reading aloud procedural texts. In this section, there are 9 practices that align with the learning objectives. One form of practice includes observing, filling in the blanks, answering questions, identifying the structure of procedural texts, and reading procedural texts.

4) Writing

The target of this section is writing procedural text. In this section, there are Y practices that align with the learning objectives. One form of practice includes identifying the instructions within the procedural text and writing procedural texts.

In this chapter, there are numerous instructions and exercises that support and align with the main topic and objectives. All skills are included within it. Additionally, this chapter covers language functions, and the genre of the text in this chapter is procedural. There is also a focus on grammar learning. The text used in this chapter is also easy to read. However, its weaknesses lie in the completeness of the material. If teachers cannot supplement the preparation in this chapter, some materials such as listening aspects may not be conveyed effectively. Additionally, having too many practices can make students feel fatigued.

#### b. Chapter 2 : ((Let's Dance and Sing)

1) Listening

This chapter has several targets such as : listen to a monologue in the form of reports text, listening to the expressions of showing hesitation, and listen to an art schedule from the radio. In this section, there are 12 practices that support the main target in terms of listening skills. One form of practice is listening to the radio.

2) Speaking

The targets of this section are : responding to hesitation, and retelling the story in the form of report text. In this section, there are 14 practices, one of which involves studying expressions, reading reports, answering questions, and retelling a report text.

3) Reading

This section has targets, they are : studying the structure of a report text, and identifying main ideas and supporting ideas. In this speaking section, there are 15 practices that align with the main topic and target, which is report text. One form of practice includes reading

a report text, matching the text, identifying characters, and answering questions.

4) Writing

The targets of this section are : getting the meanings from short functional text in the form of TV channels guide, and writing a report text. In this writing section, there are 5 practices. One form of practice includes writing a report text and identifying the main idea, supporting ideas, and concluding statements.

In this chapter, the text used is in the genre of report text. This chapter contains several practices aimed at enhancing students' abilities and understanding of report text. The grammar focus in this chapter is gerunds. There is a text that uses language that is difficult for students to read and understand. Additionally, there are too many practices that may tire out students.

# c. Chapter 3 (Be Creative!)

1) Listening

Listen to a monologue in the form of procedural text, listening to the expressions of giving attention and expressions of admiration, and listening to short functional text in the form of poster are the targets of this section. There are 13 practices in this section. Overall, these practices align with the stated targets. One form of practice includes listening to the tape, listening to complete a poster, and answering several questions.

# 2) Speaking

This section has several targets, such as : showing attention and expressions of admiration, and telling monologue in the form of procedural text. There are 13 practices in this section. Overall, these practices align with the stated targets. One form of practice includes listening to the tape, listening to complete a poster, and answering several questions.

3) Reading

Identifying characteristics of procedural texts is the target of this section. In this section, there are 6 practices that align with the objectives. One of the activities involves reading a procedural text, identifying the characters in the procedural text, and answering questions related to the procedural text.

4) Writing

The target of this section are composing a procedural text, making and getting meanings short functional text in the form of poster In this section, there are 6 practices that align with the objectives. One of the activities involves reading a procedural text, identifying the characters in the procedural text, and answering questions related to the procedural text.

## d. Chapter 4 (It's a Great Story)

1) Listening

This section has several targets such as : listening to someone giving interesting news or information, listen to a monologue discourse in the narrative form, and listening to short functional texts in the form of diary. There are 15 practices in this section that align with the target and topic. One of the practice forms involves answering questions and determining whether statements are true or false.

2) Speaking

The target of this section are telling interesting news or information, and expressing meaning of monologue discourse in the narrative form. In the speaking section, there are 13 practices that align with the target. One form of practice involves matching words, answering questions, and identify the characters of narrative texts.

3) Reading

Identifying characteristics of procedural texts is the target of this section. There are 10 practices in this section, which is the reading section. One of the practice forms involves reading narrative texts.

4) Writing

There are several targets of this section, writing narrative texts, and writing a diary in the form of imaginary story. In the writing section, there are 13 practices that align with the target. One form of practice involves matching words, answering questions, and writing narrative texts. In this chapter, the text used is narrative text with language that is easy to read and understand by students. There are many activities that align with the main target in this chapter. However, the downside is the lack of media used in this chapter, which can make students who receive a lot of tasks feel bored.

#### e. Chapter 5 (Send Me a Letter, Please )

1) Listening

The targets of this section are : listening to monologue and dialogue about showing manner, and listen to a monologue in the form of report text. In the listening section, there are 11 practice activities that align with the target, which involve listening to a monologue in the form of a report text

2) Speaking

This section has several targets such as : using polite expressions to show manner, Performing a monologue in the form of a report text, and promoting something through an advertisement. In the speaking section, there are 12 sections that contribute to improving students' proficiency in report text. One form of practice involves creating a dialogue in the form of a report text.

3) Reading

Reading report text and identifying another form of a report text are the targets of this section. In this reading section, there are 11 practices. One of the practices involves completing a dialogue in the form of a report text, identifying the characteristics of report text, and reading a report text.

4) Writing

The targets of this section are writing a report text in the form of simple graphic, and writing and sending a letter. In this section, there are 11 practices. One of the forms includes writing and composing a report text in the form of a letter.

The genre used in this chapter is report text. The language used is easy to read and understand by students, enabling them to comprehend the concept of report text. However, the downside is that there are too many task activities. If all tasks are assigned to students, they may feel tired and bored

Strengths Appropriat and No Chapter Section Target Weaknesse eness S 1. Chapter 1 Listening • Listening In this • In this (Do it This section, chapter, to the there are 12 Way!) expressio there are practices of numerous ns that align certainly instruction with in the the S and

 Table 1.3 Analysis of textbook

	form of	main	exercises
		mam	exercises
	procedura	material.	that
	l text	These	support
	• Listen to	practices	and align
	a	vary in	with the
	monolog	form,	main topic
	ue	including	and
	discourse	role play,	objectives.
	in the	fill in the	All skills
	form of	blanks, and	are
	procedura	answering	included
	l text	questions.	within it.
Speaking	• Telling	In this	Additional
	monolog	section,	ly, this
	ue	there are 12	chapter
	discourse	practices	covers
	in the	related to	language
	form of	procedural	functions,
	procedure	texts,	and the
	• Asking	including	genre of
	repetition	making	the text in
		your own	this
		dialogue,	chapter is
		dialogue,	chapter is

		answering	procedural
		questions,	. There is
		filling in a	also a
		dialogue,	focus on
		retelling	grammar
		the	learning.
		procedural	The text
		text, and	used in
		making an	this
		announcem	chapter is
		ent in the	also easy
		procedural	to read
		text.	• However,
Reading	• Identifyin	In this	its
	g	section,	weaknesse
	characteri	there are 9	s lie in the
	stics of	practices	completen
	procedura	that align	ess of the
	l texts	with the	material.
	• Reading	learning	If teachers
	aloud	objectives.	cannot
	procedura	One form	supplemen
	l texts	of practice	t the

			includes	preparatio
			observing,	n in this
			filling in	chapter,
			the blanks,	some
			answering	materials
			questions,	such as
			identifying	listening
			the	aspects
			structure of	may not
			procedural	be
			texts, and	conveyed
			reading	effectively
			procedural	
			texts.	Additional
	Writing	• Writing	In this	ly, having
		procedura	section,	too many
		l text	there are Y	practices
			practices	can make
			that align	students
			with the	feel
			learning	fatigued.
			objectives.	
			One form	

				of practice	
				includes	
				identifying	
				the	
				instructions	
				within the	
				procedural	
				text and	
				writing	
				procedural	
				texts.	
2.	Chapter 2	Listening	• Listen to	In this	• In this
	(Let's		а	section,	chapter,
	Dance and		monolog	there are 12	the text
	Sing)		ue in the	practices	used is in
			form of	that support	the genre
			reports	the main	of report
			text	target in	text. This
			• Listening	terms of	chapter
			to the	listening	contains
			expressio	skills. One	several
			ns of	form of	practices
			showing	practice is	aimed at

	hesitation	listening to	enhancing
	• Listen to	the radio.	students'
	an art		abilities
	schedule		and
	from the		understan
	radio		ding of
Speaking	• Respondi	In this	report
	ng to	section,	text. The
	hesitation	there are 14	grammar
	• Retelling	practices,	focus in
	the story	one of	this
	in the	which	chapter is
	form of	involves	gerunds.
	report	studying	• There is a
	text	expressions	text that
		, reading	uses
		reports,	language
		answering	that is
		questions,	difficult
		and	for
		retelling a	students to
		report text.	read and
Reading	• Stydying	In this	understan

	.1	1.	1
	the	speaking	d.
	structure	section,	Additional
	of a	there are 15	ly, there
	report	practices	are too
	text	that align	many
	• Identifyin	with the	practices
	g main	main topic	that may
	ideas and	and target,	tire out
	supportin	which is	students.
	g ideas	report text.	
		One form	
		of practice	
		includes	
		reading a	
		report text,	
		matching	
		the text,	
		identifying	
		characters,	
		and	
		answering	
		questions.	
Writing	• Getting	In this	

			the	writing	
			meanings	section,	
			from	there are 5	
			short	practices.	
			functiona	One form	
			l text in	of practice	
			the form	includes	
			of TV	writing a	
			channels	report text	
			guide	and	
			• Writing a	identifying	
			report	the main	
			text	idea,	
				supporting	
				ideas, and	
				concluding	
				statements.	
		<b>.</b>			
3.	Chapter 3	Listening	• Listen to	There are	• In this
	(Be		а	13	chapter,
	Creative!)		monolog	practices in	there are
			ue in the	this	many
			form of	section.	engaging
			procedura	Overall,	activities

	l text	these	that can
	• Listening	g practices	foster
	to th	e align with	students'
	expressio	the stated	creativity.
	ns c	of targets.	The text
	giving	One form	used is
	attention	of practice	procedural
	and	includes	text,
	expressio	b listening to	which is
	ns c	of the tape,	very easy
	admiratio	D listening to	to read
	n	complete a	and
	• Listening	g poster, and	understan
	to sho	rt answering	d by
	function	a several	students.
	l text i	n questions.	• However,
	the form	n	the
	of poster		downside
Speaking	Showing	There are 6	is that
	attention	practices in	there are
	and	this	several
	expressio	chapter.	practices
	ns c	of One of the	in this

	admiratio	practices is	chapter
	n	to create a	that
	• Telling	dialogue,	require a
	monolog	identify its	lot of
	ue in the	format, and	time, so
	form of	answer	the
	procedura	questions	chapter
	l text	related to	may not
		the	be
		procedural	sufficient
		text.	if
Reading	• Identifyin	In this	completed
	g	section,	in just a
	characteri	there are 6	few
	stics of	practices	sessions.
	procedura	that align	It requires
	l texts	with the	multiple
		objectives.	sessions to
		One of the	cover
		activities	thoroughl
		involves	у.
		reading a	
		procedural	

<b></b>	1	1	1	,ı
			text,	
			identifying	
			the	
			characters	
			in the	
			procedural	
			text, and	
			answering	
			questions	
			related to	
			the	
			procedural	
			text.	
	Writing	• Composi	There are 9	
		ng a	practices	
		procedura	that align	
		l text	with the	
		• Making	objectives	
		and	in this	
		getting	chapter.	
		meanings	One of the	
		short	practice	
		functiona	forms is	

				l text in	making a	
				the form	poster with	
				of poster	a form of	
					procedural	
					text.	
4.	Chapter	4	Listening	• Listening	There are	• In this
	(It's	a		to	15	chapter, the
	Great			someone	practices in	text used is
	Story)			giving	this section	narrative
				interestin	that align	text with
				g news or	with the	language
				informati	target and	that is easy
				on	topic. One	to read and
				• Listen to	of the	understand
				a	practice	by
				monolog	forms	students.
				ue	involves	There are
				discourse	answering	many
				in the	questions	activities
				narrative	and	that align
				form	determinin	with the
				• Listening	g whether	main target
				to short	statements	in this

	functiona	are true or	chapter.
	l texts in	false.	• However,
	the form		the
	of diary		downside
Speaking	• Telling	In the	is the lack
	interestin	speaking	of media
	g news or	section,	used in this
	informati	there are 13	chapter,
	on	practices	which can
	• Expressin	that align	make
	g	with the	students
	meaning	target. One	who
	of	form of	receive a
	monolog	practice	lot of tasks
	ue	involves	feel bored.
	discourse	matching	
	in the	words,	
	narrative	answering	
	form	questions,	
		and	
		identify the	
		characters	
		of narrative	

		texts.	
		icato.	
Reading	• Reading	There are	
	text in	10	
	narrative	practices in	
	form	this	
	• Identifyin	section,	
	g the	which is	
	structure	the reading	
	of	section.	
	narrative	One of the	
	text	practice	
		forms	
		involves	
		reading	
		narrative	
		texts.	
Writing	• Writing	In the	
	narrative	writing	
	texts	section,	
	• Writing a	there are 13	
	diary in	practices	
	the form	that align	
	of	with the	

			imaginar	target. One	
			y story	form of	
				practice	
				involves	
				matching	
				words,	
				answering	
				questions,	
				and writing	
				narrative	
				texts.	
5.	Chapter 5	Listening	• Listening	In the	• The genre
	(Send Me a		to	listening	used in
	Letter,		monolog	section,	this
	Please)		ue and	there are 11	chapter is
			dialogue	practice	report
			about	activities	text. The
			showing	that align	language
			manner	with the	used is
			• Listen to	target,	easy to
			а	which	read and
			monolog	involve	understan
			ue in the	listening to	d by

	form of	a	students,
	report	monologue	enabling
	text	in the form	them to
		of a report	comprehe
		text.	nd the
Speaking	• Using	In the	concept of
	polite	speaking	report
	expressio	section,	text.
	ns to	there are 12	• However,
	show	sections	the
	manner	that	downside
	• Performi	contribute	is that
	ng a	to	there are
	monolog	improving	too many
	ue in the	students'	task
	form of a	proficiency	activities.
	report	in report	If all tasks
	text	text. One	are
	• Promotin	form of	assigned
	g	practice	to
	somethin	involves	students,
	g through	creating a	they may
	an	dialogue in	feel tired

	advertise	the form of	and bored.
	ment	a report	
		text.	
Reading	• Reading	In this	
	report	reading	
	text	section,	
	• Identifyin	there are 11	
	g another	practices.	
	form of a	One of the	
	report	practices	
	text	involves	
		completing	
		a dialogue	
		in the form	
		of a report	
		text,	
		identifying	
		the	
		characterist	
		ics of	
		report text,	
		and reading	
		a report	

		text.
Writing	• Writing a	In this
	report	section,
	text in the	there are 11
	form of	practices.
	simple	One of the
	graphic	forms
	• Writing	includes
	and	writing and
	sending a	composing
	letter	a report
		text in the
		form of a
		letter.

# B. The appropriateness of the materials in the English textbook of MTs Third grade students Nurul Yaqin Gunung Sari Badung Proppo Pamekasan 2023/2024

After analyzing the content of the English in Focus book, researchers found that this book can be considered appropriate for the needs of ninth-grade students, and the material contained in this book also supports the researcher's findings. There are 5 chapters that support students in improving their English language learning abilities, especially in the areas of listening, reading, speaking, and writing. For ninth-grade students, this can be considered appropriate.

This appropriate as what stated with Michael V. Levine and Fritz Drasgow<sup>1</sup> Appropriateness measurement is a common way to deal with the problem of test scores that don't seem right. Unlike other ways, its main goal is just to find these scores and not to fix what's causing them. It's mostly used in cases where strange test scores and odd answer patterns happen together. To do this, appropriateness measurement uses statistics, called appropriateness indices, to see how different a person's answers are from what's expected. In studies using appropriateness measurement, people taking the test are put into two groups: (1) those with really unusual answer patterns, shown by very high or very low index values, and (2) everyone else. It's impossible to perfectly sort them out. Appropriateness measurement works best when the group with extreme index values has more people with strange scores than the group with more typical index values.

- C. The strengths and weaknesses of the materials in the English textbook of MTs Third grade students Nurul Yaqin Gunung Sari Badung Proppo Pamekasan 2023/2024
  - After analyzing the content of the textbook for MTs Third grade students at Nurul Yaqin Gunung Sari Badung Proppo Pamekasan 2023/2024, the researcher found several strengths and weaknesses of the book. The strengths are as follows:
    - a. The book contains many follow-up activities that can provide

<sup>&</sup>lt;sup>1</sup> Michael V. Levine dan Fritz Drasgow, "Appropriateness Measurement: Review, Critique and Validating Studies," *British Journal of Mathematical and Statistical Psychology* 35, no. 1 (Mei 1982): 42–56, https://doi.org/10.1111/j.2044-8317.1982.tb00640.x.

students with practice on materials that have been studied.

- b. The grammar stage, which explains grammar in the chapters.
- c. Learning essentials, which help explain the primary research of the chapter.
- d. Learning review, which brings students questions that remind them of the learning materials.
- e. UN Challenge, which challenges students with problems taken from the National Examination.
- f. Exercise of Chapter, which recycles learning materials in each chapter.
- g. Final evaluation, which reminds students of the materials.
- h. Glossary, consisting of a list of words or terms to enrich students' vocabularies.
- i. Index, which helps students find grammar, expressions, and authors of each chapter.

The weaknesses of this book are as follows:

- 2. There are numerous tasks that can make students feel tired.
  - a. If teachers do not provide the media as indicated in the book, they will have difficulty in delivering the material and students will struggle to understand it.
  - b. There are several chapters that use language that is difficult for students to comprehend.