

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	: <i>Pusat Perbukuan Departemen Pendidikan Nasional Tahun 2008</i>
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 breakdown 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

Table 1.3 Analysis of textbook

No	Chapter	Section	Target	Appropriateness	Strengths and Weaknesses
1.	Chapter 1 (Do it This Way!)	Listening	<ul style="list-style-type: none"> Listening to the expressions of certainly in the 	In this section, there are 12 practices that align with the	<ul style="list-style-type: none"> In this chapter, there are numerous instructions and

			<p>form of procedural text</p> <ul style="list-style-type: none"> • Listen to a monologue discourse in the form of procedural text 	<p>main material. These practices vary in form, including role play, fill in the blanks, and answering questions.</p>	<p>exercises that support and align with the main topic and objectives. All skills are included within it.</p>
		Speaking	<ul style="list-style-type: none"> • Telling monologue discourse in the form of procedure • Asking repetition 	<p>In this section, there are 12 practices related to procedural texts, including making your own dialogue,</p>	<p>Additional ly, this chapter covers language functions, and the genre of the text in this chapter is</p>

				<p>answering questions, filling in a dialogue, retelling the procedural text, and making an announcement in the procedural text.</p>	<p>procedural . There is also a focus on grammar learning. The text used in this chapter is also easy to read</p> <ul style="list-style-type: none"> • However,
		Reading	<ul style="list-style-type: none"> • Identifying characteristics of procedural texts • Reading aloud procedural texts 	<p>In this section, there are 9 practices that align with the learning objectives. One form of practice</p>	<p>its weaknesses lie in the completeness of the material. If teachers cannot supplement the</p>

				includes observing, filling in the blanks, answering questions, identifying the structure of procedural texts, and reading procedural texts.	preparation in this chapter, some materials such as listening aspects may not be conveyed effectively. Additional
		Writing	<ul style="list-style-type: none"> • Writing procedural text 	In this section, there are Y practices that align with the learning objectives. One form	ly, having too many practices can make students feel fatigued.

				of practice includes identifying the instructions within the procedural text and writing procedural texts.	
2.	Chapter 2 (Let's Dance and Sing)	Listening	<ul style="list-style-type: none"> • Listen to a monologue in the form of reports text • Listening to the expressions of showing 	In this section, there are 12 practices that support the main target in terms of listening skills. One form of practice is	<ul style="list-style-type: none"> • In this chapter, the text used is in the genre of report text. This chapter contains several practices aimed at

			<p>hesitation</p> <ul style="list-style-type: none"> • Listen to an art schedule from the radio 	<p>listening to the radio.</p>	<p>enhancing students' abilities and understanding of</p>
		Speaking	<ul style="list-style-type: none"> • Responding to hesitation • Retelling the story in the form of report text 	<p>In this section, there are 14 practices, one of which involves studying expressions, reading reports, answering questions, and retelling a report text.</p>	<p>report text. The grammar focus in this chapter is gerunds.</p> <ul style="list-style-type: none"> • There is a text that uses language that is difficult for students to read and
		Reading	<ul style="list-style-type: none"> • Studying 	<p>In this</p>	<p>understan</p>

			<p>the structure of a report text</p> <ul style="list-style-type: none"> • Identifying main ideas and supporting ideas 	<p>speaking section, there are 15 practices that align with the main topic and target, which is report text.</p> <p>One form of practice includes reading a report text, matching the text, identifying characters, and answering questions.</p>	<p>d.</p> <p>Additionally, there are too many practices that may tire out students.</p>
		Writing	<ul style="list-style-type: none"> • Getting 	In this	

			<p>the meanings from short functional text in the form of TV channels guide</p> <ul style="list-style-type: none"> • Writing a report text 	<p>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.</p>	
3.	Chapter 3 (Be Creative!)	Listening	<ul style="list-style-type: none"> • Listen to a monologue in the form of procedural 	<p>There are 13 practices in this section. Overall,</p>	<ul style="list-style-type: none"> • In this chapter, there are many engaging activities

			<p>l text</p> <ul style="list-style-type: none"> • Listening to the expressions of giving attention and expressions of admiration • Listening to short functional text in the form of poster 	<p>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.</p>	<p>that can foster students' creativity. The text used is procedural text, which is very easy to read and understand by students.</p> <ul style="list-style-type: none"> • However, the downside is that there are several practices in this
		Speaking	<ul style="list-style-type: none"> • Showing attention and expressions of 	<p>There are 6 practices in this chapter. One of the</p>	

			<p>admiration</p> <ul style="list-style-type: none"> • Telling monologue in the form of procedural text 	<p>practices is to create a dialogue, identify its format, and answer questions related to the procedural text.</p>	<p>chapter that require a lot of time, so the chapter may not be sufficient if</p>
		Reading	<ul style="list-style-type: none"> • Identifying characteristics of procedural texts 	<p>In this section, there are 6 practices that align with the objectives. One of the activities involves reading a procedural</p>	<p>completed in just a few sessions. It requires multiple sessions to cover thoroughly.</p>

				<p>text, identifying the characters in the procedural text, and answering questions related to the procedural text.</p>	
		Writing	<ul style="list-style-type: none"> • Composing a procedural text • Making and getting meanings short functional 	<p>There are 9 practices that align with the objectives in this chapter. One of the practice forms is</p>	

			l text in the form of poster	making a poster with a form of procedural text.	
4.	Chapter 4 (It's a Great Story)	Listening	<ul style="list-style-type: none"> • Listening to someone giving interesting news or information • Listen to a monologue discourse in the narrative form • Listening to short 	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	<ul style="list-style-type: none"> • 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

			functiona l texts in the form of diary	are true or false.	chapter. • However, the downside
		Speaking	<ul style="list-style-type: none"> • Telling interestin g news or informati on • Expressin g meaning of monolog ue 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	is the lack of media used in this chapter, which can make students who receive a lot of tasks feel bored.

				texts.	
		Reading	<ul style="list-style-type: none"> • Reading text in narrative form • Identifying the structure of narrative text 	<p>There are 10 practices in this section, which is the reading section. One of the practice forms involves reading narrative texts.</p>	
		Writing	<ul style="list-style-type: none"> • Writing narrative texts • Writing a diary in the form of 	<p>In the writing section, there are 13 practices that align with the</p>	

			<p>imaginar y story</p>	<p>target. One form of practice involves matching words, answering questions, and writing narrative texts.</p>	
5.	Chapter 5 (Send Me a Letter, Please)	Listening	<ul style="list-style-type: none"> • Listening to monologue and dialogue about showing manner • Listen to a monologue in the 	<p>In the listening section, there are 11 practice activities that align with the target, which involve listening to</p>	<ul style="list-style-type: none"> • The genre used in this chapter is report text. The language used is easy to read and understood by

			form of report text	a monologue in the form of a report text.	students, enabling them to comprehend the concept of report text.
		Speaking	<ul style="list-style-type: none"> • Using polite expressions to show manner • Performing a monologue in the form of a report text • Promoting something through an 	<p>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</p>	<ul style="list-style-type: none"> • However, the downside is that there are too many task activities. If all tasks are assigned to students, they may feel tired

			advertise ment	the form of a report text.	and bored.
		Reading	<ul style="list-style-type: none"> • Reading report text • Identifying another form of a report text 	<p>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</p>	

				text.	
		Writing	<ul style="list-style-type: none"> • Writing a report text in the form of simple graphic • Writing and sending a letter 	<p>In this section, there are 11 practices. One of the forms includes writing and composing a report text in the form of a letter.</p>	

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 Drasgow¹ 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

1. 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

¹ 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.