CHAPTER I

INTRODUCTION

1.1 Background of the Study

As human beings, people tend to live or interact with other people. It means that humans are social creatures, they need each other to live. As social creatures, they need to interact with others, express their feelings, opinions, and need the use of language as communication emerges.

Languages develop further by time. One of the languages that has developed significantly is English. English has put its name as the international language. Nowadays, almost every nation use English as their second or foreign language, including Indonesia. Indonesia has considered English as the first foreign language which plays important roles in Indonesian education. It becomes a compulsory subject to be taught gradually from junior high school to the university level.

The aim of teaching English is to master the four language skills, namely: listening, reading, speaking, and writing. These four language skills enable students to take part in information exchange, to establish interpersonal relationship, and to obtain knowledge as well as to enjoy the language esthetic of English (Nurhadi, 2004:200). It is because English has many differences from our native language. Relating to this matter, writing, as one of the language skills stated in the curriculum, is considered as the most difficult and complex skill to learn by students. Students find difficulties in writing in the foreign language rather than in their first language. It is caused by some factors such as vocabulary, language functions, grammar, and style and sociolinguistic. Those factors cannot be ignored in learning writing in English.

The writing skill is one of the most important skills since it represents our thoughts and feelings in a real form and influences other people's understandings toward our ideas. The

development of writing is one of the great human inventions. It is difficult for many people to imagine how language nowadays without the presence of writing. When people speak without having any written form, oral literature will abound, much crucial knowledge will be memorized by limited people and environment, it cannot be delivered widely to others who are different in place and generations. Finally, all of them will pass away. These are very serious problems, because human memory is short-lived. The presence of writing has overcome such problems and allowed communication across miles and through the years and centuries. Writing permits a society to permanently record its poetry, its history and its technology in order to be known and learned by others.

Textbook has a great role in teaching and learning process, it is like a guide for teacher in teaching and it can be a reference for student in studying. English textbook is considered to be the course of study, the guide on methods of instruction and the source of language. That is why media of a prepared teaching material is needed. One of that are used in the learning process is textbook.

In teaching learning process, textbook is a common instructional material. It becomes a favorite instructional material because it has several benefits. Richard (200:251) says that "Textbook provides structures and a syllabus for a program, helps standardized instruction, maintains quality, provides a variety of learning resources, is efficient, can provide effective language models and input, can train teachers, and it is visually appealing". The function of textbook in teaching is very important in curriculum system; without textbook, teaching learning process is not organized well. Teacher can teach the material well if there is anappropriate textbook guiding the teaching learning process. Teacher and students can build and develop their

communicative competence better if they use qualified textbook, which provides and supports the material needed.

The Indonesian government has implemented English into academic curriculum, and developed a standard competence which is stated in the curriculum as the standard of teaching-learning process. The curriculum developed by the government nowadays is called the 2013 Curriculum which has been developed recently in year. The 2013 Curriculum aims to prepare Indonesian people to have the ability to live as religious, productive, creative, innovative, and affective individual and citizens who could contribute to society in Indonesia and all over the world (Pemendikbud Nomor 67 tahun 2013).

The main purpose of the curriculum is to shape individuals who believed in God, have good character and are confident and successfull in learning (kemdikbud 1, 2013). K13 has since been applied at many schools in Indonesia, consequently textbooks have been produced for the 2013 curriculum and teachers have to use such a textbook with the new curriculum. In order to improve the quality of English education.

In this research the writer use "When English Rings a Bell" to be analyze because it is very interesting to study. By analyzing this book, teacher do not to ask students to do all the writing exercises in the book. In writing exercises based on Curriculum 2013 there are five types of writing exercises. They are : arranging scrambled word into good sentences, completing texts/sentences, writing sentences dealing with grammar, writing short functional texts, developing vocabulary into sentences. After observing the textbook, the writer found only four types of writing exercises. Arranging srambled word into good sentences not found in the textbook. In addition to that, this book is published by Kemendikbud.

Based on background above, writer will analyzed the textbook by using Arikunto formula (1993:201). And writer choose this textbook entitled "When English Rings a Bell" to analyze what types of writing exercises are dominant in "When English Rings a Bell".

1.2 Problem of the Study

The problem of the study is formulated as the following:

"What types of writing exercises are dominant in When English Rings a Bell ?"

1.3 The Objective of the Study

The objective of the study is to percentage of the dominant types of writing exercises in When English Rings a Bell

1.4 Scope of the Study

The writer only focuses on writing exercises in the textbook When English Rings a Bell. There are 4 types of writing exercises found in the textbook, namely: completing texts/sentences, writing sentences dealing with grammar, writing short functional texts, developing vocabulary into sentences. From this types the writer will percentage which are dominant in When English Rings a Bell textbook in curriculum 2013.

1.5 Significances of the Study

The result of the this study, may increase the knowledge in the field of education in general english language education especially to:

1. The teachers
2. The students

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter presents review of theorie concerning the topics and conceptual framework. This is important to clarify in order to avoid misunderstanding among the readers in understanding the analysis that will be presented. The following ideas and theories are as follow:

2.2 Writing

Writing is usually directed to others for a specific purpose. For students, it can provide the opportunity to express themselves through a written form. Writing can also develop the writer's understanding of an issue by organizing their ideas on a piece of paper.

According to Harmer (2004: 31) writing is a way to produce language and express ideas, feelings and opinions. Writing is not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn such as ideas into readable text. Writing is functional communication, making learners possible to create imagine words of their own design (Richard, 2000:172). General meaning of writing is a tool for communication, and it is both a skill and a means of self-expression. Writing is said to be the fourth skill in learning a language. Writing conveys our ideas or our experience into composition that readers are able to understand the meaning. In other words, a message can be sent through writing. Through writing, many people can communicate each other over long distance. Writing activity has more and meanings in the daily life.

Basically, writing is not simply drawing a range of orthographic symbols, but it actually involves a complex process where we have to use certain grammatical rules in organizing the facts. Writing is considered as means of communication. And it tends to involve a thinking process of human being. When we write, we do not only keep our purpose of writing 16 in our mind, but also have to think about how to organize them in composition.

Writing has many general concepts. There are general definitions of writing that can be studied, Harmer (2002:154) states that writing is a process that we write is often heavily influenced by the constraints of genres. Then these elements have to be present on learning activities. From the definitions above the writer can conclude that writing is a way to produce the language which comes from our thought. It is written on a paper or a computer. It is influenced both by the personal attitudes and social experiences that the writer brings to writing and the impacts of their particular political and institutional contexts. It is also a process that is written and is influenced by the constraints of genre and has to be present in learning activities. Writing will be read and exist whenever the author is absent. Writing is also an ability to make a form of words that have a higher value.

Different from spoken language, written language, even for native speakers has to be consciously learned. By doing writing, language 17 learners will be able to measure how good their English is, because it deals with grammar and vocabulary mastery. Moreover, it also has something to do with learners' knowledge of the target language culture.

2.2.1 Important Role of Writing

Writing is a skill that people in all walks of life must perform almost daily. A manager for any kind of company, for example, may write report to his/her boss requesting for money or more personnel. The boss, in turn, writes report to the company's stockholders and corresponds with the company's customers, banks, insurers, and so on.

The narration above tells the importance of writing in the daily life. In the narrower side, in language learning, writing is the most complex skill to be mastered in learning a new language. Belcher and Jun Liu (2004:8) states that writing creates situations in which students ultimately

find themselves held accountable for knowing a set of rules about which no one ever directly informed them.

Students are expected to create written products that demonstrate the mastery of all elements. To be success, students have to write in some steps. They will write a phrase, a clause, and a sentence correctly when they know the word order. After that, by using sentences, they can communicate a message.

Ramelan (1992:9) states, writing is very important as a part of a man's culture because it can be used to preserve thoughts, ideas, and also speech sound. From this statement, it can be concluded that people use writing as a means of recording what people want to store in the form of 18 written language (e.g. a lot of great people or philosophers' ideas in the past).

2.2.2 Writing as a Productive Skill

All of people, whether in temporary or more permanent transition to a new culture, need to make themselves understood in another language. They do not only need to be able to speak that language, but also write it well. In some way, writing can be considered the most difficult skill to acquire since it requires commands of both listening and speech production sub skills (e.g., vocabulary retrieval, choice of grammatical pattern, and so forth) in unpredictable situations. On the other hand, writing can be viewed as the easiest skill since one can use body language, demonstrations, repetition, and various other strategies to make one self understood.

According to Harmer (2002:250) states that the learning of productive skills is closely bound up with receptive skill work, the two feed off each other. The first process of learning writing as a productive skill is output and input, when student produces a piece of language and

sees how it turns out, that information is fed back into the acquisition process. Output becomes input.

Texts as models can be placed on the second process, especially where students are working with genre-focused tasks, written texts are a vital way of providing models for them to follow. One of the best ways of having students write certain kinds of report, for example, is to show them some actual reports and help to analyze their structure and style.

The next process is text as stimuli, a lot of language production work grows out of texts that students see or hear. A controversial reading passage may be the springboard for discussion, or for written riposte in letter form.

After having some description about the text above, students will receive some information before they rebuild in their writing. Reception as part of production in many situations production can only continue in combination with the practice of receptive skills. In writing, what we write often depends upon what we read. Productive skill work is a way of helping students with their receptive skills. Students can apply the insights they gain from their writing work to their reading.

2.2.3 Types of Writing Classroom

According Brown (2001:343), in order to stimulate students' production of writing, teacher needs to do some activities in the classroom. Based on the performance, students' classroom writing activity can be considered from the following three major categories of classroom writing performance:

1. Imitative, or writing down

   At the beginning level of learning to write, students will simply "write down" English letters, words, and possibly sentences in order to learn the conventions of the

orthographic code. Some forms of dictation fall into this category, although dictation can serve to teach and test higher order processing as well.

2. Intensive, or controlled

   Writing sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts. This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much, if any, creativity on the part of the writer.

3. Self-writing

   While virtually every classroom writing task will have an element of display writing in it, some classroom writing aims the genuine communication of messages to an audience in need of those messages.

2.3 Exercise

Exercise is an activity to occupy the attention and effort of; to task and to exert for the sake of training improvement, to practice in order to develop and also to improve by practice. In the other words, exercise can be called as task too. Because According to Skehan, a task is an activity that satisfies the following criteria; meaning is primary, there is a goal that need to be worked, the activity is outcome-evaluated and there is a real–world relationship. Both of them have functions to assess student's achievements.

In practice of exercise, there are two kinds of the practice exercise, they are:

1. Controlled exercise (free writing)

In free writing, students are given a composition topic, which makes them possible use freely what they have just practiced. When the process established enough good habits, they are ready to write with the competence in the field of their special interest.

2. Guided exercises

Guided exercise helps students feel certain that they are doing the right thing they are given advice on how to do it. The learners have to make same decisions of their own and to create some of their own expressions, for example: Write a paragraph saying which towns you have visited since coming to Britain. Remember to use the present perfect when you do not refer to a particular time and the simple past when you do refer to a particular time. e.g. I have been to Stratford twice. I went there during my first weekend in England and I went again last weekend.

Besides that, there are three main approaches to arrange a task in term of contents of ability; they are:

1. Discrete point testing

Discrete point testing is a test which is aims to provide very specific information about learner's abilities in a particular skill or in a particular language area. This type of test focuses on one item at a time and therefore tests knowledge of it rather than ability to use it in real situations. Discrete point testing concentrates on testing separately different language items and language skills (e.g. grammar, sound discrimination, listening with comprehension, and writing) and by combining the result of a number of separate tests or test items build up a picture of the student's level of English.

2. Communicative tests

Communication test is a test designed to discover the learner's abilities to communicate in English rather than to test their knowledge of particular language items or aspects of the language.

3. Combination between Discrete test and communicative test

In line with it Nunan (2003:13) defines tasks in terms of six characteristics that are salient to their use in the classroom:

1) Goals

   Every task which is given to learner has a purposes or goal about to measure the student's achievement.

2) Input

   Task or assignment is given for students based on input or materials which are learned by them.

3) Activity

   Task has a certain instruction as the guide for students in doing task activity.

4) Teacher role

   Task has a certain instruction as the guide for teachers in monitoring of students activity.

5) Learner role

   Task has a guided for students in arrange what the students have to do and what their role in doing activity.

6) Setting

Tasks have a guided in the teaching learning setting, whether it is done either in group or in personal.

2.3.1 Types of Writing Exercises

Types of writing exercise demanded by 2013 Curriculum can be categorized as follow:

1. Arranging scrambled word into good sentences.

   This is a guided exercise since the paragraphs function as the guidelines.

2. Completing texts/ sentences

   It can be categorized into controlled or guided exercise. It is controlled when the students have right to complete their essays freely. On the other hand, it is guided if there are guidelines.

3. Writing sentences dealing with grammar

   It can be controlled or guided exercise. It is guided since the students are asked to complete sentences and the sentences function as the guidelines. It is controlled exercise since the students are asked to write correct grammatical sentences.

4. Writing short functional texts

   It can be controlled or guided exercise. It is guided when there are some guidelines provided.

5. Developing vocabulary into sentences

   It is guided exercise when the students have to vocabulary and then developing into the sentence

2.3.2 Things to Ponder in Writing Exercise

Learning English is directed to the development of communication competence in four language skills; listening, reading, writing, and speaking. All the skills that we learn must be supported by appropriate exercise. According to Brown (2001:343) there are some of micro-skills involved in writing. The writer has to produce graphemes, orthographic patterns of English and an acceptable choice of words and use appropriate word order patterns writing at an efficient rate of speed to suit the purpose. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms.

In line with it, Pincas (1991:26) states that there are three essential writing skills that should be mastered by students;

1. Communication, including communication between people, suiting a specific subject, presenting ideas.

2. Composition, including constructing sentences, using paragraphs, using linking devices (cohesion)

3. Style, including writing in four major styles: narrative, descriptive nexpository, argumentative, achieving the desired degree of formality, creating the desired emotive tone.

2.4 Textbook

Textbook is essential parts in learning for students and even teachers. In the teaching and learning process, textbook are considered to be the basic foundations of courses. Textbook may not contain all aspect needed in the teaching process but their existence as teaching sources is paramount.

Buku teks adalah alat bantu siswa untuk memahami dan belajar dari hal-hal yang dibaca dan untuk memahami dunia (diluar dirinya). Buku teks memiliki kekuatan yang luar biasa besar terhadap perubahan otak siswa. Buku teks dapat mempengaruhi pengetahuan anak dan nilai-nilai tertentu. Chambliss *dan* Calfee (1998:50). (Textbook are a tool for students to understand and learn from the things they read and to understand to the world (outside of themselves). Textbooks have tremendous power over students' brain changes. Textbook can affect a child's knowledge and certain values). So textbooks play an important role in teaching students also play a role to direct students' thinking in the sense to being able to learn by English textbook.

2.4.1 Defenition of Textbook

The most commonly found elements in classroom around the world are teachers, learners, and textbooks. The success or the failure of English language teaching does not only depend on the learners and the teacher, but also the use of visual aids, teaching methods, teaching materials and other facilities. Textbook is a book giving instruction in a subject, used especially at schools. According to Thomson (2000:175), the textbook is a stimulus or instrument for teaching and learning.

Hall Quest in Tarigan (1993:11) states that textbook is a standard material of thought that is arranged for the instructional purposes. Langenbeach (1997:563) says a textbook is a book that presents a body of knowledge in organized and usually simplified manner for purpose of learning.

Hornby (1974:893) states that textbook is a book that is giving instruction in a branch of learning. Bacon in Tarigan (1993:11) states, textbook is a book used in class. It is arranged accurately and it is prepared by the expert in his field. It is also completed with suitable and appropriate instruments of teaching.

The term textbook has several meaning, according to Oxford dictionary, of a textbook means "a book giving instruction in a branch of learning." It means that a textbook is a kind of book used in some studies at school. Meanwhile, related to English language teaching, textbooks are used in different ways in language programs. For example, a reading textbook contains the main materials of reading skill, some reading passages and several questions related to. It is included for measuring student's achievement in this skill. In this case, the other language skill textbooks have the same composition materials with the previous one. It helps students maximize their understanding to the subject.

In addition, Richards (1998:198) states that textbook is seen as an essential component of instructional design and often viewed as a way of influencing the quality of classroom interaction and language use. It means that good textbook often contain lively and interesting materials. It provides a sensible progression of language items, clearly showing what has to be learned and in some cases summarizing what has been studied so that students can revise grammatical and functional points that they have been concentrating on.

2.4.2 The Function of Textbook

A Textbook has an important role in teaching and learning process, Richard (1998:255) has highlighted some advantages of using textbook as follow:

1. It provides lesson plan and syllabus for teaching learning process It means that textbook make a teacher is easier arrange the lesson plan, and also as a guide in classroom.

2. Teacher has a guiding in the teaching process every textbook have a standard measurement, it means that a textbook can be used in different class. It helps teacher to give similar even the same material in different class.

3. Quality is the main priority Before a book is issued, a quality control process has to be passed. All the materials are exposed to students based on learning principles that have been tested.

4. Many learning resources Textbook is often accompanied by workbooks, CDs and cassettes, videos, CD-ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners.

5. It is efficient It saves teachers' time, enabling teachers to devote time to teaching rather than materials production.

6. It can provide effective language models and input Textbook can provide support for teachers whose first language is not English and who may not be able to generate accurate language input on their own.

7. It can train teachers If teachers have limited teaching experience, a textbook together with the teacher's manual can serve as a medium of initial teacher training.

8. It is visually appealing Textbook usually have high standards of design and production and hence are appealing to learners and teachers. In addition, Brown (1983:84) gives his view about the role of textbook. Textbook helps individualize instruction by enabling students to proceed at their own rate and to a limited extend, according to what they are interested in studying. Textbook helps organize instruction by providing common suggested activities, recommended material, and question. It also as a tutorial contribution. In this case teachers often maintain that course book helps students to learn better. In improving teaching process textbook is also regarded as helpful in improving teachers.

From the illustration above, it can be concluded that generally the function of textbook is to help teacher in explaining the materials and to make students become easier in understanding the materials given.

2.4.3 Kinds of Textbook

Actually, there are many kinds of course book, which is very difficult to make accurate generalization about them. But according to Neville Grant (1989:12) there are two very broad categories of textbook. The two categories are traditional textbook and communicative textbook. They may be briefly described as follows.

2.4.3.1 Traditional Textbook

Although it is used traditional here, traditional textbooks are still published today. So, the label is used to describe a type of course book, rather than the date it is published. The traditional textbook tries to get 12 students to learn the language as a system. Once they have learned the system, it is hoped that they are then equipped to use the language for their own purposes in any way they think fit. Traditional textbook have all most of these characteristics:

1. They tend to emphasis the forms, or patterns of language (the grammar) more than communicative functions of language the jobs we do using it, for example, asking for information, making requests, apologizing, asking the way, etc.

2. They tend to focus on reading and writing activities, rather than listening and speaking activities.

3. They often make use of great deal of first language.

4. They emphasis the importance of accuracy.

5. They tend to focus rather narrowly a syllabus and examinations.

6. They are often attractive to some teachers, because they seem easy to use, and are highly examination oriented.

2.4.3.2 Communicative Textbook

Communicative textbooks try to solve this problem by creating opportunities for the students to use the language in the classroom, as a sort of "halfway house" before using it in real life. Communicative textbook vary quite a lot, but very broadly they have the following characteristics:

1. They emphasize the communicative functions of language – the jobs people using the language – not just the forms.

2. They try to reflect the students' needs and interests.

3. They emphasize skills in using the language, not just the forms of the language, and they are therefore activity-based.

4. They usually have a good balance among the four language skills, but many emphasize listening and speaking more than traditional textbook does.

5. They tend to be very specific in their definition of aims.

6. Both content and method reflect the authentic language of everyday life.

7. They encourage work in groups and pairs, and therefore make heavier on teacher's organizational abilities.

2.4.3.3. Criteria of Good Textbook Design

Greene and Petty (in Tarigan, 1993:20-21) have made the way to arrange the textbook with 10 criteria. Good textbook have certain qualities, they are as follow

1. The textbook must be interesting and attractive toward the learners. So, they will be interested in using the textbook.

2. The textbook must be able to motivate the learners

3. The content of the textbook must be illustrative.

4. The textbook should consider the linguistic aspects. So, it will be suitable with the learners ability

5. The contents of the textbook must be related to the other branch of science

6. The textbook must stimulate the personal activity of the learners

7. The contain of textbook must be clear in written to avoid the children to be confused in using textbook

8. The textbook must have the clear point of view because it will be the learners point of view

9. The textbook must be able to give the balance and emphasized on the value of the learners

10. The textbook must be able to respect to the difference of the individual

2.5 Curriculum

Hamalik (2007:4) states that curriculum is interpreted to mean all of the organized courses, activities, and experiences which pupils have under direction of the school, whether in the classroom or not. According to Ralf W Tyles (2005:176) as quoted by Nasution, curriculum consists of four components. They are specification of objectives, materials, organization of learning experiences and evaluation.

Since curriculum is used in the most of educational institute system, it must be balance. Hargreaves (1994: 184 – 185) explains the balanced of curriculum into two, manageability and coherent.

1. Manageability

   Manageability is concerned with the amount of knowledge and skill that can be put into curriculum; if there is too much content, in relationship to the allocated time, the curriculum is unmanageable for teacher and pupils. Manageability is also concerned with the capacity of teachers to relate the parts together so that they become coherent as whole.

2. Coherent

   Coherent is about the way the curriculum as a whole hang together. When a curriculum is coherent, the various part of curriculum has a clear and explicit relationship with one another. When a curriculum lacks coherence, it becomes fragmented and confusing both to teachers and pupils. Curriculum contains science, knowledge, and experience worth giving to the students to obtain the educational objectives. For that reason, the curriculum developers decide criteria of establishing the knowledge as the content of the curriculum. The criteria are: agreeable, right, and useful for the students' development, appropriate to the social demand and balanced intellectual, moral, and social comprehension.

2.5.1 2013 Curriculum

The 2013 Curriculum is a new curriculum developed by Indonesian government in 2013. The 2013 Curriculum aims to prepare Indonesian people to have the ability to live as religious, productive, creative, innovative, and affective individual and citizens who could contribute to society in Indonesia and all over the world (Pemendikbud Nomor 67 Tahun 2013).

The 2013 Curriculum is designed in three aspects, they are: affective, cognitive, and psychomotor. Affective aspects encourage students to; accept, perform, appreciate, and inspire. Cognitive aspects encourage students to; comprehend, apply, analyze, and evaluate. While

psychomotoric aspects encourage students to, observe, ask, try, find reasons, present, and compose (Pemendikbud Nomor 65 Tahun 2013).

From the explanation above it can be concluded that the 2013 Curriculum is a brand new curriculum which was developed by the government of education in order to improve the students' qualities. These qualities are covering three aspects, namely affective, cognitive and psychomotoric domain.

2.5.2 Implementation of the 2013 Curriculum

According to Print (in Mulyasa, 2013: 179-180), the strategy of implementation development in curriculum 2013 refers to the understanding of curriculum development as "the process of planning, implementing, and evaluating learning opportunities intended on produce desired changes in learners". There are three phases of competency-based curriculum's strategy of implementation development, namely, designing, implementing, and evaluating. Some factors that determine and support the successful implementation of the curriculum in improving the process of learning to produce learners graduates who are competent as follows:

1. Conformity competence of teachers and education staff with curriculum and textbooks.
2. Availability of the books as a learning resource that integrates standard forming curriculum.
3. Reinforcing the government's role in the guidance and supervision.
4. Reinforcing management and school culture.

The implementation of the curriculum means how the learning process delivers the aim of curriculum for learners to produce graduates who have set their competence in accordance with

the characteristic and capabilities of each. Based on Mulyasa (2013;179-180), the curriculum implementation is influenced by at least three factors, namely :

1. Characteristics of curriculum that covers the scope of the new idea of a curriculum and clarity for users in the field.

2. Strategy implementation, namely the strategy used in the implementation, such as discussion seminars, refresher courses, workshops, provision of curriculum books, and activities that can encourage the curriculum users in the field.

3. Characteristics of the curriculum users, which include knowledge, skills, values, and attitude of teachers towards the curriculum as well as its ability to realize the learning curriculum.

The approach of teaching- learning in the 2013 curriculum must adopt the scientific approach. Farant in Eshun (2013:1), elaborates that the teaching learning process using scientific approach will mainly concern to improve three aspects, namely: affective, cognitive, and psychomotoric aspect. He explains that the implementation of scientific approach will be a challenge for the teacher through five developments of students' activities, namely : observing, questioning, experimenting, and communicating.

2.5.3 English Material of the 2013 Curriculum

There are materials for seventh grade students of junior high school suggested by 2013 Curriculum as follows :

1. Interpersonal: greeting and responds; goodbye and responds; thanking and responds; apologizing and responds, introduction and responds.

2. Transactional: asking and telling about fact and feeling and also asking and offering thing and service

3. Special Functional; name label; list; instruction; short notice; warning/caution, song,

4. General functional ; names of the days, months, times, date, and year; personal identity; names of animals, things, and public building; characteristic of persons, animals, and things; descriptive (persons, things, and animals)

5. Speaking topic; concerned of self, social life, and nature around the house and school.
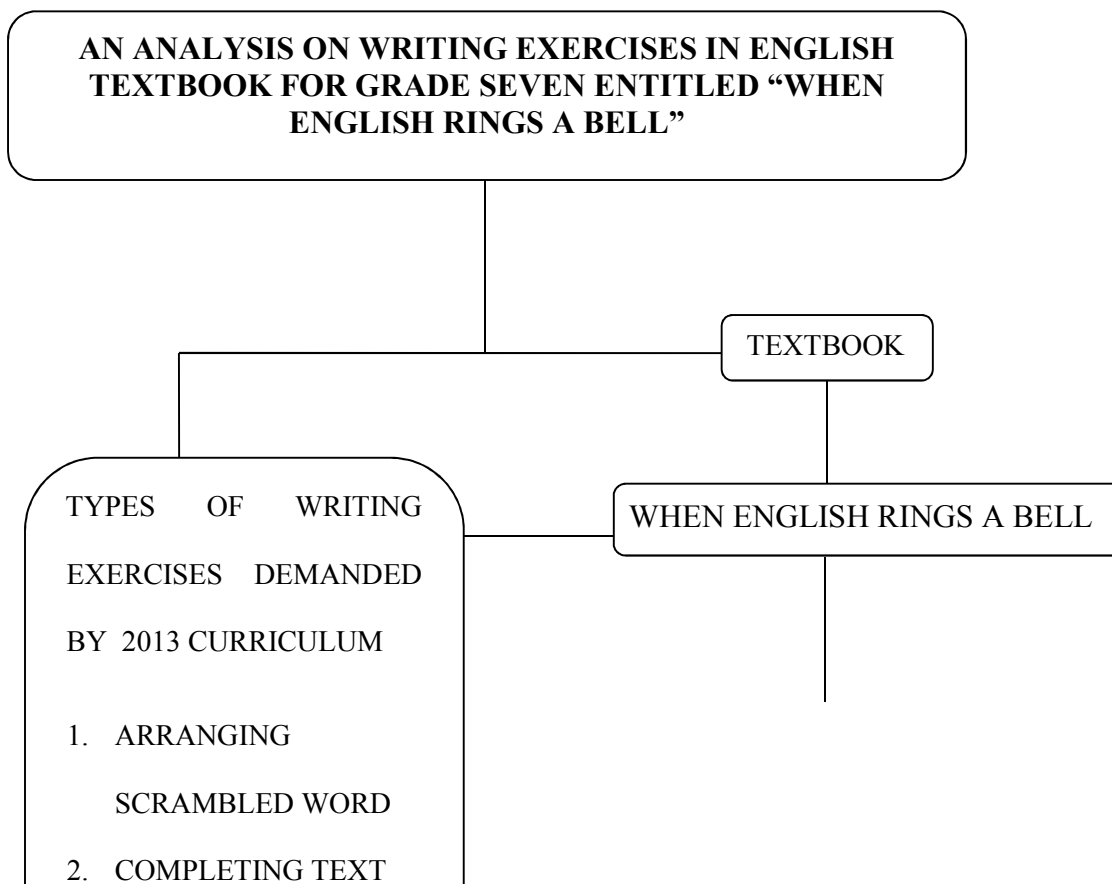
2.6 Previous Research

Firstly, in journal Rizaldy Hanifa (2017) with the title *an evaluation of Englishs textbook for junior high school in Indonesia,* he use descriptive qualitative research and he choosing a suitable textbook for their teaching situation is deemed to be one of the most challenging tasks that EFL teachers often face. This study focused on the analysis and evaluation of two different English textbooks addressed to junior high schools grade VII in Indonesia, KTSP and curriculum 2013 textbook. The writer take the title *an analysis on writing exercises in the English textbook for grade seven entitled "When English Rings a Bell,* the writer also use descriptive qualitative research like Rizaldy Hanifa's journal, and the writer only focused to writing exercises in When english Rings a Bell textbook for grade seven of junior high school.

Second, in journal Andri Wibisono (2015) with the title *proportion of language skills in English textbook English on sky I,* he use qualitative evaluative design and the collect the data he use a checklist, the writer also use qualitative research, its different with Andri Wibisono's journal, and then he not only focused to one skill but all skill like writing, speaking, listening, and reading, while the writer only focuses to writing. In Andri Wibisono journal's he have the result of evaluation shows that the textbook is suitable for seventh graders because the author

made the textbook based on a government standard that requires students to reach the functional level of literacy.

2.7 Conceptual Framework

When English Rings a Bell is the tittle of the textbook for seventh grade students, textbook is used is a main guidline in language teaching especially where the teacher is least capable to deliver the material. The English textbook entittled When English Rings a Bell for seventh grade students. Writing as one of the four language aspects, is also important for second language learners to learn. writing a foreign language is the ability to use the language. Exercise is defined as a set of questions in a book that test a student's knowledge and skill In the other words, exercise can be called as task too. Based on 2013 curriculum there are 5 types of writing exercises namely; arranging scrambled word into good sentences, completing texts/ sentences, writing sentences dealing with grammar, writing short functional texts, developing vocabulary into sentences. The following diagram explain the conceptual framework.

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┌─────────────────────────────────────────────┐
│  AN ANALYSIS ON WRITING EXERCISES IN ENGLISH │
│  TEXTBOOK FOR GRADE SEVEN ENTITLED "WHEN     │
│        ENGLISH RINGS A BELL"                  │
└─────────────────────────────────────────────┘
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TEXTBOOK

TYPES OF WRITING EXERCISES DEMANDED BY 2013 CURRICULUM

WHEN ENGLISH RINGS A BELL

1. ARRANGING SCRAMBLED WORD
2. COMPLETING TEXT

```
                    ┌───────┐
                    │  VII  │
                    └───┬───┘
                        │
                  ┌─────┴─────┐
                  │  WRITING  │
                  └─────┬─────┘
                        │
                 ┌──────┴──────┐
                 │  EXERCISE   │
                 └──────┬──────┘
                        │
     ┌──────────────────┘
     │
     └──────────────────
```
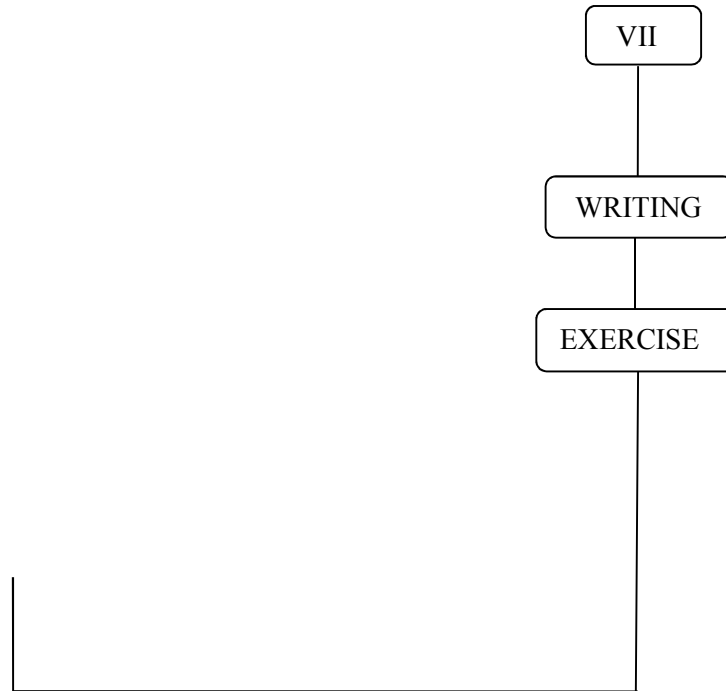
Figure 2.7
Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with research design, object of the research, instrument of data, data and source of data, technique of collecting the data, technique of analyzing the data.

3.1 Research Design

Related to the objective of this study, the writer was used qualitative research. According to Arikunto (1996:26) Descriptive qualitative research is the research to clarify or to explain the phenomenon. Maxwell (1996:17) states that the strength of qualitative research derives primarily from its inductive approach, its focus on specific situation or people, and its emphasis on words

rather the numbers. It means that the data in this study are analyzed in the form of description and identification or analysis of the texts.

Qualitative research gives priority to analyze data. The data in this study were analyzed in the form of description and identification or analysis of the texts. In this research, the writer analyzed writing exercise in the English textbook *When English Rings a Bell* for junior high school. The writer chosed the descriptive qualitative design because the writer wanted analyze whether the writing exercise in the Textbook *When English Rings a Bell.* The writer analyzed of writing exercise English Textbook *When English Rings a Bell* for junior high school seventh grade students. Most of research methods need a resource of book (library) to support the research. There is a little difficulty to distinguish between library research and field research, both of them need a literature. The main differences are based on the purposes, functions and the position of each research. In the field research, literature is needed as a basic theory to prepare the research design. While in the library research, literature is not only used as the preparing of research design but also more than that, it is used to get data collection of the research. The purpose of this research is to analyze the writing exercises in *When English Rings a Bell*, an English textbook for junior high school seventh grade students.

3.2 The Object of the Research

In this research When English Rings a Bell an English textbook for junior high school seventh grade. By doing the research on the mentioned textbook, the writer wants to evaluate writing exercises in the textbook in term of the kinds of tests, 2013 curriculum and its dominant in writing exercises.

3.3 The Instrument of Collecting the Data

In this study, the writer used a documentary analysis as the instrument of collecting the data. According to Suharsimi Arikunto (2010:201,274) Documentary research is a valuable method for understanding and explaining social relations. In addition, descriptive research is conducted to get information about phenomenon when the research is done. Document analysis is not only collecting and writing in quoting from but also finding the result of analysis of the document.

The writer described all the data obtained from documentation. It is the way how to collect the research data and it helped the writer to do this research. The data of documentation will taken from When English Rings a Bell Textbook. Then, the writer determined the feedback of textbook as media with its relevance. Next, the writer analyzed percentage of the appropriateness of materials developed in the textbook. After that, the writer counted the number of materials in the from of percentages.

3.3 Data and Source of the Data

The data of this research are writing exercises available in English textbook *When English Rings a Bell*. In this research the writer takes *When English Rings A Bell* an English textbook for Junior Highs School Students Seventh Grade publish by Kemendikbud as the source of the data.

3.4 Technique of Collecting Data

The writer was used some steps as follows:

1. Reading

   The first step of the data collection procedure is reading When English Rings a Bell, an English Textbook for Junior High School Seventh Grade. The writer reads all texts and

exercises in the textbook to find which are exercises consider the data. The data will be only writing exercise in the textbook.

2. Identifying

After the reading is done completely, the next step will identify. The writer identifies the writing exercises in every units of When English Rings a Bell.

3. Classifying

The next step is classification. The data that has been identified then classify based on the competency and skill which are emphasized in the exercise.

3.5 Technique of Analyzing Data

To collect the data, the following steps are process:

1. Finding out the types of writing exercises provided in textbook

2. Classifying the types of writing exercises available in textbook

3. An analyzing the data. In analyzing data the writer uses the coding like this C.../WERB/P... then the writer continued make a table

    Notes: C   : Chapter

            WERB   : When English Rings a Bell

            P   : Page

4. After the coding, the writer counting the types of writing exercises available in textbook, to find out these data using Arikunto formula

$$\frac{The\ total\ of\ types\ writing\ exercise}{The\ total\ of\ writing\ exercise\ in\ textbook} x\ 100\%$$

5. The writer giving the percentage the total of writing exercises available in textbook.

6. And finally, the writer concluding the types of writing exrcises based on the result of analysis