DESCRIPTIVE ANALYSIS ONWRITING EXERCISES IN THEENGLISH TEXTBOOKON STUDENT'SAT THE TENTH GRADE OF SMA NEGERI 1 GIDO IN 2021/2022

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CHAPTER I

INTRODUCTION

A. The Background of the Research

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, 2014:200). 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. 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.

Writing is one of the important language skills that shall be master by everyone who wants to be the experiences writer. It is important to learn writing for students because we can see that it is not just a standard communicates system, but

also as an important tool for learning. According to Kamehameha (2017:2) "Writing is a uniquely individual undertaking and the same individual may use different methods to express him or herself". Writing is one of language skills which is uses to communicate indirectly. Therefore to Hayes (2018:366) says "writing is best understanding of distinctive thinking processes which writers orchestrate or organizes during the act of composing". Moreover, Troyka (2007) states that writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express one's self idea and to provide Based on the statement above it can be conclusion that writing is not only ability in arranging sentences and paragraphs, but writing is combination both effort and process when a student convey the ideas or feeling in written form.

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 out come 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: 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. 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.

The types of writing exercises required by the 2013 Curriculum can be categorized as follows: First, Arrange random words into good sentences. This is a guided exercise because paragraphs serve as guidelines. Second, Completing the

text/sentence, can be categorized into controlled or guided exercises. It is controlled when students have the right to complete their essay freely. On the other hand, guided if there are guidelines. Third, write sentences related to grammar. It can be controlled or exercise-guided. This is guided because students are asked to complete the sentence and the sentence serves as a guide. This is a controlled exercise because students are asked to write grammatically correct sentences. Fourth, Writing short functional texts/ Exercises can be controlled or guided. It is guided when there are some guidelines given. Fifth, Develop vocabulary into sentences. This is a guided exercise when students have to vocabulary and then develop into sentences.

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. Hornby (2014:893) states that textbook is a book that is giving instruction in a branch of learning. Bacon in Tarigan (2013:11) 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.

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.

Realizing those significant roles, the textbooks in the 2013 curriculum that are being implemented in Indonesia currently should promote those kinds of principles in order to support the goal of the 2013 curriculum. In addition, the textbook is considered as one among thirteen aspects that determines the success of 2013 curriculum implementation (Dharma & Aristo, 2018:25) as well as to increase the efficiency and effectiveness of the curriculum itself (Syahmadi, 2013: 71). Moreover, the design of a textbook content also should contains material and some exercises that can make graders learning the topic is being discussed as well.

Further, based on researcher's informal interview to teacher of SMA Negeri 1 Gido states that the school is implementing 2013 curriculum and used book on 2013 curriculum. The main book is from the government and other book from other writers and publishers as a reference book. In this research the writer use "English Textbook" 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.

Regarding to the explanation above, the researcher will conduct a study entitled **"Descriptive Analysis on Writing Exercises in the English Textbook on Student's at the Tenth Grade of SMA Negeri 1 Gido in 2021/2022".** Which aims to describe how to analyze on the writing exercises in English Textbook on student's based on the 2013 Curriculum. The writer used descriptive qualitative as a method to analyze the content of writing exercises in the English textbook.

B. The Focus of the Research

From the elaboration of the background of the reserach, the researcher identified the focuses of the reseacrh as follows.

1. Analyzing the content on writing exercises in the english textbook on student's at the tenth grade in SMA Negeri 1 Gido.

2. Analyzing the challenges faced by students in writing exercises in the english textbook on student's at the tenth grade in SMA Negeri 1 Gido.

Based of the focuses of the research, the researcher questions were formulated in folowing questions

1. How does the content on writing exercises in the english textbook on student's at the tenth grade in SMA Negeri 1 Gido.

2. What the challenges faced by students in writing exercises in the english textbook in SMA Negeri 1 Gido.

C. The Purpose of the Research

The purpose of the research were:

1. Describing the content on writing exercises in the english textbook on student's at the tenth grade in SMA Negeri 1 Gido.

2. Describing the challenges faced by students in writing exercises in the english textbook on student's at the tenth grade in SMA Negeri 1 Gido.

D. The Significance of the Research

The significances of the research are in the following, as follows:

1. For the researcher, this research can provide knowledge and experience in describing the students' writing through analysis.

2. For students, as a tool to show students about their ability to write good and coherent, based on writing exercises in the english textbook.

3. For teachers, this research can be used as a guide in conducting writing exercises on student's and it is hoped that teachers can obtain information about the strategies used in writing exercises so that in the future it will be more effective.

E. The Limitation of the Research

To find out the problems in this study, the researcher describe the limitations of the study as follows:

1. The subject of this study is on student's at the tenth grade in SMA Negeri 1 Gido.

2. The object of the research is writing exercises in the english textbook on student's at the tenth grade in SMA Negeri 1 Gido.

3. This research will conducted using qualitative descriptive techniques in data analysis.

F. The Key Terms Definition of the Research

The defenition of key terms in the research as follow:

1. Descriptive Analysis

Descriptive analysis is a study that describes a phenomena or situation in second and foreign language students based on the way it is without any personal view.

2. Writing

Writing is one of important skills in English that is way the students communicate their feeling, ideas, ect in writing. According to Hammer (2007:31) writing in encourages students focus on accurate language uses and because they think as they write, in my provoke language development as they resolve problem which the writing puts into their minds.

3. Exercises

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 out come evaluated and there is a real world relationship. Both of them have functions to assess student's achievements.

4. Textbook

Textbook is one of the many kinds of instructional materials used in learning. The textbook is usually succinctly written, tightly organized, and greatly condensed. 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.

G. Research Method

This research uses descriptive qualitative method, this descriptive analysis relates to describing something that we get and know. This method relies on text and image data. Baha (2016:4) says.

Descriptive analysis describes what exists and tries to pave the ground for finding new facts. It includes gathering of data related to product, people, individuals, events and situations and then organize, tabulates, depicts, and describe the outcome.

Descriptive analysis characterizes the world or a phenomenon answering questions about who, what, where, when, and to what extent. Whether the goal is to identify and describe trends and variation in populations, create new measures of key phenomena, or describe samples in studies aimed at identifying causal effects, description plays a critical role in the scientific process in general and education research in particular. Nasaji (2012:129), states that

In descriptive research, the data may be collected qualitatively, but it is often analyzed quantitatively, using frequencies, percentages, averages, or other statistical analyses to determine relationship and the goal of descriptive research is to describe a phenomenon and its characteristic.

1. Research Approach and Type

When conducting descriptive research, the researcher must first try to identify an interesting phenomenon or something that is happening in the world. Once a phenomenon is identified, the researcher must fully consider the phenomenon, determine which features are most salient, and make choices about data collection and methods. The combination of conceptualization, design, planning, and analysis is iterative. In this study, the researcher uses an inductive approach which aims to find meaning that comes from previously known facts, namely through direct observation in the field and recording all these facts in a scientifically holistic manner.

Steps in a Descriptive Analysis—An Iterative Process

1. Identify a phenomenon.

2. Consider which features of the phenomenon are most salient.

3. Identify the constructs (measures) that best represent these features.

4. Determine whether there are observable patterns in the data.

5. Communicate the patterns in the data that describe the realities of the phenomenon.

6. Rethink and repeat as needed.

So this descriptive analysis is very suitable in the research that the researcher is doing, namely to identify and describe the teacher's assessment of students' work during online learning and what are the challenges they face.

2. Setting of the Research

The location of the study was SMA Negeri 1 Gido. which is located in gido nias district. There are 50 teachers in the school and 5 of them are english teacher.

3. Research Data and Informat

The resources data for the research was English textbook for student's at the tenth grade of Senior High School. The textbook was composed by Sarwoko and published by Erlangga in the year of 2016 which the textbook is based on curriculum 2013. The content quality of the textbook such as its characteristic or materials and exercises presented in the textbook has processed and analyzed according to qualification expected.

4. Schedule of action

This study will be conducted from February 2022 and the time allocation this research referes to the academic calender of SMA Negeri 1 Gido.

5. Procedure of Analysis Data

In conducting the research, the researcher arranged some procedural steps in an orderly way which consist of preparing the research, analyzing

on writing exercises in the english textbook. Therefore, Researchers conducted interviews with English teachers at SMA Negeri 1 Gunungsitoli as initial information to researchers, The researcher chose the English textbook used by the tenth graders to which will be the material for writing exercise, Researchers took samples from english textbook, namely the first chapter presented in the textbook.

6. **Technique of Analyzing Data**

Technique of data analysis comes from the interpretation of the data collection. The research used data analysis in qualitative research which adopted the stages from Miles and Huberman's model to analyze the data. The model was used in qualitative research because the model suit with the research that was equipped with four main steps as data collection, data reduction, data display, and drawing and verifying conclusion as revealed by Miles, Huberman, and Saldana (2014: 14).

Data collection, in which the data obtained from interviews, observations and documentation are recorded in field notes consisting of two parts, namely the descriptive and reflective sections. Understanding descriptive notes is a natural record, (a record of what is witnessed, heard, and seen by the researchers without any interpretation and opinion of researchers on the phenomenon that happened). Reflective notes are note whose impressions, opinions, commentary and interpretation of the researcher on what the findings are. In addition, it is the material of data collection plan for the next step.

Data reduction, furthermore, after data has been collected, data reduction, to determine the relevant data and has, then, focus the data leading to problem solving, invention, meaning or to answer research questions. It further simplifies and systematically summarizes and explains the important points about the findings and their meanings. In the process

of data reduction, only the findings of data or findings relating to the research problem are reduced. As for data that has nothing to do with the research problem is discarded. Or in other words data reduction is used for analysis that directs, classifies, sharpens and discards the unimportant and organizes the data. That way it will make it easier for the researcher to draw a conclusion.

Data display, the presentation of data can be in the form of writing, drawing, tables and graphs. The purpose of presenting the data to combine the information so as to provide an overview of the circumstances that occur. In this case, so that researcher does not have difficulty in the mastery of information as well and overall as well as certain parts of the results of research. Therefore, the researcher must create narrative, graph or matrix to facilitate the mastery of data or information. In such a way the researcher can still control the data and not drown in the conclusion that information can be boring. This is done because poorly organized data can influence the researcher to take inferred conclusions and in acting in a careless, and not basic manner. Regarding the display of data should be considered as part of the data analysis.

The last is withdrawal of conclusions made during the course of research, such as data reduction process, after the data has been collected sufficient it will be obtained a tentative conclusion, and after the data is completely complete it can be obtained the final conclusion. In conclusion, the techniques of analyzing data will be simplified into the figure below:
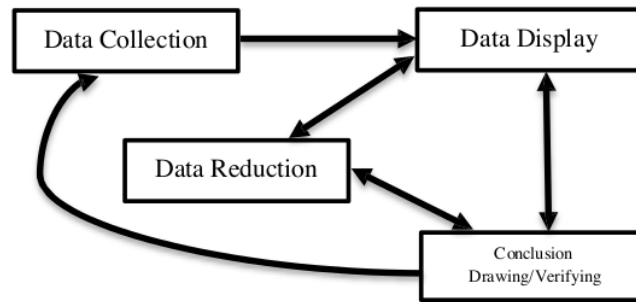
Figure 1: Miles and Huberman's Model

7. Checking the Validity of Data and Research Findings

Validity is an important key to effective research. Moreover, Hammersley in Cohen *et al*. (2018:247) suggests that validity in qualitative research replaces certainty with confidence in our results, and that, as reality is independent of the claims made for it by researchers, our accounts will only be representations of that reality rather than reproductions of it. Lincoln and Guba and Ary et al. in Cohen *et al*. (2018:248) suggest that key criteria of validity in qualitative research are, credibility: the truth value, transferability: generalizability, dependability: consistency and confirmability: neutrality.

a. Credibility

Credibility is to assess the truth of qualitative research findings. Credibility is shown when participants reveal that the research transcript is truly an experience of its own. Moreover, Jesse (2011:230) beliefs about credibility also develop based on the sources cited by or associated with providers of information. Knowledge about an individual source (e.g., a respected public figure vs. an accused wrong doer) can influence whether readers rely on or disregard the propositions provided by that source. It means that the data is obtained directly by the researcher in accordance with the actual situation that occurs in the classroom.

b. Transferability

Transferability is a type of external validity, refers to the degree to which the phenomenon or findings described in one study are applicable or useful to theory, practice, and future research, the transferability of the research findings to other contexts (Katie Moon, 2016:3). Transferability can be critical to the application of research findings because policy and management can rely on data, conclusions, and recommendations from a single or small number of research projects, often relying on evidence from a range of contexts that can be different to the one in which applications will be made.

c. Dependability

According to Lorelli (2017:3) to achieve dependence, researchers can ensure their research the process is logical, traceable and clearly documented. When readers can check research process, they are better able to assess the dependability of the research. One way is research studies can show the dependence is for the process to be audited.

d. Confirmability

According to Moon (2016:2-3) to achieve confirmability, researchers must demonstrate that the results are clearly linked to the conclusion in a way that can be followed and, as a process, replicated. Its relevance to the application is similar to credibility, where confirmability has a special feature implications for studies that provide policy recommendations.

Checking the validity of the data is an important thing to do in conducting a research. As Creswell (2014:225) says that validity is one of the strengths of qualitative research and is based on determining whether the findings are accurate from the stand point of the researcher, the participant, or the readers of an account. Moreover, Sireci and Faulkner-

Bond (2014: 100) says that the validity of the assessment is described as the degree to which evidence and theory support the interpretation of tests score sent tailed by their proposed use.

Many researchers suggest that the most important criteria for judging a qualitative research is its credibility. Moreover, Johnson and Rasulova (2016:15) say that a research is seen as credible when the researcher has confidence in the truth of the findings with regard to the subjects off research and the context where it was conducted. It means that credibility establishes whether the research findings represent possible information drawn from the participants' original data (truth) and is a correct interpretation of the participants' original view.

In conducting the research, the researcher validated the data by consulting to the advisors. According to Elangovan and Sundaravel (2021:1) in the face and content validation, an instrument is usually validated by experts from academics and practitioners from field or industry. Therefore, the researcher believed that advisor is one of part of academics and practitioners that could validate the data and findings used by the researcher. Further, the mark such checklists below based on the validation.

Moreover, the researcher used four criteria by Lincoln and Guba in Jhonson and Rasulova (2016:12) as seen in the following table.

Table 1

LINCOLN AND GUBA'S PRINCIPLES FOR EVALUATING
TRUSTWORTHINESS IN QUALITATIVE RESEARCH

Qualitative Research	Questions that Underpin the Principles of Qualitative Research (Pretty, 1994: 42)	Advisors' Validation (√)
Credibility	How can we be confident about the 'truth' of the findings?	
Transferability	Can we apply these findings to other context or with other groups of people?	
Dependability	Would the findings be repeated if the inquiry were replicated with the same (or similar) subjects in the same or similar context?	
Confirmability	How can we be certain that the findings have been determined by the subjects and contexts of the inquiry, rather than the biases, motivations and perspectives of the investigator?	

8. Procedures of the Research

In conducting the research, the researcher had conducted some procedures to obtain the result as follows.

a. The researcher asked permission to the principal of SMA Negeri 1 Gido to do the research.

b. The researcher conducted preliminary research through interview with the Englih teacher.

c. The researcher asked the informant and the number of informant of the research.

d. The researcher made the schedule with the English teacher of SMA Negeri 1 Gido to conduct the test.

e. The researcher prepared the table of specification and instrument of the research.

f. The researcher checked the validity of the table of specification and instruments of the research by validators.

g. The researcher gavetest to the teachers

h. The researcher conducted the interview to the teachers

i. The researcher checked the validity of the result of interview of the research.

j. The researcher analyzed the obtained data and classify them.

k. The researcher checked the validity of research findings by internal and external validators.

l. The researcher drew the conclusion and made interpretation of the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Descriptive Analysis

Descriptive research methods have been very common procedures for conducting research in many disciplines, including education, social sciences, and psychology. According to Walliman (2011:10) descriptive analysis deals with describing a phenomena that how we think something is. It attempts to examine the situations in order to describe the norm. In addition, Travers in Baha (2016:4) states that descriptive analysis depicts what exists and attempts to clear the ground for discovering new realities. It incorporates social occasion of information identified with, items, individuals, people, occasions and circumstances and afterward sort out, arranges, portrays and depict the result. This sort of exploration configuration is generally directed with at least one examination questions. It means that descriptive analysis is about identifying phenomena or patterns in data that have not previously been recognized. It also helps to describe, show or summarize data points in a constructive way such that patterns might emerge that fulfill every condition of the data.

Furthermore, Gall, Gall, & Borg in Nassaji (2015:129) say that the goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Thus, observation and survey tools are often used to gather data.

Lans & Van Der Voordt in Baha (2016:8) also give the main advantages of descriptive analysis is its high degree of objectivity and neutrality of the researcher. Therefore, descriptive analysis is considered to be expansive than other methods and it gives a broader picture of a phenomenon. Descriptive analysis can use many number of variables or even a single number of variable to conduct a descriptive study.

From the explanation above, it is concluded that descriptive analysis is a procedure of a research that describes and identifies a phenomena as accurately as possible with the goal is describing systematically the existing phenomena under the study.

2. Writing

a. Definition of 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.

b. Writing Processes

Creating an academic writing or fictional writing, requires a set of process to match the expected results. This step is a guide for the writer in order that the writer can write and produce a good written form and it is easier for the reader to read it. The writing process can be categorized into several processes that are adopted from Alodwan and Ibnian (2014:155) as follows.

1) Pre-Writing

The pre- writing stage, or the planning stage, aims at preparing students to write and generate ideas. Harp and Brewer (1996) point out that this stage is based on a number of steps such as determining the topic and the audience as well as activating student's previous knowledge through brainstorming and other activities. In this stage, students may listen to a text related to the topic, read about the topic, watch a film or even describe a picture about the topic.

2) Drafting

In this stage, students are supposed to write down their ideas on paper focusing on content not mechanics. Gaber (2003) points out that when writing their first draft, students should not expect perfection or even work towards it. The first draft should be considered as a further means of discovering ideas and what one wants to do.

3) Revising

Revising is viewed as looking at organization, main points, support for main ideas, examples, and connections between ideas. Noskin(2000) points out that revising is considered the heart of the writing process, the means by which ideas emerge and evolve and meanings are clarified.

4) Editing

Once they have revised their writing, students move to the editing stage so as to come up with the final version. Editing could be viewed as the process of correcting spelling and grammar in a piece of writing. This occurs after the revision process has been completed and just prior to the publishing phase. This stage may include the following:

a) Checking and correcting spelling

b) Checking and correcting grammar

c) Correcting punctuation

Furthermore, the editing stage may also includes a kind of revision, especialy that in the process approach to writing, revision is a recursive process and can occur at any point in the writing process.

5) Publishing

This is the final stage of the writing process. In this stage the writings that were revised and edited carefully may be published. Poindexter and Oliver (1999) notes that the purpose of publishing is to share and celebrate students' finished products. By sharing their writing, students develop sensitivity to an audience and confidence in themselves as authors.

Based on the categorization above, it is concluded that the writing processes direct the writer to produce a writing with expected result. The writing process is always starting with pre-writing, then go through revising stage and lastly publishing. The writing which publish is the product with expected result. Therefore, in the research the students were expected to consider the writing processes in explanation writing activity in order the students could produce a good writing product.

c. 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).

d. 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.

3. Exercise

a. Definition of 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.

Pallof and Pratt (2009) proposed seven principles in an online assessment, namely:

a) Plan a student-centered assessment that corresponds to the student-centered activities and assignments.

b) Create courses that incorporate a variety of learning experiences and evaluation processes that take advantage of diverse learning styles while reducing the possibility of plagiarism and cheating.

c) Encourage, use, and assess learner contributions to the discussion board.

d) Using rubrics to establish success criteria and provide a firm platform for self-assessment.

e) Give instant feedback on performance and tasks..

f) Consider the online examinations and quizzes to be "open book," and design them with this in mind.

g) Include several forms of assessment, such as performance assessment, portfolio projects, self-assessments, peer reviews, and occasionally

tasks that include a discussion part, in order to build successful (effective) online evaluations.

b. 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.

c. 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.

4. Textbook

a. Definition of 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. 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.

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.

b. 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.

c. 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.

a). 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.

b). 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.

c). 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.

d. The Functions and the Advantages of Textbook

Textbook used in teaching and learning process is important. Textbooks are meant to help teachers in providing them teaching materials. Textbook acts as a guideline for inexperienced teachers or tools for experienced teacher. It also provides either inexperienced or experienced teachers with guidance on what students have to learn and what students wish to learn.

Regarding to that, textbook has many functions. According to Thomson in Siti (2011:11) the textbook has many functions as follows:

1) Individualization of instruction

A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according to what they are interested in studying.

2) Organization of instructions

A textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and questions. Written textbook give unity to classroom interaction and are graded to introduce new concepts or contents they build upon what has preceded.

3) Tutorial Contribution

A teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence, and to solve problems.

4) Improvement of Teaching

Textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching.

Moreover, the use of textbook in teaching-learning can give the advantages. Bojanic & Topalov (2016:140) share a similar opinion about the use of the textbook, especially in Language class. Some advantages of the used textbook as follows:

1) For students:
   a) Textbook helps the students to improve their language skills,
   b) Learn about the subject content,
   c) Familiarized with the cultures and ways of life of people from foreign countries.

2) For teachers:
   a) Serving a teacher program and support for less experienced once to gain confidence,
   b). Test new methodologies,
   c) Aware of the pedagogical issues.

From the explanation above, it is concluded that the textbook is a kind of visual aid in teaching learning process. It means that the function of a textbook is actually as one of the visual aids by teachers, when they teach and explain the teaching materials. Besides, it also helps the students in getting a better understanding of the materials taught by the teacher.

Textbook serves as an important role in teaching and learning activities. The uses of textbook in the classroom helps teacher in delivering the materials. The standard of students works in a textbook or course book are usually suitable with the student knowledge competence. Textbook is a book giving instruction in a subject, it used especially in schools. Textbook is a media for teacher explain more the material, and help students to know the materials. According to Oxford Advanced Learner's Dictionary In Bojanić, et al., (2016:138), a textbook is defined as "a book that teaches a particular subject and that is used especially in schools and colleges". Moreover, the definition also in line with what Nimasari (2016:270) states that a textbook can be defined as written information about a particular subject for those who are studying about that subject.

Further, Hutchinson and Torres in Bojanić & Topalov (2016:138) state that "the textbook is an almost universal element of (English language) teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in (various) countries. Sheldon in Bojanić & Topalov (2016:138) argues that textbooks symbolize "the visible heart of any ELT program" and they offer significant advantages for both students and teachers. In his view, students' opinion is that published materials (textbooks) are more trusted than home-produced photocopied teachers' resources, which are considered as less valid. Their view is based on the fact that textbooks are written by eminent experts in the field of language teaching. The effects of using a particular textbook, therefore, depend not only on its promoted approaches and methods and its content, but also on the expectations of the learners and the general view of textbooks in the learners' culture.

In addition, Harris & Hodges in Amerian et al., (2014:255) state that textbook is a a book used for instructional purposes, especially in schools and colleges. According Gunantar (2017:173) that textbook not only contains all aspects needed in the teaching and learning process, textbooks are a very important source

of teaching. Quality of textbook can be determined success or not students in the learning process. Moreover, in Indonesia itself, using a text book is a must for every school to support the learning process. As stated in the regulations of the Minister of Education no. 11 of 2005 Article 8, that teachers can recommend students who are able to have textbooks. This means that the government is clearly called for each learner has a textbook in order to achieve the objectives of teaching-learning process.

Based on some definitions above, it is conluded that textbook is very crucial in teaching-learning process, it contains information about certain subject that can be utilized by the graders and teacher.

e. Textbook Design

Good textbook is the textbook that provide discovering activities and practicing, the language of the textbook should be acceptable, understandable, and communicative. Besides, it should be supported by some pictures, table, illustrations, directions to the readers, etc. According to Nurhadi in Sholihah (2016:62-63), the content of textbook not only consists of the materials that have to be read by the students, but also the learning scenarios. The textbook minimum consists of:

1) Standard of competency that will be achieved along with its indicators.

2) Introduction about the importance of mastering the competency in the real context.

3) Materials that support the achievement of competency, the materials in the form, of basic concepts.

4) Some activities that should be done by the students. For example, study club to make something, exercising, observing, presenting, practice, etc.

5) Evaluating the activities and the achievement of standard of competency.

6) The product came (report, scientific research, picture, map, table, draft, analysis, and things).

According to Miekley in Rahmati (2018:12) there are four categories that a textbook should have inside such as: content, vocabulary and grammar, exercises and activities, and attractiveness of the text and physical make-up. The same way as the student's book which has four categories to be included in the process of evaluation as well as teachers' book. They were general features, background information, methodological guidance, and supplementary exercises and materials.

In addition Jahangard in Rahmati (2018:13) also argues categories that should be included in a textbook are explicit objectives, vocabulary explanation, educational approaches, review and test sections, visual materials, topics and tasks, clear instructions, layout, organized and graded content, authentic language, grammar presentation and practice, fluency practice in all four skills, and developing learning strategies.

Based on the opinions above, the researcher concludes that a good textbook is the textbook which is proper with the 2013 curriculum, in which it guides the students to observe, to collect information, to formulate hypothesis, to draw conclusion, and to perform by teaming. In addition also, a textbook should have an appropriate content and as well as exercises in making the students can learn through textbook.

f. Textbook Evaluation

With many of commercial textbooks and varied of instructional materials to choose from teachers and others responsible for choosing materials need to be able to make informed judgment about textbooks and teaching materials. Evaluation however can only be done by considering something in relation to its purpose. Hutchinson and Waters in Sholihah (2016:63) state that evaluation is a matter of judging the fitness of something for a particular purpose. It is basically a matching process: matching needs to available solutions. If this matching is to be done as objectively as possible, it is best to look at the needs and solutions separately. A

book may be ideal in one situation because it matches the needs of that situation perfectly. It has just the right amount of material for the program, it is easy to teach, it can be used with little preparation by inexperienced teachers, and it has an equal coverage of grammar and the four skills. However the same book in a different situation may turn out to be quite unsuitable. It contains too little material; it is not very challenging for teacher and students, and has elements in it (such grammar syllabus) that is not needed in-the-program.

Cunningsworth in Amrina (2018:12) proposes four criteria for evaluating textbooks:

1) They should corresponded to the learner's needs. They should match the aims and objectives of the language – learning program.

2) They should reflect the uses (present or future) which learners will make of the language. Textbook should be chosen that will help equip students to use language effectively for their own purposes.

3) They should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid methods.

4) They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

In line with that, nowadays, Indonesia is using the 2013 Curriculum. According to government policy (*Permendikbud*, 2013), textbooks must have some criteria based on it, they are: readiness; the material of textbooks should be suitable with the readiness of the learner`s knowledge and skills that they have had before; motivation; the contents of textbook should motivate the learners tolerant; the learner`s active participation; the textbook may make learner`s interact actively in class through the works activity to observe, to make an exercise to practice and to the demonstrate it; using the tools in order the student focus; textbook should suppl

the pictures, illustration, diagram or table to make clear the concept of textbook; the containing social cognitive interaction; textbook should support the learner`s to ask, to find something by themselves through their brainstorming to design and to make the learning community; the authentic evaluation; textbook should support teacher to evaluate in certain ways through the learner`s achievement and their process; life skills; textbooks should support the learners to develop their life skills; the relationship between textbook and the surrounding; the material of textbook is crossly related to the learners such as: their area they live, the knowledge that learners have and the learning needs; co-operative; the supplying material of textbook can make the student enable to work with their friend textbooks that based on the news; the experience; textbook should support the learners having their own experience.

B. The Latest Related Research

In conducting the research, the researcher was inspired by some of the earlier researches related to the research. The researches were explained on the next page:

Firstly, in journal Rizaldy Hanifa (2017) with the title an evaluation of Englishs textbook for senior 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. The writer take the title an analysis on writing exercises in the english textbook for grade tenth, the writer also use descriptive qualitative research like Rizaldy Hanifa's journal, and the writer only focused to writing exercises in the english textbook for grade tenth of senior 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 tenth graders because the author made the textbook based on a government standard that requires students to reach the functional level of literacy.

C. Conceptual Framework

The conceptual framework of the research starts with the idea when Indonesia implements the 2013 curriculum and there are numerous English textbooks that have been distributed, but not as the criteria of what 2013 curriculum expected. Therefore, researcher is interested in doing the research. Therefore, the researcher wants to analyze an writing exercises in the english textbook whether it fulfills the criteria of 2013 curriculum. The researcher has analyzed on writing exercises in the english textbook on student's at the tenth graders' of SMA Negeri 1 Gido in 2021/2022.

When English textbook for tenth grade students, textbook is used is a main guidline in language teaching especially where the teacher is least capable to deliver the material. 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.

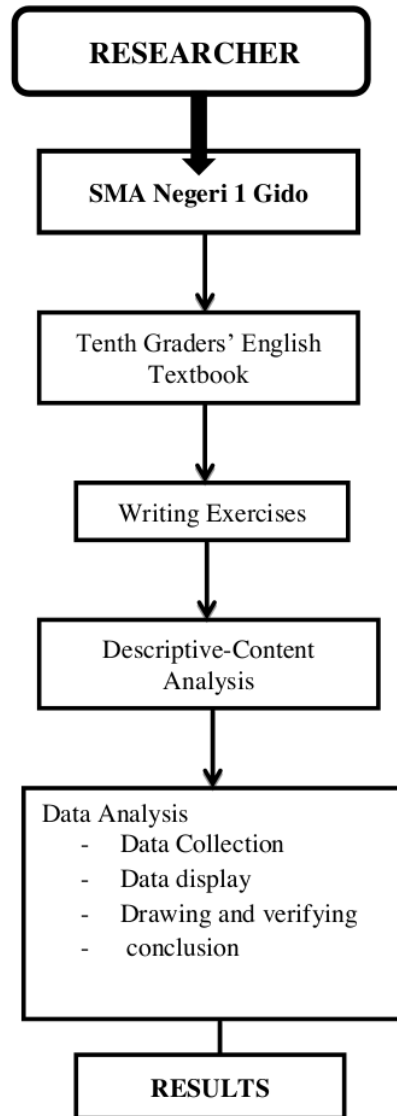The following diagram explain the conceptual framework.

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        ┌───────────────────────────┐
        │        RESEARCHER         │
        └───────────────────────────┘
                     │
                     ▼
        ┌───────────────────────────┐
        │     SMA Negeri 1 Gido     │
        └───────────────────────────┘
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        ┌───────────────────────────┐
        │   Tenth Graders' English  │
        │          Textbook         │
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                     ▼
        ┌───────────────────────────┐
        │      Writing Exercises    │
        └───────────────────────────┘
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        │     Descriptive-Content   │
        │          Analysis         │
        └───────────────────────────┘
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        ┌───────────────────────────┐
        │  Data Analysis            │
        │    -   Data Collection    │
        │    -   Data display       │
        │    -   Drawing and verifying │
        │    -    conclusion        │
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        ┌───────────────────────────┐
        │          RESULTS          │
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Figure 1. Conceptual Framework of the Research

DESCRIPTIVE ANALYSIS ONWRITING EXERCISES IN THEENGLISH TEXTBOOKON STUDENT'SAT THE TENTH GRADE OF SMA NEGERI 1 GIDO IN 2021/2022

| 9 | Internet Source | 1% |

| 10 | core.ac.uk
Internet Source | 1% |

| 11 | repository.uinjkt.ac.id
Internet Source | 1% |

| 12 | eprints.ums.ac.id
Internet Source | 1% |

| 13 | etheses.iainkediri.ac.id
Internet Source | 1% |

| 14 | Submitted to Royal Holloway and Bedford New College
Student Paper | 1% |

| 15 | archive.org
Internet Source | 1% |

| 16 | vdoc.pub
Internet Source | 1% |

| 17 | research-api.cbs.dk
Internet Source | 1% |

| 18 | digilib.uinkhas.ac.id
Internet Source | 1% |

| 19 | scindeks-clanci.ceon.rs
Internet Source | 1% |

| 20 | www.tandfonline.com
Internet Source | |

DESCRIPTIVE ANALYSIS ONWRITING EXERCISES IN THEENGLISH TEXTBOOKON STUDENT'SAT THE TENTH GRADE OF SMA NEGERI 1 GIDO IN 2021/2022

FINAL GRADE

/1

GENERAL COMMENTS

Instructor