

# DESCRIPTIVE ANALYSIS ON WRITING EXERCISES IN THE ENGLISH TEXTBOOK ON STUDENTS AT THE TENTH GRADE OF SMA NEGERI 1 GIDO IN 2022/2023

*by Selfin Indah Sari Zendrato*

---

**Submission date:** 25-Sep-2023 03:33AM (UTC-0400)

**Submission ID:** 2176212162

**File name:** SELFIN\_INDAH\_SARI\_ZENDRATO.docx (270.07K)

**Word count:** 12659

**Character count:** 69379

**1**  
**DESCRIPTIVE ANALYSIS ON WRITING EXERCISES IN THE ENGLISH  
TEXTBOOK ON STUDENTS AT THE TENTH GRADE OF SMA  
NEGERI 1 GIDO IN 2022/2023**

**UNDERGRADUATE THESIS**



**By**

**SELFIN INDAH SARI ZENDRATO**

**Student ID No. 182108088**

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS NIAS  
2023**

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Problem

Language creates from to time, one of the dialects that grows essentially is English. As of now, practically all nations on the planet utilize English as a subsequent language, including Indonesia. Indonesia considers English as an unknown dialect which is shown in stages from middle school to college. As per (Nurhadi, 2018) the reason for showing English is to dominate the four abilities, tuning in, perusing, talking and composing. These four language abilities empower understudies to partake in trading data, laying out relational connections, and gaining information and partaking in the feel of the English language. That is on the grounds that English has numerous distinctions from our language.

In such manner, composing is one of the language abilities contained in the educational plan, considered the most troublesome expertise for understudies to master. Acquire information while partaking in the style of english (Nurhadi, 2018). Understudies find it more hard to write in an unknown dialect than in their most memorable language. The advancement of composing is one of the extraordinary revelations of humanity. It's difficult for some to envision what language would be like today without composing.

Composing is one of the significant language abilities that should be dominated by each and every individual who needs to turn into an

experiential author. It's vital to gain composing from understudies since we can see that it isn't as it were a standard correspondence framework, yet in addition as a significant device for learning. As indicated by (Hammad, 2021) "Composing is typically addressed to others for a particular reason". Composing is one of the language abilities used to by implication convey. Consequently for Hayes (2018) to say "composing is the best comprehension of the regular perspectives that authors arrange or sort out during the demonstration of creating". Moreover, Troyka (2019) states that composing is an approach to imparting messages to perusers for an end goal in mind. The motivation behind composing is to communicate one's own thoughts and to convey. In view of the assertion above it tends to be reasoned that composing isn't just the capacity to make sentences and sections, yet composing is a mix of exertion and cycle when an understudy conveys thoughts or sentiments. written down.

Practice is an action to require consideration and exertion; to task and apply for preparing <sup>3</sup>improvement, to practice to create and furthermore to improve by training. At the end of the day, game can likewise be known as an undertaking. Since as per (Skehan, 2019) errands are exercises that meet the accompanying standards; the fundamental significance, there is an objective that should be finished, the exercises are out and assessed and there are certifiable connections. Both have a capability to survey understudy accomplishment. Practically speaking inquiries there are two sorts of training questions, in particular: Controlled works out, in free composition, understudies are given exposition subjects, which permit them

to utilize openly what they have recently rehearsed. At the point when the cycle shapes sufficient propensities, they are prepared to compose with capability in their space of unique interest. Directed exercises assist understudies with feeling sure that they are making the best decision they are offered guidance on the most proficient method to make it happen. Students should pursue similar choices of their own and make their very own portion articulations.

The kinds of composing practices expected by the 2013 Educational plan can be arranged as follows: To start with, Organizing arbitrary words into great sentences. This is a directed activity on the grounds that the sections act as an aide. Second, Finishing the message/sentence, can be classified into controlled or directed works out. Controlled when understudies reserve the privilege to finish their articles unreservedly, generally directed assuming that there are rules. Third, compose sentences connected with punctuation. This can be controlled or directed by work out. It is directed <sup>6</sup> in light of the fact that understudies are approached to finish sentences and <sup>6</sup> the sentences act as an aide. This is a controlled activity as understudies are approached to compose linguistically right <sup>1</sup> sentences. Fourth, Composing short useful texts/exercise can be controlled or directed. It is directed when there are a few rules given. Fifth, form jargon into sentences. This is a directed activity when understudies need jargon words and afterward form them into sentences.

Course books play an exceptionally enormous part in the educating and growing experience, as an aide for educators in educating and can be a

reference for understudies in learning. English reading material are viewed as courses, guides on showing techniques and language assets. Consequently it is essential media instructing materials that have been arranged. One that is utilized in the educational experience is a course reading. Hornby (2018) states that reading material are books that give guidelines in a part of learning. Bacon in Tarigan (2018) states, reading material are books that are utilized in class. It was precisely organized and ready by the master in his field. Likewise outfitted with endlessly fitting educating instruments. The term reading material has a few implications, as per the Oxford word reference, a reading material signifies "a book that gives directions in a part of information". That is, a reading material is a sort of book that is utilized in a few examples at school.

During the time spent instructing and learning, course books are normal educating materials. Richard (2018) says that "Reading material give design and prospectus to a program, assist with showing norms, keep up with quality, give an assortment of learning assets, are productive, can give models and compelling language input, can prepare instructors, and are outwardly alluring". The capability of reading material in educating is vital in the educational plan framework; without course books, the educating and it isn't efficient to learn process. The educator can convey the material appropriately assuming there is a suitable course reading to direct the instructing and educational experience. Instructors and understudies can assemble and foster their open skill better to utilize quality course readings, which give and backing the necessary material.

Perceiving this significant job, reading material in the 2013 educational plan executed in Indonesia today should focus on these standards to help the objectives of the 2013 educational program. Also, course books are thought of as one of the thirteen viewpoints that decide the fruitful execution of the 2013 educational plan (Dharma and Aristo, 2018) as well as to expand the productivity and viability of the educational plan itself. Aside from that, the course book content plan is likewise a must contains material and a few activities that can cause class understudies to gain proficiency with the point being examined too.

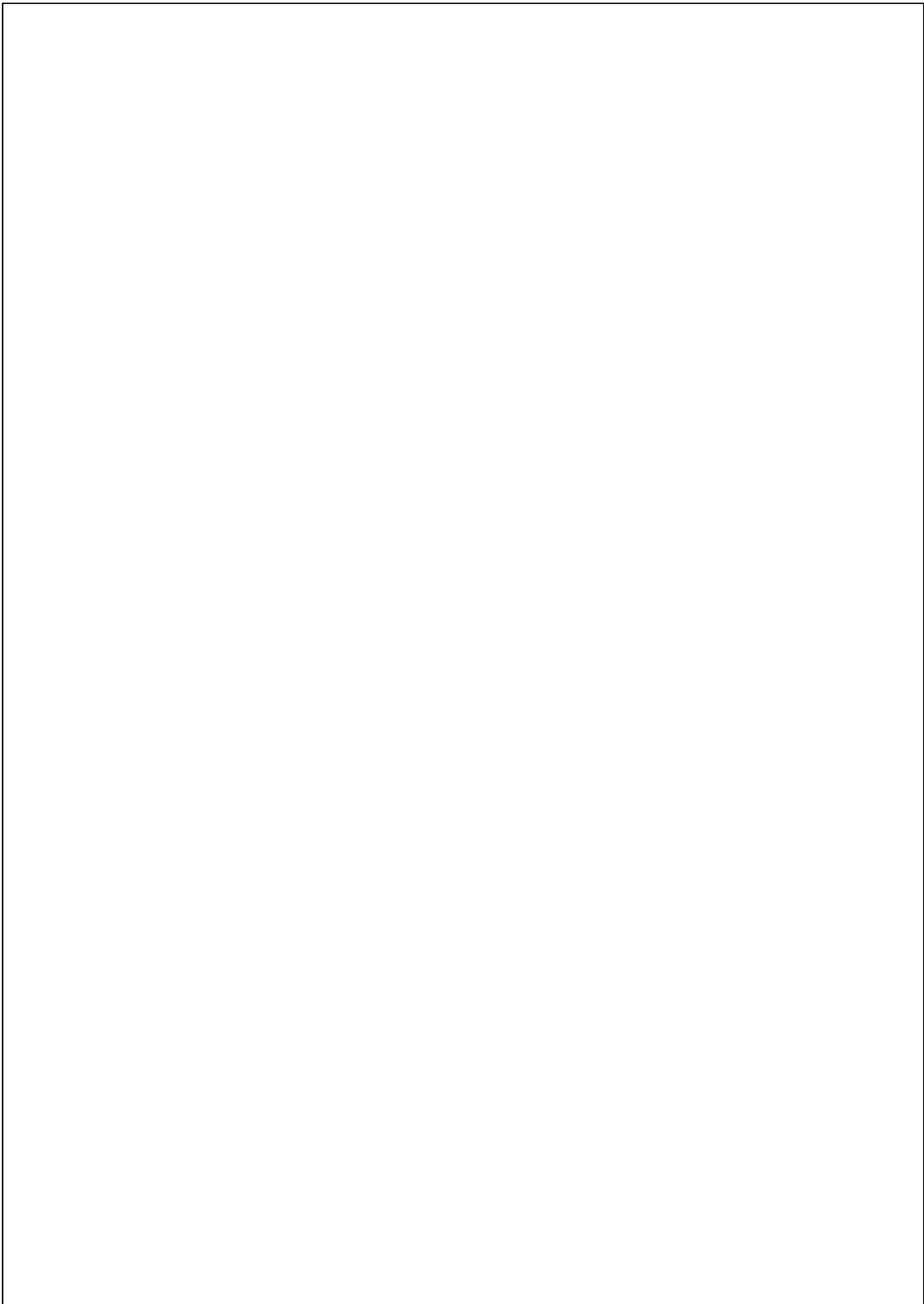
Moreover, in light of casual meetings with analysts at SMA Negeri 1 Gido, they expressed that the school carried out the 2013 Educational program and utilized the 2013 Educational plan Book. Primary books from the public authority and different books from different journalists and distributors as reference books. In this study the writers utilized "English Reading material" for examination since it is extremely fascinating to study. By examining this book, the educator doesn't request that understudies do all the composing practices in the book. Furthermore, the scientist just took the principal part to be examined in the "English Course reading". Furthermore, this book was distributed by the Service of Training and Culture.

Taking into account these issues, the specialist means to do an assessment by dissecting the kinds of composing practices in English reading material utilized by understudies at SMA Negeri 1 Gido. Specialists

picked English course readings to dissect composing practices and assess how they fit with the 2013 Educational plan.

Regarding the clarification over, the analyst <sup>1</sup>raised the examination title "Descriptive Analysis on Writing Exercise in the English Textbook at the Tenth Grade of SMA Negeri 1 Gido in 2022/2023". Which means to portray how to dissect the kinds of composing practices in the English Reading material for class X understudies of SMA Negeri 1 Gido in view of the 2013 Educational plan. The writer utilizes spellbinding subjective as a strategy for examining the kinds of composing practices in English reading material.





## 1.2 Focus of the Research

The research focused on :

1. Analyzing the types of writing exercises in English textbooks for class X SMA Negeri 1 Gido based on the 2013 Curriculum.
2. Analyzing the suitability of writing exercises in English textbooks for class X SMA Negeri 1 Gido.

## 1.3 Formulation of the Research

Based on the focuses of the research, the research questions are formulated as follows:

1. What types of writing exercises are given in the English textbook for grade ten students at SMA Negeri 1 Gido?
2. How is the suitability of writing exercises in English textbooks for tenth grade students at SMA Negeri 1 Gido?

## 1.4 Objective of the Research

The objective of the research are:

1. Categorizing the types of writing exercises in the English textbooks for class X students of SMA Negeri 1 Gido.
2. To know the compatibility of the writing exercises in the english textbook on student's at the tenth grade in SMA Negeri 1 Gido.

## 1.5 The Significance of the Research

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

### 1) Theoretically

The theoretical framework is useful for several things, namely:

- a. This research is expected to be useful for teaching English, especially in using English textbooks as a learning resource in learning English in the 2013 curriculum at National Education in Indonesia, especially in high school.
- b. As a reference for other researchers who wish to conduct similar related research, to get an idea of what aspects must be considered.

### 2) Practically,

The practical benefits of research are useful for several things, as follows:

#### a. For the researcher

This research is useful for researchers to increase their knowledge about the 2013 Curriculum and can be used as a reference for other researchers in writing analysis exercises. And can be used as a reference for other researchers in writing exercise analysis.

#### b. For the English Teacher

This research contributes to teachers who use "English Textbooks" to be able to provide a reference for selecting appropriate English textbooks in terms of writing exercises in the teaching process.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Theoretical Framework**

##### **2.1.1 Descriptive Analysis**

Clear exploration strategies have turned into an extremely normal strategy for directing examination in many disciplines, including training, sociologies, and brain research. As per Walliman (2019) clear examination is worried about depicting a peculiarity about our opinion on things. It attempts to analyze what is going on to portray the standard. Furthermore, Travers in Bahar (2018) states that spellbinding examination depicts what exists and looks to open an establishment for finding new real factors. It incorporates data connected with get-togethers, things, people, individuals, occasions and conditions and afterward sorts, coordinates, endlessly portrays the outcomes. This sort of exploratory arrangement is for the most part directed by something like one test question. This implies that spellbinding examination is tied in with distinguishing peculiarities or examples in information that were not recently perceived. It likewise assists with portraying, show, or sum up data of interest in a useful manner so that examples might arise that fulfill every information condition.

Furthermore, Nerve, and Borg in Nassaji (2018) said that the reason for distinct examination is to depict a peculiarity and its qualities. This examination is more worried about what than how or why something occurs. In that capacity, perception and review devices are much of the time

utilized gathering information. Lans and Van Der Voordt in Bahar (2019) likewise give the primary benefit of elucidating examination is the elevated degree of objectivity and nonpartisanship of specialists. Subsequently, elucidating examination is thought of as more extensive than different techniques and gives a more extensive image of a peculiarity. Graphic investigation can utilize an enormous number of factors or even a solitary number of factors to direct elucidating research.

From the clarification above, it very well may be reasoned that spellbinding investigation is an examination strategy that portrays and recognizes a peculiarity as precisely as conceivable determined to depict the peculiarity under concentrate methodically.

#### <sup>4</sup> **2.1.2 Writing**

##### **1. Definition of Writing**

Writing is typically addressed to others for a particular reason. For understudies can give chances to communicate their thoughts through composed structure. Composing can likewise foster the's comprehension essayist might interpret an issue by sorting out their thoughts on a piece of paper.

As indicated by Harmer (2017) composing is a method for delivering language and express thoughts, sentiments, and conclusions. Composing isn't just the need to create and sort out thoughts utilizing fitting jargon decisions, sentence and section association, yet in addition to change those thoughts into discernible message. Composing is useful correspondence,

permitting understudies to make fanciful expressions of their own plan (Richard, 2018). Understanding writing overall is a device for correspondence, and simultaneously is an abilities and method for self-articulation. Composing is supposed to be the fourth expertise in mastering a language. Composing conveys our thoughts or encounters into structure so perusers can grasp their significance. As such, messages can passed on through compose. Through composition, many individuals can speak with one another over significant distances. Composing exercises have further endlessly importance in regular day to day existence.

Basically, writing is not just drawing a series of orthographic symbols, but actually involves a complex process in which we must use certain grammatical rules in constructing facts. Writing is considered as a means of communication. And tend to involve the process of human thought. When we write, we not only keep in mind our purpose for writing 16, but also have to think about how to organize them in the composition.

Writing has many general concepts. There is a general definition of writing that can be learned, Harmer (2017) states that writing is a process in which we write often heavily influenced by genre constraints. Then these elements must exist in learning activities. From the definitions above, the writer can conclude that writing is a way of producing language that comes from our minds. It is written on paper or computer. This is influenced both by the personal attitudes and social experiences that writers bring to the writing and the impact of their particular political and institutional context. This is also a written process and is influenced by genre boundaries and

must be present in learning activities. Posts will be read and available whenever the author is not present. Writing is also the ability to make a word form that has a higher value.

## **2. Writing Processes**

Writing academic writing or fiction writing requires a series of processes to match the expected results. This step is a guide for writers so that writers can write and produce a good form of writing that is easier for readers to read. The writing process can be categorized into several processes adopted from Alodwan and Ibnian (2018) as follows.

### **1) Pre-Writing**

The prewriting stage, or planning stage, aims to prepare students to write and generate ideas. Harp and Brewer (1996) pointed out that this stage is based on several steps such as determining topics and audiences and activating students' prior knowledge through brainstorming and other activities. At this stage, students can listen to texts related to the topic, read about the topic, watch movies or even describe pictures about the topic.

### **2) Drafting**

At this stage, students should write down their ideas on paper with a focus on content not mechanics. Gaber (2017) points out that when writing their first draft, students should not expect perfection or even strive for it. The first draft should be considered as a further means of coming up with ideas and what one wants to do.

### 3) Revising

Revising is seen as looking at the organization, main points, support for main ideas, examples, and relationships between ideas. Noskin (2017) shows that revising is considered as the heart of the writing process, the means by which ideas arise and develop and meanings are clarified.

### 4) Editing

After they have revised their writing, students move to the editing stage to produce a final version. Editing can be seen as the process of correcting spelling and grammar in a piece of writing. This occurs after the revision process is complete and just before the publishing phase. This stage may include the following: Checking and correcting spelling, Checking and correcting grammar, and Correcting punctuation. Furthermore, the editing stage can also include some kind of revision, especially in the writing process approach, 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. At this stage the writings that have been carefully revised and edited can be published. Poindexter and Oliver, note that the purpose of the publication is to share and celebrate the student's end product. By sharing their writing, students develop a sensitivity to their own audience and confidence as writers.

Based on the above categorization, it is concluded that the writing process directs the writer to produce writing with the expected results. The writing process always begins with pre-writing, then goes through the



revision stage and finally publishing. Published writings are products with expected results. Therefore, in research it is expected that students consider writing process in explanatory writing activities so that students can produce good writing products.

### 3. Important Role of Writing

Writing is a skill that people from all walks of life have to practice almost every day. A manager for any company, for example, could write a report to his boss asking for money or more personnel. The boss, in turn, writes reports to the company's shareholders and corresponds with the company's customers, banks, insurance companies and so on.

The narrative above tells about the importance of writing in everyday life. On the narrower side, in language learning, writing is the most complex skill to master in learning a new language. Belcher and Jun Liu (2017) stated that writing creates a situation where students ultimately feel responsible for knowing a set of rules that have never been told directly to them.

Students are expected to be able to create written products that demonstrate mastery of all elements. To be successful, students must write in several steps. They will write phrases, clauses and sentences correctly when they know the word order. After that, by using sentences they can communicate a message. Ramelan (2017) stated that writing is very important as part of human culture because it can be used to preserve thoughts, ideas, and also speech sounds. From this statement it can be concluded that people use writing as a tool to record what people want to

store in the form of written language (eg many great people or the ideas of philosophers in the past).

#### 4. Types of Writing Classroom

According to Brown (2018), to stimulate students' writing production, teachers need to carry out several activities in the classroom. Based on its performance, students' writing activities in class can be considered from the following three main categories of writing performance in class::

- 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.

### 2.1.3 Exercise

#### 1. Definition of Exercise

Exercise is a movement to require consideration and exertion; to task and apply for preparing improvement, to practice to create and furthermore to improve by training. All in all, game can likewise be known as an

undertaking. Since as indicated by Skehan (2019), errands are exercises that meet the accompanying measures; significance is the most compelling thing, there are objectives that should be chipped away at, exercises are assessed results and there are genuine connections. Both have a capability to survey understudy accomplishment. In training exercises, there are two kinds of training exercises, namely:

<sup>3</sup>  
1) Controlled exercise (free writing)

In freewriting, students are given a topic of composition, which allows them to use freely what they have just practiced. When the process forms good enough habits, they are ready to write with competence in their area of special interest.

2) Guided exercises

Guided exercises help students feel confident that they are doing the right thing, they are given advice on how to do it. Students should make the same decisions for themselves and come up with <sup>2</sup> some of their own expressions, for example: Write a paragraph specifying which cities you have visited since coming to England. Remember to use the present perfect when you are not referring to a specific time and the simple past when you are referring to a specific time. eg I have been to Stratford twice. I went there during my first weekend in England and I went again last weekend.

In addition, there are three main approaches to compiling assignments in terms of ability content; they:

1) Discrete point testing

Discrete point tests are tests that aim to provide very specific information about students' abilities in certain skills or in certain fields. language area. This type of test focuses on one item at a time and therefore tests knowledge rather than the ability to use it in real situations. Discrete point testing concentrates on testing different language items and language skills separately (eg grammar, speech discrimination, listening with comprehension, and writing) and by combining the results of a number of separate tests or test items builds a picture of a student's level of ability. English.

## 2) Communicative tests

A communication test is a test designed to discover a learner's ability to communicate in English rather than test their knowledge of a particular language item or aspect of a language.

## 3) Combination between Discrete test and communicative test

In line with it Nunan (2018) 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. 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 because the paragraphs serve as a guide.

### 2) Completing texts/ sentences

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

### 3) Writing sentences dealing with grammar

It can be exercise controlled or guided. Guided because students are asked to complete sentences and sentences serve as guidelines. This is a controlled exercise as students are asked to write grammatically correct sentences.

### 4) Writing short functional texts

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

### 5) Developing vocabulary into sentences

This is a guided exercise when students need vocabulary words and then develop them into sentences.

### 3. Things to Ponder in Writing Exercise

Learning English is aimed at creating correspondence capability in four language abilities; tuning in, perusing, composing and talking. Every one of the abilities we acquire should be upheld by legitimate practice. As per Brown (2017) there are a few miniature abilities engaged with composing. Scholars should create graphemes, English orthographic examples and adequate word decisions and utilize proper word request designs at an effective speed to meet the goal. Create and utilize a scope of composing procedures, for example, precisely surveying crowd translation, utilizing prewriting devices, composing easily on first drafts, utilizing summarizing and equivalents.

<sup>2</sup> In line with that, Pincas (2017) states that there are three important writing skills that students must master;

- <sup>3</sup> 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.

#### 2.1.4 Textbook

##### 1. Definition of Textbook

Reading material are a significant piece of learning for understudies and even educators. During the time spent instructing and learning, reading material are considered as the essential groundwork of the course. Reading material may not contain every one of the viewpoints required in the

showing system however their reality as a showing asset is the primary one. Chambliss and Calfee (2018). ( Reading material are devices bagi siswa untuk memahami dan belajar dari hal yang mereka baca dan untuk memahami dunia (di luar diri mereka sendiri). Buku teks memiliki kekuatan yang luar biasa atas perubahan otak siswa. Buku pelajaran dapat mempengaruhi pengetahuan anak dan nilai tertentu). Jadi buku teks memainkan peran penting dalam mengajar siswa juga berperan untuk mengarahkan pemikiran siswa dalam arti untuk dapat belajar dengan buku teks bahasa Inggris.

As indicated by Thomson (2017), reading material are a boost or instrument for instructing and learning. Corridor Journey in Tarigan (2018) states that course readings are unrefined substances for believed that are organized for educational purposes. Course readings are books that present an assortment of information in a coordinated and generally worked on manner for the end goal of learning.

Hornby (2017) states that course readings are books that give guidelines in a part of learning. Bacon in Tarigan (2018) states, course readings are books that are utilized in class. Precisely endlessly ready by specialists in their fields. Additionally outfitted with endlessly fitting instructing apparatuses.

The term textbook has several meanings, according to the Oxford dictionary, textbook means "a book that provides instruction in a branch of learning". That is, a textbook is a kind of book that is used in several lessons at school. Meanwhile, related to teaching English, textbooks are used in

different ways in language programs. For example, reading textbooks contain the subject matter of reading skills, some reading and several related questions. Including to measure student achievement in this skill. In this case, the other language skills textbooks have the same composition material as the previous textbooks. This helps students maximize their understanding of the subject.

In addition, Richards (2018) states that reading material are viewed as a significant part of informative plan and are many times seen as a method for impacting the nature of study hall communication and language use. That is, great course readings frequently contain exuberant and intriguing material. It gives a sensible improvement of language things, obviously demonstrating what is to be realized and at times summing up what has been realized with the goal that understudies can change the linguistic and utilitarian focuses they have focused on.

## <sup>3</sup> 2. The Function of Textbook

Textbooks have an important role in the teaching and learning process, Richard (2018) has highlighted some of the advantages of using textbooks as follows:

- 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 (2017:84) provides his views on the role of textbooks. Textbooks help individualize instruction by allowing students to proceed at their own pace and to a limited extent, according to what they are interested in learning. Textbooks help organize instruction by providing shared suggested activities, recommended materials, and questions. This is also a tutorial contribution. In this case teachers often argue that textbooks help students to learn better. In improving the process of teaching textbooks are also considered helpful in improving teachers. From the illustration above, it can be concluded that in general textbooks function to assist teachers in explaining material and make it easier for students to understand the material provided.

### 3. Kinds of Textbook

Actually, there are many kinds of course books, which are extremely challenging to make precise speculations about. In any case, as per Neville Award (2017) there are two exceptionally general classifications of reading material. That two the classes are conventional course readings and informative course readings. They can be momentarily made sense of as follows:

#### 1. Traditional Textbook

Although traditionally used here, traditional textbooks are still being published today. So, the label is used to describe the type of textbook, not the date of publication. Traditional textbooks try to make 12 students learn the language as a system. Once they have learned the system, it is hoped that they will then be equipped to use the language for their own purposes in whatever way they see fit. Traditional textbooks have most of these characteristics:

- 1) They tend to emphasize 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 emphasize 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. Communicative Textbook

Communicative textbooks try to solve this problem by creating opportunities for students to use language in class, as a kind of "halfway house" before using it in real life. Communicative textbooks vary widely, but broadly 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.

### 3. Criteria of Good Textbook Design

Greene and Petty (in Tarigan, 2018) have made a way of compiling textbooks with 10 criteria. A good textbook has certain characteristics, which are as follows:

- 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.

### 4. The Functions and the Advantages of Textbook

Textbooks used in the teaching and learning process are important. Textbooks are intended to assist teachers in providing teaching materials. Textbooks serve as a guide for inexperienced teachers or a tool for experienced teachers. It also provides guidance to inexperienced or inexperienced teachers on what students should learn and what students want to learn.

In this regard, textbooks have many functions. According to Thomson in Siti (2016) textbooks have 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 textbooks 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.

In addition, the use of textbooks in learning can provide benefits.

Bojanic & Topalov (2016) have the same opinion about the use of textbooks, especially in language classes. Some of the advantages of used textbooks are as follows:

1) For students:

- a). Textbooks help students to improve their language skills,
- b). Learn about subject content,
- c). Familiar with the culture and way of life of people from foreign countries.

2) For teachers:

- a). Provide teacher programs and support for the less experienced to gain confidence,
- b). Test the new methodology,

c). Be aware of pedagogical issues.

From the explanation above, it can be concluded that textbooks are a type of visual aid in the teaching and learning process. That is, the actual function of the textbook is as a visual aid by the teacher when teaching and explain teaching materials. In addition, it also helps students in getting a better understanding of the material taught by the teacher.

Textbooks function as an important role in teaching and learning activities. The use of textbooks in class helps the teacher in conveying the material. Standard student work in textbooks or textbooks is usually adjusted to the knowledge competence of students. Textbooks are books that provide instructions in a subject, which are used especially in schools. Textbooks are a medium for teachers to better explain material, and help students to know the material. According to the Oxford Advanced Learner's Dictionary In Bojanić, et al., (2017), textbooks are defined as "books that teach certain subjects and which are used mainly in schools and colleges". In addition, this definition is also in line with what was said by Nimasari (2018) that textbooks can be defined as written information about certain subjects for those who study these subjects.

Furthermore, Hutchinson and Torres in Bojanić & Topalov (2017) stated that "textbooks are an almost universal element of (English) teaching. Millions of copies are sold every year, and many aid projects have been set up to produce them in (various) countries. Sheldon in Bojanić & Topalov (2017) argues that textbooks represent the "visible heart of every ELT program" and offer significant advantages for students and teachers. In his

view, students' opinions that published materials (textbooks) are more reliable than teacher-made photocopied sources are considered less valid. Their view is based on the fact that textbooks are written by leading experts in the language field teaching. Therefore, the effect of using a particular textbook depends not only on the approaches and methods promoted and its content, but also on learners' expectations and the general view of textbooks in the learner's culture.

In addition, Harris & Hodges in Amerian et al., (2018) stated that textbooks are books that are used for learning purposes, especially in schools and colleges. According to Gunantar (2017) that textbooks do not only contain all the aspects needed in the teaching and learning process, textbooks are a very important source of teaching. The quality of textbooks can be determined by the success or failure of students in the learning process. Especially in Indonesia itself, the use of textbooks is a must for every school to support the learning process. As stated in the Minister of Education Regulation no. 11 of 2005 Article 8, that teachers can recommend students who are able to have textbooks. This means that the government clearly calls for every student to have textbooks in order to achieve the goals of the teaching and learning process.

Based on some of the definitions above, it can be concluded that textbooks are very important in the teaching and learning process, in which there is information about certain subjects that can be utilized by students and teachers.

## 5. Textbook Design

A <sup>5</sup> good textbook is one that provides finding and practicing activities, the language of the textbook must be acceptable, understandable, and communicative. In addition, it must be supported by several pictures, tables, illustrations, directions to readers, etc.

According to Nurhadi in Sholihah (2017), the content of textbooks does not only contain material that students must read, but also learning scenarios. Minimum text book consists of: <sup>10</sup>

- 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) there are four categories that must be in textbooks such as: content, vocabulary and grammar, exercises and activities, and text attractiveness and physical makeup. It is the same with student books which have four categories to include in the evaluation process as well as teacher books. They include <sup>9</sup> general features, background information, methodological guides, and additional exercises and materials.



In addition, Jahangard in Rahmati (2018) also argues that the categories that must be included in textbooks are explicit objectives, explanation of vocabulary, educational approaches, review and test sections, visual materials, topics and assignments, clear instructions, layout, organized content. and assessed, native language, presentation and grammar practice, practice fluency in all four skills, and developing learning strategies..

<sup>12</sup> Based on the above opinion, the researcher concludes that a good textbook is one that is in accordance with the 2013 curriculum, which guides students to observe, gather information, formulate hypotheses, draw conclusions, and do it in collaboration. . In addition, textbooks must have appropriate content and exercises so that students can learn through textbooks.

## 6. Textbook Evaluation

With an abundance of commercial textbooks and a wide variety of teaching materials to choose from teachers and others who are responsible for selecting materials must be able to make proper judgments about textbooks and teaching materials. Evaluation however can only be done by considering something in relation to its purpose. Hutchinson and Waters in Sholihah (2018) state that evaluation is a matter of assessing the suitability of something for a particular purpose. It's basically a matching process: matching requirements to available solutions. If this matching is 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 fits the needs of that situation perfectly. It has the right amount of material for the program, is easy to teach, can be used with little preparation by inexperienced teachers, and has equivalent coverage of grammar and the four skills. But the same book in different situations may turn out to be completely unsuitable. It contains too few ingredients; it is less challenging for teachers and students, and has elements in it (such as the grammar syllabus) that are not required in the program.

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

- 1) They should correspond 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, Indonesia is currently using the 2013 Curriculum. According to government policy (Kemendikbud, 2013), textbooks must have several underlying criteria, namely: readiness; textbook material must be in accordance with the readiness of the knowledge and skills students have previously possessed; motivation; the contents of textbooks must motivate tolerant students; active participation of learners; textbooks can

make students interact actively in class through observing work activities, making exercises, practicing, and demonstrating them; use assistive devices to keep students focused; textbooks must be equipped with pictures, illustrations, diagrams or tables to clarify the concept of textbooks; social cognitive interaction containing; textbooks should support students to ask questions, find out for themselves through their brainstorming to design and create learning communities; authentic evaluation; textbooks should support teachers to evaluate in some way through student achievement and process; survival skills; textbooks should support learners to develop their life skills; the relationship between textbooks and their surroundings; Textbook material is interrelated with students such as: the area they live in, the knowledge students have and their learning needs; cooperative; provision of teaching materials can enable students to work with their friends' textbooks based on news; experience; Textbooks should support learners to have their own experiences.

## **2.2 Conceptual Framework**

The conceptual framework of the research begins with the idea that when Indonesia implemented the 2013 curriculum and there were many English textbooks that were distributed, but they did not meet the criteria expected by the 2013 curriculum. Therefore, the researcher was interested in conducting research. Therefore, researchers want to analyze writing exercises in English textbooks whether they meet the 2013 curriculum

criteria. Researchers have analyzed writing exercises in English textbooks for class X students of SMA Negeri 1 Gido in the 2022/2023 academic year.

When it comes to English textbooks for tenth graders, the textbooks are used as the main guide in language teaching especially where the teacher is least able to deliver the material. Writing as one of the four aspects of language is also important for second language learners to learn. Writing a foreign language is the ability to use that language. Exercise is defined as a collection of questions in a book that tests students' knowledge and skills. In other words, practice can also be referred to as a task. Based on the 2013 curriculum, there are 5 types of writing exercises namely; arrange jumbled words into good sentences, complete texts/sentences, write sentences related to grammar, write short functional texts, develop vocabulary into sentences. The following diagram describes the conceptual framework.

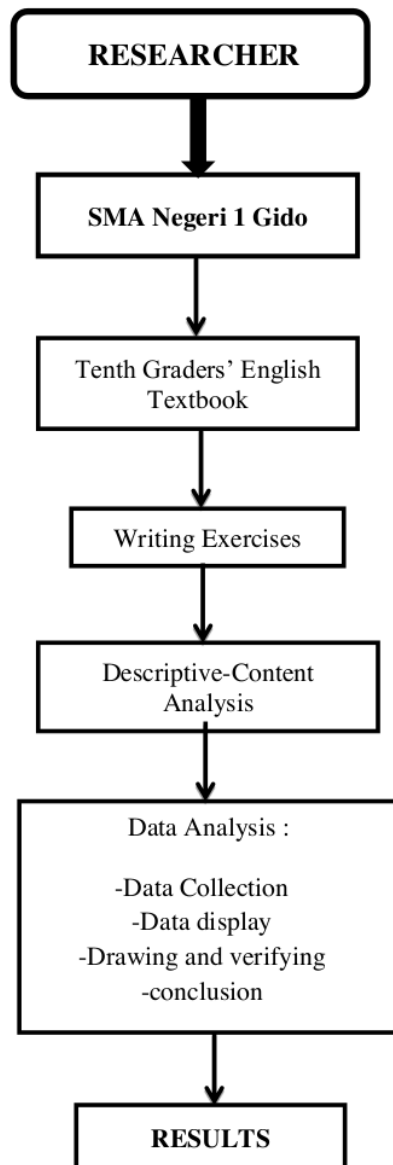


Figure 1. Conceptual Framework of the Research

## CHAPTER III

### RESEARCH METHODS

#### 3.1 Approach and Type of the Research

This exploration utilizes a subjective distinct technique, this engaging investigation is connected with depicting something that we know and get. This technique depends on text and picture information. Bahar (2018) says, "Distinct examination depicts what exists and attempts to open an establishment for tracking down new realities. This incorporates gathering information connected with items, individuals, people, occasions and circumstances and afterward putting together, organizing, depicting, and making sense of the outcomes.

Descriptive analysis characterizes the world or peculiarity which responds to the inquiries of who, what, where, when, and how much. Whether the objective is to distinguish and portray patterns and varieties in populaces, make new proportions of key peculiarities, or depict tests in research pointed toward recognizing causal impacts, portrayal assumes a significant part in logical cycles overall and instructive exploration specifically. Nasaji (2017), states that "In enlightening exploration, information can be gathered subjectively, yet frequently examined quantitatively, utilizing frequencies, rates, midpoints, or other factual examination to decide connections and the reason for expressive exploration is to depict a peculiarity and qualities"..

While leading spellbinding exploration, the scientist should initially attempt to distinguish a fascinating peculiarity or something that is right now occurring on the planet. When a peculiarity has been recognized, the specialist should completely think about the peculiarity, figure out which highlights are generally notable, and settle on decisions about information assortment and strategies. The mix of conceptualization, plan, arranging and investigation is iterative. In this study the specialist utilized an inductive methodology which plans to see as significance got from recently well established realities, specifically through direct perception in the field and keep these realities in a comprehensive and logical way. steps in the clear examination of intelligent cycles.

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.

### **3.2 Variables of the Research**

According to Sutama (2016) The research variable is a noun concept which means variation in object class, such as chair, gender, eye color, achievement, motivation, or running speed. In addition, research variables are also events, categories, varieties, types, or classes, behaviors, attributes that express a construct and have different values, depending on how they are used in a particular study. So there are two variables, namely the independent variable and the dependent variable. As the independent variable (X) in this study was writing practice and the dependent variable (Y) was the English textbooks for class X students of SMA Negeri 1 Gido.

In this study, researchers have used a descriptive qualitative method. Descriptive Analysis deals with describing phenomena that is how we think about things. Mimansha and Nitin (2019) say "Descriptive Research: As the name suggests, this research deals with descriptions. It includes different data collection such as survey methods and fact finding techniques. The main characteristic of this study is that the researcher has no control over the variables. Researchers have described what has happened and what is happening. In qualitative research, researchers tend to prioritize accurate explanations to analyze and present what has been found. In other words, qualitative is a research design in which the researcher collects and presents data using accurate descriptions and explanations.



### **3.3 Setting and Schedule of the Research**

The research location is SMA Negeri 1 Gido, which is located in Gido Nias District. There are 50 teachers in the school and 5 of them are English teachers. The schedule starts from May 2023 to June 2023. The schedule chosen is based on the implementation of the research itself.

### **3.4 Source of Data**

The data source for this research is an English text book for class X high school students. This textbook was written by Utami Widiati, Furaidah and published by the Curriculum Center, Ministry of Education and Culture in 2016, where the textbook is based on the 2013 curriculum. The quality of the textbook content such as characteristics or materials and exercises presented in the textbook has been processed and analyzed according to qualifications which are expected.

### **3.5 Instrument of the Research**

Researchers used documentation and checklists taken from the syllabus as research instruments. According to Corbin and Strauss (2017), document analysis is a systematic procedure for reviewing or evaluating documents, both printed and electronic (computer and internet-based) materials. Like other analytical methods in other research, document analysis requires that data be examined and interpreted to derive meaning, gain understanding, and develop empirical knowledge. Researchers use documentation analysis to collect data and also help researchers to conduct

this research. The researcher determines the percentage of writing exercises that are in accordance with the material in the textbook.

### 3.6 Data Collecting Technique

In this study, researchers collected data using documentation and checklists taken from the syllabus. Then, the researcher determines the textbook as a medium with its relevance. Next, the researcher calculated the percentage of material developed in the textbook. After that, the researcher calculated the amount of material in percentage form.

According to Corbin and Strauss (2017), document analysis is a systematic procedure for reviewing or evaluating documents, both printed and electronic (computer and internet-based) materials. Like other analytical methods in other research, document analysis requires that data be examined and interpreted to derive meaning, gain understanding, and develop empirical knowledge.

Researchers use documentation analysis to collect data and also help researchers to conduct this research. The researcher determines the percentage of writing exercises that are in accordance with the material in the textbook. After that, the researcher calculated the amount of material in percentage form. In this analysis, there are steps that researchers take, as follows:

- 1) Reading

The first step is that the researcher reads an English textbook for class X SMA students to find out what exercises count as data. The data is only in the form of writing exercises in textbooks.

2) Identifying

After reading was completed, the researcher identified the number of writing exercises in each unit of the English textbook.

3) Classifying

The last step is classification. The data that has been identified is then classified based on the competencies and skills emphasized in the exercise.

### 3.7 Data Analysis Technique

There are several steps in analyzing data, namely selecting, categorizing, and marking in the checklist.

a). Choose

In this step, the researcher reads the English Textbook, and then chooses the exercises that are considered as writing in each chapter of the textbook.

b). Categorize

After selecting writing exercises, the researcher grouped them into several aspects of writing exercises which were then analyzed based on the

data. Some aspects of the writing exercises used to analyze the data are finding the writing exercises provided in the textbook, writing exercises then being coded, comparing the writing exercises developed in the textbook and the writing exercises required by the syllabus, describing whether the writing exercises are the exercises developed in the book. the text conforms or not with the writing exercises suggested by the syllabus, determines whether the English textbook complies with the syllabus or not, and the last is making a conclusion. Researchers analyze writing exercises based on coding as follows:

C : chapter

P : page

After coding, the researcher formulates to calculate the presentation using the formula:

$$\frac{\text{The total of compatible}}{\text{The total number of writing exercise}} \times 100\%$$

Then, in classifying the quality of textbooks, researchers used the percentages proposed by Arikunto (2018):

Interval Percentage	Compatibility
76 - 100 %	Very good
56 - 75 %	Good
40 - 55 %	Fair
0 - 39 %	Poor

### c. Marking checklist

After categorizing the practice questions, the next step is to mark and record the writing practice questions, so that you can know which data will be analyzed.

### d. Coding

The last step is coding. In this step, the researcher grouped the writing practice data which included types of writing practice. Then coded according to the amount of data, the number of aspects (KI KD), the number of pages, and the number of appropriate or not appropriate.

Furthermore, Katie Moon, 2018 states that transferability is a type of external validity, referring to the extent to which phenomena or findings described in one study can be applied or useful for theory, practice, and future research, transferability of research findings to other contexts. Transferability can be important for the application of research findings because policy and management may rely on data, conclusions, and recommendations from one or a small number of research projects, often relying on evidence from a variety of contexts that can differ from those in which they exist. which application to make.

#### 1) Dependability

According to Lorelli (2018) to achieve dependability, researchers can ensure that their research processes are logical, traceable and clearly documented. When readers can examine the research process, they are better able to assess research dependability.

## 2) Confirmability

According to Moon (2017) to achieve confirmability, the researcher must demonstrate that the results are clearly related to the conclusions in a way that can be followed and, as a process, can be replicated. Relevance to application is similar to credibility, where confirmability has feature-specific implications for studies that provide policy recommendations.

Checking the validity of the data is an important thing to do in conducting a study. As Creswell (2021) said, validity is one of the strengths of qualitative research and is based on determining whether the findings are accurate from the point of view of the researcher, participant or reader of a report. In addition, Sireci and Faulkner-Bond (2018) said that the validity of the assessment is described as the extent to which evidence and theory support the interpretation of the test scores sent according to the proposed use.

## CHAPTER IV

### RESULT AND DISCUSSIONS

#### 4.1 Research Findings

<sup>1</sup> In this chapter, this research discusses English textbooks for tenth graders of senior high school. By conducting research based on textbook sources, researchers want to evaluate writing exercises in textbooks in terms of the 2013 curriculum. Researchers present research findings based on the data collected. This explanation is in accordance <sup>1</sup> with the research questions in chapter one, namely what types of writing exercises are provided in English textbooks and how appropriate are the writing exercises in English textbooks for class X students at SMA Negeri 1 Gido.

In addition, the researcher <sup>1</sup> presents and deciphers the information as examination discoveries which are part one of the English reading material that has been investigated. This exploration was directed with the consequences of composing practices and furthermore composing appraisals in course books. The classification of composing practices is to scramble into great sentences, complete messages/sentences, compose language related sentences, compose short utilitarian messages, and form jargon into sentences. Also, the classifications of composing appraisal are imitative, escalated, responsive and broad. From these classes, this review found information in view of classifications gathered from that section..

#### <sup>4</sup>4.1.1 Categories for Writing Exercises

##### 1) Arranging scrambled into good sentences

There are several definitions of the word random. One of them, according to Huda, states that scramble is a learning method that can increase students' concentration and thinking speed. This method requires students to combine the right brain and left brain. In this method, they are not only asked to answer questions but also to guess quickly the answers to the questions provided but still in random conditions. The accuracy and speed of thinking in answering questions is one of the keys to the scramble learning method. Student scores are determined by how fast the questions are done. This can be a guided exercise if the paragraphs serve as a guide. In this textbook, there is no such exercise. The researcher did not find exercises from chapter one. Therefore, the number of scrambled word arrangements in textbooks is 0. As defined by Hornby, random words or scrambled words are mixing two objects in an untidy manner. In other words, scrambled words are a technique that can be used in the teaching and learning process to help students memorize vocabulary and arrange some irregular sentences into the correct form.

##### 2) Completing texts / sentences

Completing the text is the second type of writing exercise. These can be categorized as controlled exercises and guided exercises. Controlled if students have the right to complete their essay freely. In addition to being guided if there are guidelines. In this textbook there are several exercises to



complete the text/sentence. Examples of exercises are describing names and places of residence as well as <sup>1</sup> daily activities.



Picture 1 describing names and residence



Picture 2 about daily activities.

The image above is indicated as a complement to the text because the first image shows a person describing their name and place of residence. On the other hand, the second picture shows students' daily activities. This is in accordance with the 2013 syllabus theory that students have the right to complete their essays freely.

### 3) Writing sentence dealing with grammar

Writing grammatical related sentences is the third category of writing practice. This type can be exercise controlled or guided. Guided because students are asked to complete sentences and sentences serve as guidelines. This is a controlled exercise as students are asked to write grammatical sentences. In English textbooks, there are several sentences related to grammar that can be found examples such as asking about a friend's birthday, someone's daily activities, and a description of the physical appearance of an animal. In accordance with the <sup>1</sup> 2013 Curriculum syllabus. Calkins and Killion believe that teachers can provide grammar

instructions that guide students in their endeavors identify and correct problems in sentence structure and usage. For example, a teacher who notices that many students are writing sentences containing the modifier mixplaced could present a mini-lesson on this concept, using examples from student writing.

#### 4) Writing short functional text

Short functional text is writing intended to help readers complete everyday life, such as recipes, signs, schedules, maps, charts, graphs, etc. Examples of short functional texts could include cooking recipes, directions to a location, seminar times and locations, directory addresses, phone numbers or email addresses, exam directions, etc. In this textbook, the researcher found several examples of these exercises, as follows: students make city maps and students draw signs. It's according to the syllabus.

#### 5) Developing vocabulary into sentences

Developing vocabulary into sentences is the last exercise category contained in English textbooks based on the 2013 curriculum. This exercise can be guided if some guidance is provided. In this type there are several exercises, such as writing activities in a week, writing friends' feelings, asking for favorite colors and writing items on the bag. In addition, according to Irvin J.L., 2018, in the article Reading and Middle School Students. There are several obstacles to developing vocabulary: first, the size of the assignment. This means that the number of words that students need to learn is very large. Second, limited sources of information about words. Sources of information about words available to students'

dictionaries, word divisions, and contexts pose their problems. Each one can be difficult to use, uninformative, or even misleading. Finally, the complexity of word knowledge. That is, knowing a word involves more than knowing its dictionary definition, and simply memorizing the dictionary definition does not guarantee the ability to use the word in reading or writing.

#### **4.1.2 Categories of Writing Assessment**

##### **1) Imitative**

Beneath implies the underlying degree of figuring out how to compose. Understudies will just compose English letters, words, and sentences to learn orthographic code shows. A few types of transcription fall into this class, in spite of the fact that correspondence can likewise educate and test higher-request handling. In this reading material, a few activities incorporate imitative composition, to be specific about good tidings, about portraying yourself and about composing day to day exercises.

##### **2) Intensive**

Writing is here and there utilized as a creation mode to learn, build up, or test syntactic ideas. This serious composing ordinarily shows up in controlled composed linguistic drafts. Composing tasks expect understudies to carry their capacities to create the right jargon in setting, right punctuation, and sentence length. As the name proposes, seriously controlled compose execution is all the more firmly constrained by task plan. In this course book there are a few activities which incorporate serious

composition, to be specific filling in the spaces about good tidings and pictorial tasks, making sense of signs and finishing short sentences. Controlled practices and as per the 2013 educational plan.

### 3) Responsive

In responsive assessment, understudies perform at a restricted talk level, interfacing sentences into one section and making a grouping of a few passages that are associated coherently. Under specific circumstances, students start to practice some opportunity of decision among elective types of articulation or thoughts. The student has dominated the nuts and bolts of sentence-level syntax and is more centered around the talk shows that will accomplish the objectives of the composed message. structure centered consideration is to a great extent at the talk level with serious areas of strength for an on setting and importance. Inside this class, none of part one incorporates responsive activities. Since instances of responsive activities are passage planning, directed composition (questions/replies), and so forth..

### 4) Extensive

The last writing assessment classification set forward by Douglas Brown is broad appraisal. This suggests the effective administration of all creative cycles and systems for all reasons, down to the length of an exposition, research project, report of a significant examination undertaking or even a proposal. This type centers around accomplishing objectives, arranging and creating thoughts consistently, singing subtleties to help or show thoughts, exhibiting punctuation, and as a rule, participating in different draft cycles to arrive at the end result. What's more, the attention

<sup>6</sup> on linguistic structure is restricted to incidental draft altering and editing. In this class, nothing from section one incorporates broad practice.

<sup>1</sup> From the explanation above, the most dominant exercises in English textbooks are imitative and intensive exercises which consist of 22 exercises which are imitative assessments in each chapter and 26 exercises which are intensive assessments in each chapter.

After coding, the researcher formulates to calculate the presentation using the formula:

$$\frac{\text{The total of compatible}}{\text{The total number of writing exercise}} \times 100\%$$

The count of its presentage is:

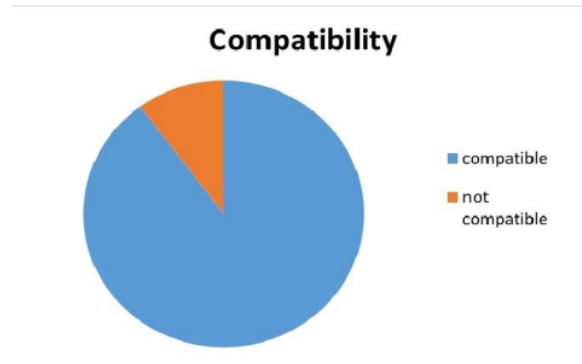
Compatibility of writing exercises with the syllabus

$$\frac{34}{48} \times 100 = 70,8 / 71\% \text{ (compatible)}$$

$$\frac{4}{48} \times 100 = 8,3 / 8\% \text{ ( not compatible)}$$

From the results above, according to Arikunto the category fits well <sup>1</sup> because the percentage is between 56-75%.

The diagram of its compatibility



#### 4.1.3 The Compatibility Among Writing Exercises

In this review, to dissect the reasonableness of composing practices in English course books with the schedule, the scientist utilized an agenda instrument. In the first place, the analyst looked at the composing practice materials involving every classification in the KI KD. Then, at that point, the computation involves the Diagram of Value Arrangement hypothesis as proposed by Arikunto (2018). In the wake of noticing the course books, then coordinating them with the 2013 educational plan, the specialist tracked down a few kinds of composing practices and determined their reasonableness with the prospectus. In the first place, the specialist tracked down 4 kinds of composing practices in English reading material, in particular (a) Finishing messages/sentences, (b) Composing sentences connected with language, (c) Composing short useful messages, and (d) Forming jargon into sentences. Second, the reasonableness of composing

practices in English course readings with the prospectus. For irregular game plan, there are no activities accessible in the course reading, so the count is 0. To finish the message/sentence, the specialist tracks down 10 activities, to compose sentences connected with language there are 10 activities, to compose short utilitarian messages, there are 10 activity. The last one is to form jargon into sentences, there are 8 activities. In light of the discoveries in the wake of computing the reasonableness of composing practices in English course books with the 2013 Educational program, the score is 71% (great) and the number that isn't fitting is 8%. From these outcomes it very well may be reasoned that this course book is as per the 2013 educational plan and can be suggested as a learning medium in the study hall.

## **4.2 Discussion**

### **4.2.1 The Description and Interpretation of the Research Findings**

From the consequences of the examination it tends to be reasoned that there are 5 classes of composing practice in light of the prospectus, and furthermore 4 classifications of composing evaluation as per Douglas Brown (2020) which are made sense of in every section. Recorded as a hard copy practices there are a few classifications, in particular orchestrating mixed into great sentences, finishing messages/sentences, composing sentences connected with syntax, composing short useful messages, and forming jargon into sentences. What's more, in composed evaluation there are a few classes, to be specific imitative, concentrated, responsive, and broad.

To randomize into sentence classifications, the scientist didn't track down them in each part. Thus, one might say that irregular plan isn't as per the 2013 schedule. Then, complete the message/sentence. In this class, for instance, a few pictures about exercises in the first part of the day and understudies need to finish the clear sentences with impeccable timing, other than that understudies are gotten some information about companions' birthday celebrations and think of them on the table. This is a controlled activity and as indicated by the 2013 schedule. The third class is composing sentences connected with punctuation. As per the 2013 schedule and is really great for use as learning material for class X understudies. The last classification is forming jargon into sentences. For instance, practically speaking inquiries understudies are posed to write in their sack, then state the number of things they that have. Then, understudies were approached to make a table and record the actual appearance of their cohorts. Both of these activities are controlled activities and are as per the prospectus and are all around utilized as learning materials for class X understudies.

The next category is writing assessment. First, imitation. Imitative means the initial level of learning to write. Students will only write English letters, words, and possibly sentences to learn orthographic code conventions. An example of imitative practice is that students are asked to complete empty sentences with good answers. In addition, students were asked to write down daily activities starting from morning activities to evening activities.



The second category is intensive assessment. That is, writing is used as a mode of production to learn, reinforce, or test grammatical concepts. Writing assignments require students to bring their ability to produce vocabulary that is appropriate in context, collocation, correct grammar, and sentence length. Intensive assessment, for example, there is a table and students are asked to complete the table with activities, dates and times with family and practice showing pictures and students have to make descriptive text based on these pictures.

Third, responsive evaluation. This exercise requests that understudies ace the rudiments of sentence-level language and zeros in additional on the shows of talk that will accomplish the objectives of the composed message. structure centered consideration is to a great extent at the talk level with serious areas of strength for an on setting and importance. The analyst found no activities remembered for responsive appraisal in light of the fact that the models are passage composing, directed composition (questions/replies), and so on. Ordinarily, this sort of task is found at the college level. The last option is a broad appraisal. This suggests the effective administration of all creative cycles and systems for all reasons, down to the length of an exposition, research project, report of a significant examination undertaking or even a proposal. This type centers around accomplishing objectives, arranging and creating thoughts consistently, singing subtleties to help or show thoughts, exhibiting punctuation, and as a rule, participating in different draft cycles to arrive at the end result. Typically for college level, so no activities are remembered for this appraisal.

Furthermore, for the similarity of the composing practices with the schedule, the analyst determined the rate in light of Arikunto's plan (2018). In view of the discoveries in the wake of ascertaining the appropriateness of composing practices in English course books with the 2013 Educational plan, the score is 71% (great). It very well may be presumed that English course readings are suitable for use in the growing experience.

#### <sup>1</sup>**4.2.2 The Research Findings compared to Theories**

After getting the research results, the researcher compared them with the research theory. From the results of research based on the content of the material, it was concluded that almost all types of writing exercises in English textbooks meet the requirements of a good textbook. However, under the category of insight into diversity, the frequency of scores does not meet the requirements. According to Unesco (2018) textbooks play an important role <sup>1</sup> in the process of raising awareness about other people's beliefs and fostering an understanding of, and respect for, the diversity of beliefs that exist in society and the world in general; textbooks should impart new knowledge and skills while providing nuanced characterizations of past and present societies, both our own and those of others; it must develop critical thinking skills that will help cultivate informed citizens with a sense of belonging to the human community and an understanding that all <sup>1</sup> have the same rights, responsibilities and obligations. That is, a good textbook must contain material that includes diversity insights. So, the

researcher finds that the research findings under the textbook criterion have a way of contrasting with the theory.

Furthermore, the research findings under the exercise content show that textbook exercises still cover lower-order thinking skills (LOTS), which means that not all types of writing exercises are available in English textbooks. According to Harrys & Valette (2019) textbooks ideally facilitate students with the materials and exercises available in textbooks. Therefore, based on this explanation, it can be seen that the theory and research findings have contrasting paths.

#### <sup>1</sup> 4.2.3 Implications of the Research Findings

The findings of this study indicate that in the teaching and learning process, to be able to achieve student learning motivation and enthusiasm is very necessary. To serve these needs, being able to create a communicative classroom is one thing above another. Based on the results of the study, it shows that "English Textbooks" are very good at developing good criteria. Based on the results of the study, this study presents the following implications:

- a. Textbooks help teachers <sup>1</sup> to teach English in high school, especially for class X.
- b. A good textbook based on the 2013 Curriculum significantly influences students' ability in the language when they study the textbook and are involved in the teaching-learning process.

c. Textbook evaluation helps book authors to improve their books as well.

d. From this research, future researchers obtain important information, especially about the types of writing exercises as contained in English textbooks.

#### 4.2.4 The Research Findings Limitation

Based on the researcher's direct experience in the research process, there are several limitations that are experienced, and can be several factors that must be considered by future researchers. These factors can be a concern for future researchers to further refine their research because this research itself is certainly not perfect, and certainly has deficiencies that need to be corrected in future studies. Some limitations as follows:

a. As a beginner, the researcher realizes that this research process has not been completed properly, is full of weaknesses and of course needs improvement in further research.

<sup>1</sup>  
b. In conducting the research, the researcher used an "English Textbook" for students in class X SMA. Different results can be found if researchers use different books in the same class.

c. Since explaining the results of the analysis of English textbooks, not all chapters of the textbooks are analyzed.

<sup>1</sup>  
d. The researcher has limited references and better knowledge in handling qualitative analysis, and has limited experience in analyzing writing exercises in English textbooks.

## CHAPTER V CONCLUSION AND SUGESTION

### 5.1 <sup>1</sup> Conclusion

Based on the results described in the data analysis, it very well may be presumed that there are 5 kinds of composing practices contained in course readings, to be specific arbitrary game plan into great sentences, finishing messages/sentences, composing sentences connected with syntax, composing short utilitarian messages, and creating jargon. words into sentences. For irregular game plan, there are no activities accessible in the course reading, so the count is 0. To finish the message/sentence, the scientist tracked down 14 activities, to compose sentences connected with syntax there are 13 activities, to compose short useful messages, <sup>1</sup> there are 13 activity. The last one is to form jargon into sentences, there are 8 activities. From the clarification over, the most predominant practices in English reading material are imitative and escalated practices which comprise of 22 activities which are imitative evaluations in every section and 26 activities which are concentrated appraisals in every part. The reasonableness of the composing practices with the absolute prospectus is 34 that are suitable and 4 are not fitting. In light of the discoveries in the wake of computing the reasonableness of composing practices in English course books with the 2013 Educational program, the score is 71% (great) and the number that isn't fitting is 8%. The outcomes showed that the level of value grouping plans presented by Arikunto was 71%. From these outcomes it very well

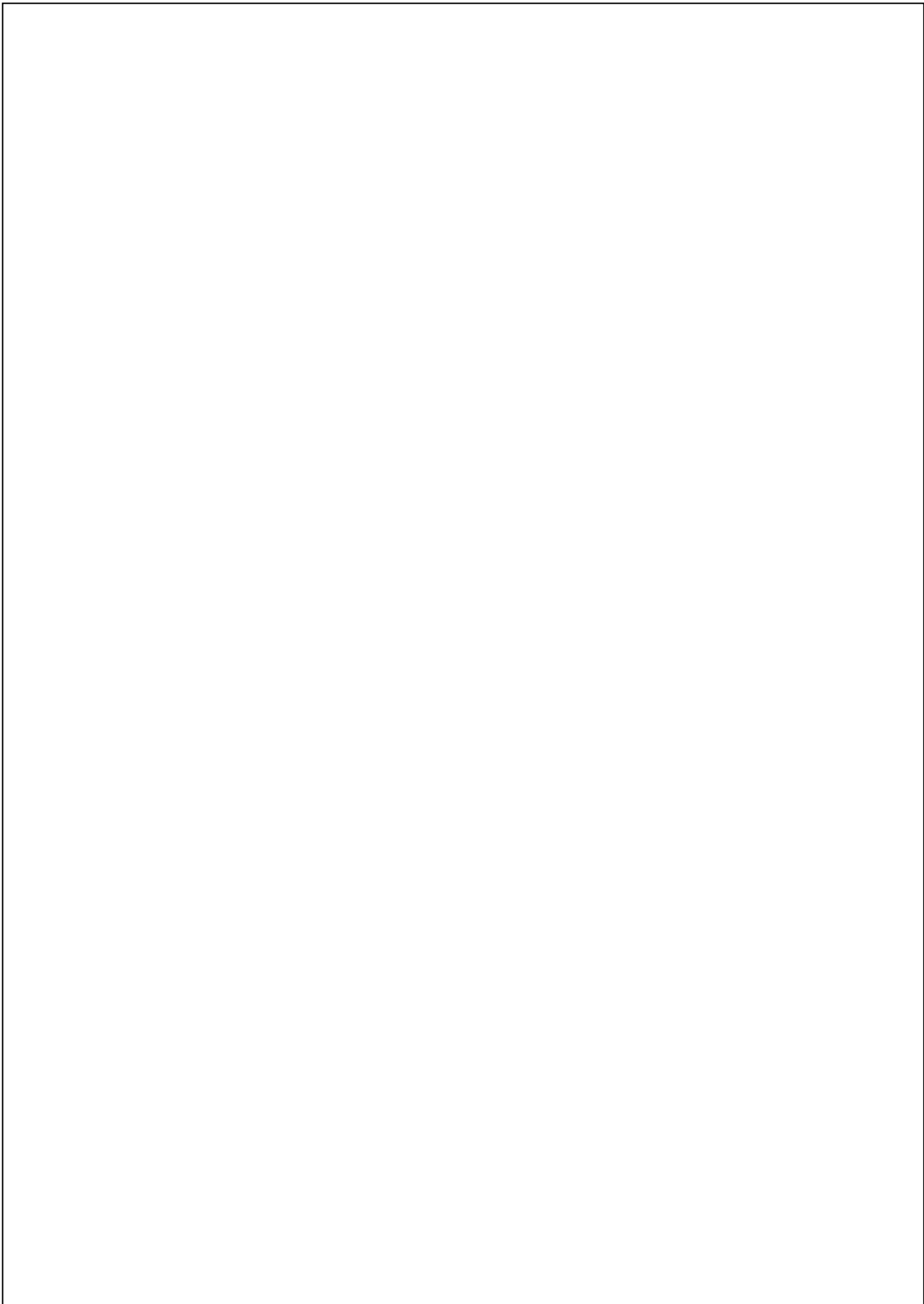
may be reasoned that this course book is as per the 2013 educational plan and can be suggested as a learning medium in the study hall.

The data shows The information shows that the quantity of proper composing practices is higher than that which isn't suitable. In this way, scientists can say that English course readings distributed by the Service of Schooling and Culture are suitable as understudy references in the educating and growing experience.

## 5.2 Suggestion

In the last part of this thesis, In the last piece of this proposition, the analyst needs to give a few ideas to educators and furthermore material designers:

1. For instructors, it might assist with assessing fitting and unseemly composing works out.
2. The educator can help understudies in classifying composing practices in sections.
3. The creator should add a clarification in every part before the activity models. This can assist understudies with plainly understanding what their educator is making sense of prior to doing the activity.
4. We suggest that after the sub-material the writer gives a clarification of the photos in the course book. For instance in forming jargon into sentences there are a few pictures, then, at that point, underneath the photos the creator gives a little clarification why it is called developing vocabulary into sentences.



# DESCRIPTIVE ANALYSIS ON WRITING EXERCISES IN THE ENGLISH TEXTBOOK ON STUDENTS AT THE TENTH GRADE OF SMA NEGERI 1 GIDO IN 2022/2023

## ORIGINALITY REPORT

39%

SIMILARITY INDEX

39%

INTERNET SOURCES

7%

PUBLICATIONS

13%

STUDENT PAPERS

## PRIMARY SOURCES

1	<a href="http://jonedu.org">jonedu.org</a> Internet Source	11%
2	<a href="http://eprints.iain-surakarta.ac.id">eprints.iain-surakarta.ac.id</a> Internet Source	9%
3	<a href="http://repository.uhn.ac.id">repository.uhn.ac.id</a> Internet Source	9%
4	<a href="http://repository.uinsaizu.ac.id">repository.uinsaizu.ac.id</a> Internet Source	4%
5	<a href="http://repository.uinjkt.ac.id">repository.uinjkt.ac.id</a> Internet Source	2%
6	<a href="http://repository.unpkediri.ac.id">repository.unpkediri.ac.id</a> Internet Source	1%
7	Biljana Radic-Bojanic, Jagoda Topalov. "Textbooks in the EFL classroom: Defining, assessing and analyzing", Zbornik radova Filozofskog fakulteta u Pristini, 2016 Publication	1%



8	Submitted to Ateneo de Manila University Student Paper	1 %
9	core.ac.uk Internet Source	1 %
10	repository.radenintan.ac.id Internet Source	1 %
11	Submitted to Mancosa Student Paper	1 %
12	adoc.pub Internet Source	1 %

Exclude quotes On

Exclude matches < 1%

Exclude bibliography On

# DESCRIPTIVE ANALYSIS ON WRITING EXERCISES IN THE ENGLISH TEXTBOOK ON STUDENTS AT THE TENTH GRADE OF SMA NEGERI 1 GIDO IN 2022/2023

GRADEMARK REPORT

FINAL GRADE

GENERAL COMMENTS

**/0**

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12

PAGE 13

PAGE 14

PAGE 15

PAGE 16

PAGE 17

PAGE 18

PAGE 19

PAGE 20

---

PAGE 21

---

PAGE 22

---

PAGE 23

---

PAGE 24

---

PAGE 25

---

PAGE 26

---

PAGE 27

---

PAGE 28

---

PAGE 29

---

PAGE 30

---

PAGE 31

---

PAGE 32

---

PAGE 33

---

PAGE 34

---

PAGE 35

---

PAGE 36

---

PAGE 37

---

PAGE 38

---

PAGE 39

---

PAGE 40

---

PAGE 41

---

PAGE 42

---

PAGE 43

---

PAGE 44

---

PAGE 45

---

PAGE 46

---

PAGE 47

---

PAGE 48

---

PAGE 49

---

PAGE 50

---

PAGE 51

---

PAGE 52

---

PAGE 53

---

PAGE 54

---

PAGE 55

---

PAGE 56

---

PAGE 57

---

PAGE 58

---

PAGE 59

---

PAGE 60

---

PAGE 61

---

PAGE 62

---