

**WRITING EXERCISES IN THE TEXTBOOK *WHEN ENGLISH RINGS A BELL***



**THESIS**

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# CHAPTER I

## INTRODUCTION

### A. Background of The Study

Language develops the time<sup>1</sup>. One of the languages that have developed significantly is English. Nowadays, almost all countries in the world use English as their second language, including Indonesia. Indonesia has considered English as their foreign language that has been taught gradually from junior high school to the university level.

According to Nurhadi, the aim of teaching English is to master the four skills, i.e listening, reading, speaking, and writing<sup>2</sup>. These four language skills enable students to take part in information exchange, to establish an interpersonal relationship, and to obtain knowledge as well as to enjoy the language aesthetic of English<sup>3</sup>. It is because English has many differences from our native language. Related to this matter, writing is one of the languages skills stated in the curriculum, be considered as the most difficult skill to learn by students. Students find some difficulties in writing because of some factors, which are vocabulary, grammar, language function, and sociolinguistics.

Writing skill is an important skill because it includes mind and feeling skills in real form and influence other people's understanding of the ideas conveyed. Many people feel difficulties to understand oral or language without writing. The presence of writing has overcome such problems and allowed communication across miles and through the years, and centuries.

As we know, nowadays textbook has an important rule in teaching and learning process. It can be used as a teacher's guide in teaching, and as a students' reference for study. Textbook consider as a guide in the learning method in the school because it includes many of materials and practice questions, especially in

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<sup>1</sup> Noviani, Thesis: An Analysis on Writing Exercises in When English Rings A Bell English Textbook Based On Syllabus 2013 Curriculum (Surakarta: The State Islamic Institute of Surakarta, 2017), p. 1

<sup>2</sup> *Ibid*

<sup>3</sup> *Ibid.*

writing skill. Likewise, Gaith suggested that writing is a complex process that allows writers to explore thought and ideas, and make them visible and concrete. Writing encourage thinking and learning. It motivates communication and makes thought available for reflection when a thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.<sup>4</sup>

On the other hand, in the textbook that the researcher choose there are many writing exercises in every chapter that interest to analyze and to know where the exercise that appropriates to given to the students. Similar, F. Setiawati said that a good textbook are have some criteria, i.e it should suit the needs, interest and abilities of the students, suit the teacher, and meet the need of official public teaching syllabus of examination. So, the researcher choose the textbook *When English Rings a Bell* because there are many writing exercises that interest to analyzed.

The Indonesian government has implemented English as a main subject in the curriculum. Nowadays, the curriculum that is used is 2013 curriculum. This curriculum aims to train students to be more active, innovative, and individual affective.

Based on the statement above, the researcher choose English textbook *When English Rings a Bell* to analyze the writing exercises and to evaluate how are the compatibility with 2013 Curriculum.

## **B. Definition of Key Terms**

In this part, there are some definition that will be explained, that are:

### **1. Writing Exercise**

Writing exercise is primarily on grammar, students will get good marks if the texts are free from errors or have only just very few errors. Writing is usually directed to others for a specific purpose.<sup>5</sup>

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<sup>4</sup> Hudriatul Hotimah, Thesis: "*The Effectiveness of Monopoly Game for Teaching Writing Descriptive Text: An Experimental Research at First Grade Students of SMP N 2 Banyumas*". (Purwokerto, 2015), p. 8

<sup>5</sup> Noviani, Op.Cit p.7

## 2. Textbook

According to Oxford Advanced Learner's Dictionary, a textbook is defined as "a book that teaches a particular subject and that is used especially in school and colleges" (OALD, 2000, p. 1238). Hutchinson and Torres (1994, p. 315) state that "the textbook is an almost universal element of (English language) teaching."<sup>6</sup>

## 3. 2013 Curriculum

In Kemendikbud's notion, the 2013 curriculum integrating values systems, knowledge, and skill, has orientation on developing the learners' competencies, the changing of teaching-learning methodology towards the teaching-learning process which give priorities on the learning experiences to observing, inquiring, associating, communicating to enhance the values of competitiveness and build prime characters.<sup>7</sup> The curriculum of 2013 is one of the government's efforts to resolve the various problems being faced by the world of education today.<sup>8</sup>

### C. Research Questions

Based on the background, the problem of this research can be formulated as follows:

1. What types of writing exercise are provided in the textbook *When English Rings a Bell*?
2. How is the compatibility of the writing exercise in the textbook *When English Rings a Bell*?

### D. Objectives and Significances of the Research

1. Objectives of this research

The objectives of this research are:

- a. To categorize the types of writing exercises in *When English Rings a Bell*.

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<sup>6</sup> Nur Setyorini, et.al. "Analysis of Textbook Used at An English Course (A Case Study at an English Course in Pare Kediri) p. 2

<sup>7</sup> Biljana B. Radic and Jagoda P. Topalov, "Textbook in EFL Classroom : Defining, Assessing and Analyzing." ( University of Novi Sad, 2016) p. 138.

<sup>8</sup> Irma Nur Khasanah, Thesis: "The Implementation of 2013 Curriculum By The English Teacher And Its Barries (Walisongo State Islamic University, 2015) p. 18

- b. To know the compatibility of the writing exercise in the textbook *When English Rings a Bell* with the syllabus.

## 2. Significance of The Research

- a. Theoretical significance

This research is expected to be useful for English language teaching, especially in using a textbook as the learning source in English teaching and learning.

- b. Practical significance

- 1) For English teachers in Junior High School

This research can give reference to select suitable English textbook in terms of writing exercises in the teaching process.

- 2) For other researchers

This research can be used as a reference for other researchers in writing exercise analysis.

- 3) For textbook writers

This research is expected to be able to provide the information needed to help textbook writers related to cultural content.

## E. Review of Relevant Studies

Based on the research about sources such as scientific papers/journal/thesis that have relevance with this research topic, the following are the results of some research that relate with the research.

First, an article by Wiwin Simanungkalit in 2016.<sup>9</sup> The objectives of this thesis are analyzed the writing exercises based on 2013 curriculum using textbook. The similarity of this research is about writing exercise using textbook *When English Rings A Bell*, and using quantitative method. The difference of the research is the researcher analyzed the exercises, while this research just categorized the exercises based on syllabus.

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<sup>9</sup> Wiwin Simanungkalit, "*An Analysis on Writing Exercises in English Textbook for Grade Seven Entitled When English Rings A Bell*". Publication Article, p. 14.

Second, a journal article by International Journal of Instruction on July 2015 that generally focused on writing assessment or exercises in English language.<sup>10</sup> The similarity of this research is about writing assessment or exercise in English Language, and using quantitative method. The differences are this research using textbook *When English Rings A Bell*.

Third, a journal article by Refaldi M. Zaim on 2018 that discuss about Authentic Assessment to Better Facilitate Teaching and Learning.<sup>11</sup> The similarity of this research is using quantitative method. The difference is the researcher discuss about writing assessment, while this research discuss about writing exercises..

## **F. Research Methodology**

### **1. Research Design**

Based on the object of this research, the researcher conducted a quantitative research. According to Leedy and Ormrod, quantitative research method involves a numeric or statistical approach to experimentation, as it builds upon existing theories.<sup>12</sup>

According to Suryana, descriptive research is focused to make a description systematically and accurately based on facts about a certain object.<sup>13</sup> According to Sugiyono, the qualitative method is focused on a natural object. The main instrument is the researcher, the data are inductive, and the result focuses on the meaning rather than generalization.<sup>14</sup> Likewise, Creswell asserts that quantitative research originated in the physical science, particularly in chemistry

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<sup>10</sup> Muhammad Javed, "A study of Students' Assessment in Writing Skills of the English Language". *International Journal of Instruction*, vol. 6, no. 2, p. 130.

<sup>11</sup> Refaldi M. Zaim, "Teacher's Need for Authentic Assessment for Better Facilitate Teaching and Learning". *A Journal on 2018*.

<sup>12</sup> Carrie Williams, "Research Methodology". *Journal of Business & Economic Research*, vol. 5, no. 3, p. 65

<sup>13</sup> Husein Nasaji, "Qualitative and Descriptive research". *Language Teaching Research*, vol. 19, no. 2, p. 129

<sup>14</sup> *Ibid*

and physics. The researcher uses mathematical models as the methodology of data analysis.<sup>15</sup>

Quantitative research gives priority to analyzed data. In this research, the researcher analyzed writing exercises in the English Textbook *When English Rings a Bell* for Junior High School. The researcher chooses descriptive quantitative design because the researcher wants to analyzed whether the writing exercise in the Textbook *When English Rings A Bell*.

Almost every research needs a source of literature to support the research. There are some differences between the field research and literature research especially on the purpose, function, and position of each research. In the field research, literature is needed as a basic theory to prepare the research design. While in literary research, the literature is not only used as a preparation of the research but also used to obtain the data collection of the research. The purpose of this research is to analyze the writing exercise in *When English Rings A bell*, an English textbook for seventh-grade students of junior high school.

## 2. Data Collection Technique

In this research, the researcher collecting data by using documentation and a checklist taken from the syllabus. Then, the researcher determined the textbook as media with its relevance. Next, the researcher counted the percentage of materials that were developed in the textbook. After that, the researcher counted the number of materials in the form of percentages.

According to Corbin and Strauss, document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer-based and internet transmitted) material.<sup>16</sup> Like other analytical methods in another research, document analysis requires that data be examined

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<sup>15</sup> *Carrie Williams, Op.Cit p. 65*

<sup>16</sup> Glenn Bowen, "Document Analysis as a Qualitative Research Method" (Barry University, 2009) p. 27

and interpreted in order to elicit meaning, gain understanding, and developing empirical knowledge.

The researcher use documentation analysis for collecting the data and also help the researcher to do this research. The researcher determined the percentage of writing exercises that appropriate to the materials in the textbook. After that, the researcher counted the number of the materials in the form of a percentage. In this analysis, there are steps that the researcher does, as follows:

a. Reading

The first step is the researcher reads the textbook *When English Rings A Bell* for seventh-grade students of junior high school for knowing which are exercise considered the data. The data is only a writing exercise in the textbook.

b. Identifying

After the reading was done completely, the researcher identifies the number of writing exercises in every unit of *When English Rings A Bell*.

c. Classifying

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

### 3. Technique of Analyzing Data

There are some steps in analyzing data, that are selecting, categorizing, and marking in the checklist.

a. Selecting

In this step, the researcher read *When English Rings A Bell*, and then selecting exercises that could be considered as writing in every chapter of the textbook.



## b. Categorizing

After choosing writing exercises, the researcher categorized them into some aspects of writing exercises which then be analyzed based on the data. Some aspects of writing exercise which are used to analyze the data are finding out the writing exercises provided in the textbook, the writing exercise is then coded, comparing the writing exercise developed in the textbook and writing exercise demanded by the syllabus, describing whether the writing exercises developed in the textbook is compatible or not with writing exercises suggested by the syllabus, determining whether the English textbook is appropriate with the syllabus or not, and the last is making a conclusion. The researcher analyzed writing exercise based on coding as follow:

C : chapter

P : page

After the coding, the researcher formulated to count presentation using the formula:

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

Then, in classifying the textbook quality, the researcher use percentage proposed by Arikunto (1993) :

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

c. Marking checklist

After categorized the exercises, the next step is marking and listing the writing exercises, so it can be seen which data will be analyzed.

d. Coding

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

## **G. Graduating Paper Outline**

The researcher discusses the research into the structure as below:

Chapter I presents the introduction, which consists of the background of the problem, operational definition, research questions, objectives and significance of the research, review of relevant studies, and research structure.

Chapter II presents the theories of writing exercises in English textbook which consists of explanations, those are writing, exercises, textbook, and curriculum.

Chapter III presents the research method, which consists of the type of research, sources of data, the technique of collecting data, and the technique of analyzing data.

Chapter IV presents the general description of the textbook *Bahasa Inggris* for Grade X Senior High School and the writing exercises analysis of the textbook for Seventh Grade Students of Junior High School.

Chapter V presents the conclusion and suggestion of the research.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusions and suggestions of this research. The conclusions and suggestions are drawn based on the findings and discussions.

#### **A. Conclusion**

Based on the result that explained in the data analysis, it can be concluded that there are 5 types of writing exercises found in the textbook that are arranging scrambled into good sentences, completing texts/sentences, writing sentence dealing with grammar, writing short functional texts, and developing vocabulary into sentences. For arranging scrambled, there are no exercises that available in the textbook, so the count is 0. For completing texts/sentences, the researcher found 10 exercises, for writing sentences dealing with grammar there are 10 exercises, for writing short functional text, there are 10 exercises. The last is for developing vocabulary into sentences, there are 8 exercises. All in all, the composition of writing exercises are the number of compatible is 71%, and the number of not compatible is 8%

The data showed that the count of writing exercises which compatible is higher than not compatible. So, the researcher can say that When English Rings A Bell textbook published by Kemendikbud is appropriate as the students' reference in the teaching and learning process.

#### **B. Suggestion**

In the last part of this thesis, the researcher would like to give some suggestion for the teachers and also material developers:

1. For the teachers, it might help to evaluate the writing exercises are appropriate and not appropriate.
2. The teachers could help students in categorizing writing exercises in every chapter.

3. The author should add an explanation in every chapter before the example of exercise. It can help students to clearly understand what their teacher's explained before doing the exercises.
4. It would be better if, after the sub-material, the author gives an explanation of the picture in the textbook. For example, in developing vocabulary into sentences, there are some pictures, then below the picture, the author gives a little explanation why it called developing vocabulary into sentences.



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