

Analysis Of Writing Materials And Activities In “When English Rings A Bell” In Textbook

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Abstract. *A Textbook is a reference for teachers and students on learning. (Awasthi, 2006) Says textbooks are learning material for both teachers and students in the learning and teaching process, especially in students for learning activities. This study aims to analyze the material and student activity in textbooks. The analysis is focused on the presentation of the materials and assignments written by the students. This research is descriptive qualitative using content analysis. From the aspect of presenting writing material and activities, all writing materials and assignments are in the form of a guide. writing, because students are asked to write responses, in limited length, to the instructions given. This study shows that writing assignments in textbooks are proportionately covered. The findings suggest that independent references to vocabulary and grammar are required for independent study. With written assignment activities presented in the textbook material, students understand better the previous lesson and are more active in the learning process. The topics presented are diverse so that students have the opportunity to explain the topic in different ways.*

Keywords: *Textbook, Material, and Activities*

INTRODUCTION

Writing skills are very important in the learning process. Writing skills are one of the important skills because they are able to represent the content of the mind in real-time and are able to influence the understanding of others. According (Barker, 2002:136) technically write one form of communication is difficult. Writing is a great scope of ideas and creativity. Through the learning of these skills, some aspects that students will achieve, such as pouring ideas, adding knowledge, and being able to pour out the feelings that are being felt and experienced. In mastering these skills, some things are important for students to learn such as vocabulary, grammar, and ideas. Students may need extras to improve those skills. One of the sources that can be used is textbooks. With these textbooks, students are able to achieve their abilities (Barker, 2002:136) the purpose of textbooks can be different from teachers, textbooks can be as a source of material, activities in class, and can be as a curriculum itself. Although in each course the activity textbook is always provided some of the materials provided are

not in accordance with the ability of the learners. books are one of the materials that can help the learning process. Textbooks are one of the teaching processes with the aim of improving and developing student knowledge and experience (Kusumaningsih, 2013)) Curriculum 2013 learning process brings a scientific approach. In other words, books distribute the benefits of curriculum content. (Awasthi, 2006) Said textbooks are both teacher and student learning in the learning and teaching process "especially in students' learning activities (Ary, Jacobs, Sorensen, & Razavieh, 2006) Practice the questions and answers involved in activities. (Kusumaningsih, 2013) It says textbooks are the learning material of both teachers and students in the learning and teaching process" especially in students to learn activities. According to (Tomlinson, 2003) textbooks become one of the tools for teachers and students as well as an overview of what they will do. (Cunningsworth A. , 1995) argues that ELT textbooks have a role to play in presenting oral and written material, which aims to add vocabulary and grammar

preparation in classroom activities so that students can learn independently

The problem in this study, researchers are interested in completing the research paper. The researchers focused on evaluating student writing materials and activities. The researchers selected an eighth-grade English textbook titled "when English ring a bell" published by the Indonesian Ministry of Education and Culture and based on the 2013 curriculum. And it has been designed based on the 2013 curriculum. This textbook has 4 skills: reading, writing, listening, and speaking. According to the explanation above, the researchers decided to conduct a study titled "analysis of writing materials and activities in" when English rings the bells" textbooks. The function of textbooks as a tool containing units of learning materials that serve as a direction for students to participate in activities and exercises.

Therefore textbooks have many advantages for students and teachers in the process of teaching and learning in English. Textbooks are needed for good evaluation materials so that students and teachers can use them to provide clear instructions. So the researchers are interested in trying to analyze how the materials and activities of students in today's textbooks. According to Hamdani (2011: 120) teaching materials designed to organize and help teachers to create a good learning atmosphere. Evaluate the material by the need to select materials that suit students, and determine the aspects of the material required (Tomlinson, 2008). This difficulty is caused by the need to generate and express new ideas using the right choice of vocabulary, sentences, and paragraph arrangements in the conversion of sentences or ideas into readable text. By giving sufficient assignments in the textbook, students are expected to be active in working on the questions so that they can improve their writing and critical thinking skills. According to writing, the task is how students write the correct paragraph or sentence, and orally develop their ability to write simple letters (Rivers, 1993: 240).

The determination of this analysis focuses on grammar patterns, sentence structure, punctuation, translation, and word choice. So that the purpose of learning English is carried out when the textbook is in accordance with the material and activities because teachers and students know what they are going to do so that the class process becomes effective. From this point, researchers see that writing is an activity to develop new ideas, creativity, expression, thought, and knowledge using media and language. Because of these facts, this study aims to analyze the English textbook used in the eighth-grade junior high school entitled "When English Rings the Bell". The selection of textbooks applies 13 applications to it. In addition, it is used in several schools, so it is very interesting to study the material contained in the book "When English Rings the Bell" and student activities. Since the book entitled "When English Rings A Bell", which contains a lot of writing material and exercises, researchers support textbook texts to ensure both aspects can improve students' writing skills. This analysis aims to see how the material was written and student activities are presented in the textbook "when English rings" and how it can be done in learning activities and how the material relates to student activities.

Research Questions

Based on the background of the study above, the following research problems are proposed in the study:

1. What topics of writing materials are inserted "When English Rings A Bell" textbook ?
2. How are students' activities in writing materials in "when English rings a bell" textbook?
3. How is the relation between writing material and students activities?

The Objective of the Study

The objectives of the study are:

1. Describing writing materials represented in " when English rings a bell" textbooks
2. Describing students activities writing materials in " when English rings a bell" textbooks

3. Describing relatedness between writing material and students activities in “ when English rings a bell” textbooks.

The Significance of the Study

This research will contribute theoretically and practically. This research is expected to provide useful information for students and for researchers

1. For students, this lesson will be useful for the activeness of the students in the classroom and improve the spirit of learning.
2. For other researchers, it can be a source of information and reference for other researchers.
3. For teachers, this research helps teachers to improve the quality of learning in the classroom.

The Clarifications of Terms

A clarification on the book entitled "When English rings the bells" that this book is quite in accordance with the 2013 curriculum. in the context of this book, it is quite good at showing the considerations of the 2013 Curriculum such as being student-centered, communicative, and using learning that is closer to students. In the material aspect, this book is very helpful in learning where the material contains dialogue that can train students so that students increase communicative, confidence and increase students' speaking skills.

METHOD

in terms of analysis methods, this researcher uses qualitative analysis. According Bogdan dan Biklen (2003) Descriptive is a characteristic of the data used in qualitative research which retrieves data from documents, audio-video recordings, words, pictures, etc.

Descriptive is a characteristic of the data used in qualitative research which retrieves data from documents, audio-video recordings, words, pictures, etc. So that the purpose of this qualitative research assignments in textbooks and describes content analysis as a design because it relates to the analysis of materials and activities written in textbooks “ When English Rings A Bell” So it is useful

for researchers to use material and activity analysis for students' ability to read, and to know aspects of textbooks. This analysis is a method for analyzing other qualitative data and can be applied to various studies. Therefore, this study is used to evaluate the writing assignments and activities presented in the English textbook "When English rings a bell" the research is included in descriptive qualitative because it uses content analysis as a design because it has a relationship to writing materials and activities in the eighth grade textbook. by Ministry of Education for the eighth grade in terms of presentation of written material.

The Object of Study

The research objects in this study are writing materials and writing exercises found in “When English Rings A Bells “ textbook. The school is claimed to be based on the 2013 Curriculum. The current textbook of English Rings a Bell, published by the Indonesian Ministry of Education and Culture. When English Rings a Bell consists of 13 chapters and 234 pages. Authors by Siti Wachidah, Asep Gunawan, Diyantari, and Yuli Rulani Khatimah. It is designed for eighth grade students of Senior High School Junior High School and is developed based on Curriculum 2013. Light consists of 13 chapters and 234 pages. Curriculum 2013 Revised Edition 2017. Interpreting the contents of the textbook, the author only analyzes 6 chapters in one semester. With the main material, (1) peering and questioning, (2) gathering information, (4) communication .

The Research Instruments

The instruments used to collect data in this study are, analysis of writing materials and activity in eighth grade textbooks entitled" when English rings a bell" published by the Ministry of Education and Culture of Indonesia to find out how writing materials are presented in the book, and the relationship of writing materials with student activities.

The Author Applies the Following Procedures to Analyze the Data 1. The author analyzes textbooks " when English rings a bell " eighth-grade junior 2. The author examines the material presented in the

textbook The author analyzes the textbook "when English rings a bell" eighth-grade junior 3. The author observes the materials and activities of students in textbooks "when English rings a bell" eighth-grade junior.

Table of presentation of materials and activities in the textbook "when English Rings A Bell"

TOPIC	Writing Material	ACTIVITIES
It's english time	Material in the form of a conversation, dialogue and role playing	Writing assignments, presented in the form of a self-reflection journal,
We can do it, and we will do it	Material about the function "can and will modality".	give 5 writing assignment
We know what to do	The modality's communicative function "Should and Must"	There are 4 writing assignments provided
Come to my Birthday, please!	how to invite someone to do something, give instructions, and how to ask permission.	assignments are provided in the final chapter.
I'm so happy for you!	simple greeting card social function.	assignments are provided in the final chapter
Our busy roads	Learn english evaluation, countable	give 2 writing assignments

	and uncountable nouns.	
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The Procedure Of Collecting Data

The data collection technique used in this study used the data collection method with documents:

1. The author reads an English textbook entitled when English rings a bell.
2. The author analyzes the material contained in the textbook.

The author uses content analysis, the stages of the data analysis procedure are as follows:

1. know the writing assignments provided in the textbook.
2. Give a percentage to the number of writing assignments in the textbook.
3. Draw conclusions based on the results of the analysis and provide some suggestions.

The author uses content analysis,

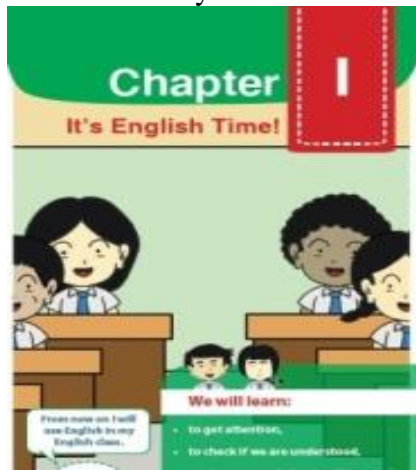
The Procedures of Analyzing Data This the procedures to analyze the data technique is:

1. Observe the theme and material of each chapter.
2. Categorizing writing material data and selecting writing activities.
3. Analyze the material data of writing activities in the eighth- grade textbook when English rings a bell. 4. Draw conclusions and recommendations.

FINDINGS AND DISCUSSION

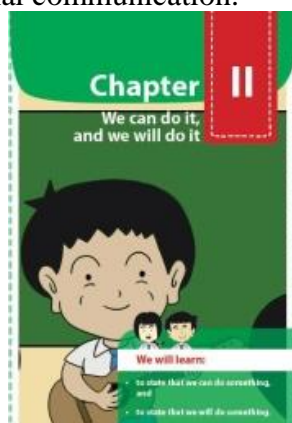
Find and discuss the textbook "When English Rings a Bell" research on writing activities

used in the eighth-grade books of junior high school. The contents of the material as assignments written by students in textbooks.



Chapter 1

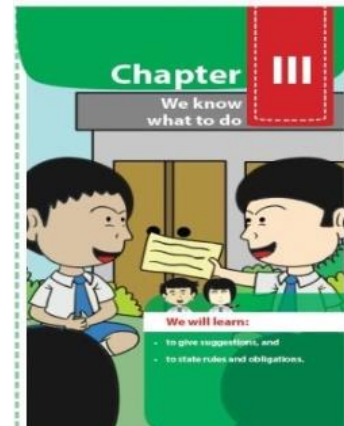
Presented about the main material it's English time! The material is presented regarding to get attention, , which is an expression used to call attention to others, 2. To check if we are understood the words used to see someone understands what the other person is saying. 3. Material is presented to show appreciation to others, namely the expression used to see whether someone appreciates the results of other people's performance and the last one is 4. To tell what we or other people think of something, that is, an expression used to ask someone's opinion. So that students focus on observing images, understanding and understanding, so that the material focuses on building student skills, understanding structures, social functions and interpersonal communication.



Chapter 2

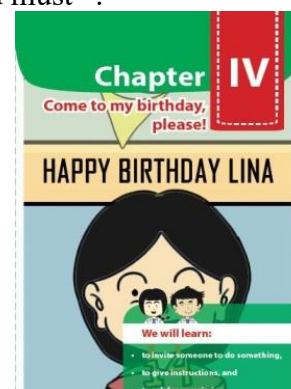
Regarding the material we can do it, and we will do it material presented to state that we can do something and to state that we

will do something material about the structure and function of social modalities for reporting the ability to do something "can and will". This section does not focus on writing skills but is guided by activities on how students understand the function of the "can and will" modality.



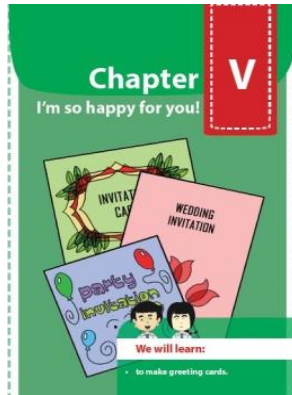
Chapter 3

The topic of the material is we know what to do. The presentation of the material in this section is to give suggestion, and to state rules and obligations. The material relates to the communicative function of the modality: "should and must" students are invited to be able to realize modalities in social structures and functions to give orders is to give suggestion to make suggestions (should) and to state rules and obligations for something we have to obey (must). ". And also give advice, and ask permission. The purpose of this material is to feed and state the rules and obligations, the contents of this chapter are similar to the material in chapter 2, namely as a method of activity used to use words "should and must" .



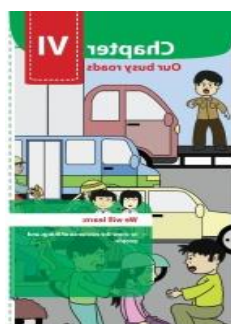
Chapter 4

“happy birthday lina” In this material the presentation of the material is invited to be able to apply how to invite someone, ask permission. The material of this chapter is presented in conversation and dialogue, and invites students to be able to understand the part that invites someone.



Chapter 5.

The content of the material I'm so happy for you, that is to make greeting cards namely greeting or text which contains simple greetings, the purpose of presenting the material is to congratulate, hope and pray to someone and students are invited to be able to make attractive cards containing simple sentences through their own work.



Chapter 6

Material presented on our busy roads, where students are invited to learn English evaluation of vocabulary (to state the existence of things and people) around the highway to distinguish countable and uncountable nouns. As “there is” and “there are”.

The student activities in writing material in a the textbook "when English rings a bell"

Regarding student activities in the material written into one of the activities provided in the textbook, in each chapter there is always a practice assignment given in the form of a self-reflection journal, the message is an invitation for students to write important points related to their learning. The writing assignment as a final chapter activity is designed to assess students' understanding of previous learning material. However, in chapter 2 the written assignment is not provided at the end of the chapter, but 5 writing tasks are provided. And must be completed by students, each writing assignment is presented in an integrated form, the student's assignment is to fill in the blanks, the means are to improve students 'writing skills only to what extent students' knowledge of previous material and student work.

Chapter 3, the writing assignment that is presented is still the same as the activity in chapter 2, namely there are 4 tasks that must be completed by students, including a reflection journal assignment at the end of the chapter, other tasks are completed where some are given instructions and students write responses according to the instructions which has been provided. In accordance with the material provided in this chapter, namely the material modality "should and must" so that student assignments are related to the use of the words "should and must".

Chapter 4, the written assignments presented are more dominant with listening-speaking activities, such as role playing, practicing dialogue, and discussion. In the final round, this is the reflective journal assignment.

Chapter 5, students' activities are more dominant in reading skills, where students are

given greeting cards and other activities are making greeting messages with their own work, and the final project at the end of the chapter is a reflection journal.

Chapter 6, the activities provided consist of 2 written assignments, written assignments in the form of sentence completion tasks, and like the previous assignments, always final journal assignments.

The written material relationship with student activities.

As presented in the previous chapter, related to material related to activities covered in highly guided textbooks, each material presented is always related to student activities, such as in chapter 1, about material to get attention, students are invited to role play with dialogue that is in the material, so that students understand better and are better trained with the material that has been provided in the textbook. Guided writing assignments serve to provide communicative activities and functions of what students have learned in a particular chapter. The content of the material that is used as a source of activities for students is very close, with sources of activities to practice and communicate who is previously known, and provide understanding and ideas from the activities that have been provided, and are able to realize the learning objectives that have been set in the syllabus. . Written assignment activities are given to obtain responses and information provided. The writing assignment includes only the sentence level. With the types of practice topics provided and all students expand their skills.

DISCUSSION

Presented indicate that written assignments are important for building classrooms and language, so that students can engage in communicative functions to meet needs in The classroom. Therefore, the presentation of material with student activities includes the learning process in class in accordance with written assignments that are faced with various activities that provide opportunities for them to practice and be active.

SUGGESTION

The importance of textbooks as teaching materials used to support student learning in the classroom and references for students. Books help students and teachers to improve learning in the classroom and have good intentions and independent learning.

CONCLUSION

This study evaluated the textbook "When English rings a bell" for eighth grader by using analysis method. writing exercises are presented in each chapter, where the textbook consists of b chapters. The purpose of this research is how writing material is presented in textbooks and related to student activities. the form of writing practice on the book is provided according to the needs of the student and understanding. Writing assignments are given in the form of a self-reflection journal at the end of each chapter, which requires students to write about some guide points related to their previous learning. . In the book entitled "When English Rings A Bell" the type of writing material and student activities contained in the book. Suitable for students because it is in accordance with students' understanding of the relationship between material and activities. This research is based on textbook analysis in the form of a qualitative descriptive method.

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