CHAPTER II

THE REVIEW OF RELATED LITERATURE

A. Course Book

1. Definition of Course Book

The most commonly found elements in classroom around the world are teachers, learners, and course book. The success or the failure of English language teaching does not only depend on learners and teacher, but also the use of visual aids, teaching method, teaching material and other facilities. Course book is one of the teaching aids that is used by the teachers to teach their students. It is an effective media to get a broaden knowledge.

The term course book or textbook has several meaning, according to Oxford dictionary, a textbook means "a book giving instruction in a branch of learning". It means that a textbook is a kind of book used in some studies at school. Meanwhile, in related to English language teaching, textbook are used in different ways in language program. For example, a reading textbook contains the main material of reading skill; some reading passages and several questions related to it is included for measuring student's achievement in this skill. In this case, the other language skills textbook have the same composition materials with the previous one, it helps students to maximize their understanding to the subject. ²

In addition, Richards states that "course book is seen as an essential component of instructional design and are often viewed as a way of influencing the quality of classroom interaction and language use".³ It means that good course book often contain lively and interesting material. It provides a sensible progression of language items, clearly showing what

¹ A S Hornby, op. cit., p. 1234

² Jack C. Richards, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2002), p. 254

³ Jack C. Richards, *Beyond Training*, (Cambridge: Cambridge University Press, 1998), p. 128

has to be learned and in some cases summarizing what has been studied so that students can revise grammatical and functional points that they have been concentrating on.

2. The Function of Course Book

A course book has an important role in teaching and learning process, Richard has highlighted some advantages of using course book as follow:⁴

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

b. Teacher has a guiding in the teaching process

Every course book have a standard measurement, it means that a course book can be used in different class. It helps teacher to give similar even the same material in different class.

c. 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.

d. Many learning resources

Course book 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.

e. It is efficient

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

f. It can provide effective language models and input

Course book 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.

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⁴ Jack C. Richards, op. cit., p. 255

g. It can train teachers

If teachers have limited teaching experience, a course book together with the teacher's manual can serve as a medium of initial teacher training.

h. It is visually appealing

Course book usually have high standards of design and production and hence are appealing to learners and teachers.

In addition, Brown et. al. give their view about the role of course book.⁵ Course book helps to individualize instruction by enabling students to proceed at their own rate and to a limited extend, according to what they are interested in studying. Course book helps to organize instruction by providing common suggested activities, recommended material, and question. It also as a tutorial contribution, in this case teachers often maintain that course book helps students to learn better. In improving teaching process course book is also regarded as helpful in improving teachers.

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

3. Kinds of Course Book

Actually, there are many kinds of course book, which is very difficult to make accurate generalization about them. But according to Grant there are two very broad categories of course book. The two categories are *traditional* course book and *communicative* course book. They may be briefly described as follows:⁶

a. Traditional Course Book

Although it is used *traditional* here, traditional course book are still published today. So, the label is used to describe a type of course

⁵ H. Douglas Brown, et. al. *Audio Visual Instruction: Technology, Media and Method*, (Australia: Mcquire University, 1983), p. 84

⁶ Neville Grant, *Making The Most of Your Textbook*, (New York: Longman, 1989), p. 12

book, rather than the date it is published. The traditional course book tries to get students to learn the language as a system. Once they have learned the system, it is hoped that they are then equipped to use the language for their own purposes in any way they think fit.

Traditional course book have all most of these characteristics:

- 1) They tend to emphasis the forms, or patterns of language (the grammar) more than communicative functions of language the jobs we do using it, for example, asking for information, making requests, apologizing, asking the way, etc.
- 2) They tend to focus on reading and writing activities, rather than listening and speaking activities.
- 3) They often make use of great deal of first language.
- 4) They emphasis the importance of accuracy.
- 5) They tend to focus rather narrowly a syllabus and examinations.
- 6) They are often attractive to some teachers, because they seem easy to use, and are highly examination oriented.

b. Communicative Course Book

Communicative course books try to solve this problem by creating opportunities for the students to use the language in the classroom, as a sort of "halfway house" before using it in real life.

Communicative course book vary quite a lot, but very broadly they have the following characteristics:⁷

- 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 course book does.

⁷ *Ibid*, p. 14

- 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.
- 8) They emphasize fluency, not just accuracy.

4. Evaluating Course Book

Neville states that the perfect course book does not exist; but the best book available in the English learning and teaching process. Such a book should satisfy three conditions. It should suit the needs, interest and abilities of your students. It should suit with the teacher (the best book in the world will not work in the classroom if the teacher has good reasons for disliking it). The course book must meet the needs of official public teaching syllabuses or examinations.

In addition, one way of finding out whether a book is worth looking at more closely the eight criteria as follows:⁹

a. Communicative

Is the course book communicative?

b. Aims

Does it fit with English teaching learning process?

In this case, an ideal course book in Indonesia should suit with the aims of English teaching and learning process has been displayed in the 2006 curriculum.

c. Teachable

Does the course seem teachable?

It seems reasonably easy to use, well organized, and easy to find the way around.

d. Available adds-ons

⁸ *Ibid*, p. 118

⁹ *Ibid*, p. 119

There are many useful "adds-ons" additional materials such as tapes, workbooks, etc.

e. Level

Does the level seem about right?

f. Teacher impression

What is the overall impression of the course?

g. Student interest

Are the students likely to find the book interesting?

h. Tried and tested

Has the course been tried and tested in the real classroom?

B. Writing

1. Definition of Writing

General meaning of writing is a tool for communication, and it is both a skill and a means of self-expression. Writing is said to be the fourth skill in learning a language. Writing conveys our ideas or our experience into composition that readers are able to understand the meaning. In other words, a message can be sent through writing. Through writing, many people can communicate each other over long distance. Writing activity has more and meanings in the daily life.

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

Writing has many general concepts. There are general definitions of writing that can be studied, as Harmer states that writing is a process

that we write is often heavily influenced by the constraints of genres. Then these elements have to be present on learning activities. ¹⁰

From the definitions above the writer can conclude that writing is a way to produce the language which comes from our thought. It is written on a paper or a computer. It is influenced both by the personal attitudes and social experiences that the writer brings to writing and the impacts of their particular political and institutional contexts. It is also a process that is written is influenced by the constraints of genre and has to be present in learning activities. Writing will be read and exist whenever the author is absent. Writing is also an ability to make a form of words that have a higher value.

Writing, as one of the four language aspects, is also important for second language learners to learn. According to Lado writing a foreign language is the ability to use the language and its graphic representation productively in ordinary writing situation. More specifically, he adds that writing a foreign language is his ability to use the structures, the lexical items and conventional representation in ordinary master of fact writing.¹¹

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

2. Important Role of Writing

Writing is a skill that people in all walks of life must perform almost daily. A manager for any kind of company, for example, may write report to his/her boss requesting for money or more personnel. The boss,

¹¹ R. Lado, *Language Testing: The Construction and Use of Foreign Language Test*, (London: Longman, 1977), p. 248

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¹⁰ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2002), p. 154

in turn, writes report to the company's stockholders and corresponds with the company's customers, banks, insurers, and so on.

The narration above tells the important of writing in the daily life. In the narrower side, in language learning, writing is the most complex skill to be mastered in learning a new language. Belcher and Jun Liu states that writing creates situations in which students ultimately find themselves held accountable for knowing a set of rules about which no one ever directly informed them.¹²

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

Moreover, writing is very important as a part of man's culture because it can be used to preserve thoughts, ideas, and also speech sound.¹³ From this statement, it can be concluded that people use writing as a means of recording what people want to store in the form of written language (e.g. a lot of great people or philosophers' ideas in the past).

3. Writing as A Productive Skills

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

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¹² Belcher D., Jun Liu, *Genre and Second Language Writing*, (Michigan: University of Michigan Press, 2004), p. 8

¹³ Ramelan, op. cit., p. 9

body language, demonstrations, repetition, and various other strategies to make one self-understood.

The learning of productive skills is closely bound up with receptive skill work, the two feed off each other. ¹⁴ The first process of learning writing as a productive skill is output and input, when student produces a piece of language and sees how it turns out, that information is fed back into the acquisition process. Output becomes input.

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

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

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

4. Types of Writing Classroom

In order to stimulate students' production of writing, teacher needs to do some activities in the classroom. Based on the performance,

¹⁴ Jeremy Harmer, op. cit., p. 250

students' classroom writing activity can be considered from the following three major categories of classroom writing performance: 15

a. 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.

b. 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.

c. 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.

C. Writing Exercise

1. Definition of Exercise

Exercise is an activity to occupy the attention and effort of; to task and to exert for the sake of training improvement, to practice in order to develop and also to improve by practice. ¹⁶ In the other words, exercise can be called as task too. Because According to Skehan, a task is an activity that satisfies the following criteria; meaning is primary, there is a goal that need to be worked, the activity is *outcome-evaluated* and there is a *real* –

¹⁵ H. Douglas Brown, Teaching by Principles; An interactive Approach to Language *Pedagogy*, (New York: Addison Wesley Longman, Inc , 2001) p. 343 ¹⁶ Definition Exercise, retrieved

world relationship. Both of them have functions to assess student's achievements.

In practice of exercise, there are two kinds of the practice exercise¹⁷, they are:

a. Controlled exercise (free writing)

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

b. Guided exercises

Guided exercise helps students feel certain that they are doing the right thing they are given advice on how to do it. The learners have to make same decisions of their own and to create some of their own expressions.

For example:

Write a paragraph saying which towns you have visited since coming to Britain. Remember to use the present perfect when you do not refer to a particular time and the simple past when you do refer to a particular time. E.g. I <u>have been</u> to Stratford twice. I <u>went</u> there during my first weekend in England and I <u>went</u> again last weekend.

Besides that, there are three main approaches to arrange a task in term of contain of ability¹⁸; they are:

a. Discrete point testing

A test which is aims to provide very specific information about learner's abilities in a particular skill or in a particular language area. This type of test focuses on one item at a time and therefore tests knowledge of it rather than ability to use it in real situations. Discrete point testing concentrates on testing separately different language items and language skills (e.g. grammar, sound discrimination,

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¹⁷ Alan Cunningsworth, *Evaluating and Selecting ELF Teaching Materials*, (London: Heinemann Educational Press,1984), p. 82

¹⁸ *Ibid*,p.56

listening with comprehension, and writing) and by combining the result of a number of separate tests or test items build up a picture of the student's level of English.

b. Communicative tests

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

c. Combination between Discrete test and communicative test

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

a. Goals

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

b. Input

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

c. Activity

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

d. Teacher role¹⁹

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

e. Learner role

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

f. Settings

¹⁹ Martin Parrot says that the teacher's task may summarized as; *First*, to assess the students aims and learning style, their like and dislike, their strengths and their weakness. *Second;* to decide what methods and materials are most appropriate given aims of the syllabus, *third;* to decide whatever to use, adapt, replace, or supplement the method and materials use in the textbook. *See* Martin Parrot, *Tasks for Language teacher* (Cambridge: Cambridge University Press, 1993) p, 10.

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

2. Type of Writing Exercise

Based on the explanation above, type of writing exercise demanded by the 2006 curriculum can be categorized as follow:

a. Arranging scrambled paragraphs into essays in form of report, narrative, analytical exposition, spoof and hortatory exposition.

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

b. Completing texts

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

c. Writing sentences dealing with grammar

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

d. Writing essays in form of report, narrative, analytical exposition, spoof and hortatory exposition.

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

e. Writing short functional texts

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

f. Revising sentences or essays

It is guided exercise when the students have to correct spelling of sentences or paragraphs into meaningful texts without changing the texts. The texts function as the guidelines.

3. Things to Ponder in Writing Exercise

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

In line with it Pincas stated that there are three essential writing skills that should be mastered by students:²¹

- a. Communication, including communication between people, suiting a specific subject, presenting ideas.
- b. Composition, including constructing sentences, using paragraphs, using linking devices (cohesion).
- c. Style, including writing in four major styles: narrative, descriptive, expository, argumentative, achieving the desired degree of formality, creating the desired emotive tone.

²⁰ H. Douglas Brown, *loc. cit.*

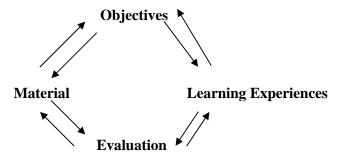
²¹ Anita Pincas, *Teaching English Writing*, (London: 1991), p. 26

D. Curriculum

1. General Concept of Curriculum

Curriculum is interpreted to mean all of the organized courses, activities, and experiences which pupils have under direction of the school, whether in the classroom or not"²²

According to Ralf W Tyles as quoted by Nasution, curriculum consists of four components. They are specification of objectives, materials, organization of learning experiences and evaluation. The four components are related each other. It could be seen in the following framework:



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

a. Manageability

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

b. Coherent

 $^{^{22}}$ Omar Hamalik, Dasar- Dasar Pengembangan Kurikulum, (Bandung: Remaja Rosdakarya, 2007),p. 4

Coherent is about the way the curriculum as whole hang together. When a curriculum is coherent, the various part of curriculum has a clear and explicit relationship with one another. When curriculum lacks coherence, it becomes fragmented and confusing both to teachers and pupils. ²³

Curriculum contains science, knowledge, and experience worth giving to the students to obtain the educational objectives. For that reason, the curriculum developers decide criteria of establishing the knowledge as the content of the curriculum. The criteria are: agreeable, right, and useful for the students' development, appropriate to the social demand and balanced intellectual, moral, and social comprehension.

2. Curriculum KTSP 2006

KTSP is operational Curriculum which is composed and implemented by each of education units. School Based Curriculum is composed as a manual or guideline in the implementation of teaching and learning activities in Indonesia to achieve the goal of education in the level of education unit. KTSP is newest curriculum in Indonesia. This curriculum is implemented since year 2006 as the perfection of the previous curriculum.

It is stated in 2006 English curriculum that English is a tool to communicate both spoken and written. Communicating means understanding and expressing information's, thinking, feeling, and developing science, technology, and culture. Communications ability is a discourse competence, it is an ability to understand and produce spoken and written text which is realized in four language skills; listening, reading, writing and speaking. These skills are used to respond or create society discourse. Therefore, English subject is instructed to develop those skills, so that students are able to communicate and have discourse competence in certain literacy level.

²³ *Ibid*, p.28

Literacy level includes performance, functional, informal, and epistemic. In performative level, people are able to read, write, listen and speak with symbols used. In functional level, people are able to use language to fulfill their life needs such as reading newspaper, manual instruction, and directions. In informational level, people are able to access knowledge by using language ability. While in epistemic level, people are able to express knowledge in the target language.

Language learning in senior high school is expected to reach informational level because the students are prepared to continue their education in the higher level. The epistemic level is considered too high to be reached by Senior High school students because English in Indonesia is used as foreign language.

English subject in Senior high school is presented in the purpose that students will have the following ability:²⁴

- Developing communicative competence in the form of spoken and written to reach informational literacy level.
- b. Having consciousness of the importance of English to improve our competitiveness in global society.
- c. Developing students understanding about the correlation between language and culture.
- 3. Scope of English curriculum in Senior high school

According to 2006 English curriculum, the scope of English subject in Senior High School includes:

- a. Discourse Competence, it is the ability to understand and produce spoken and written text which is realized in four language skills, listening, speaking, reading, writing to reach informative literacy level.
- b. The competence to understand and to produce many kinds of short functional text, monolog, and essay in the form of procedure, descriptive, recount, narrative, report, news item, analytical

²⁴ *Ibid*, p. 101

- exposition, spoof, explanation, discussion, review, and public speaking. The material gradation can be seen in the use of vocabularies, language structure, and rhetorical steps.
- c. Additional competence, such as linguistic competence (the ability of using appropriate grammar, vocabulary, phonetic, and sentence structure), socio-cultural competence (the ability of using language appropriately in different context,) strategy of competence (the ability of compensating for lack of ability in communication process by using many ways in order to keep the persistence of communication), and discourse maker competence (the ability of understanding and creating forms of the language that are longer than sentence, such as stories, conversations, or business letters).

School based curriculum is one of decentralization in the area of education. This curriculum is composed in order to improve the learner's potential by considering the need of local, national and globalization.

There are four components included in School Based Curriculum, they are:

- a. The education goal of education unit (elementary, junior, and senior level)
- b. The structure and curriculum contents (containing subject matters, local contents, self- development, arrangement of study materials, criterion of study completeness, criterion of class promotion and graduation, life skill education, and education the basis of local global.
- c. Education calendar
- d. Enclosure (annual program, syllabus, lesson plan, standard competence, basis competence, self- development program, and other instruments; for example mapping basis competence or indicator).

School based Curriculum is developed based on SI (Standar isi) which is regulated in Permen Diknas Nomer 22 tahun 2006 and SKL (

Standar Kompetensi Lulusan) which is regulated in Permen Diknas Nomer 23 tahun 2006. It is oriented on the manual curriculum arrangement which composed by BSNP. In compiling school based curriculum, the education units must pay attention to the principles²⁵:

- Centered on the potential development, need, and the interest of learners and environment.
- b. Various and integrated. School Based curriculum is arranged based on the characteristic of the learners, conditions of the environment, level and in of education. It also appreciates and does not discriminate on the difference of religions, ethnics, traditions, economical status, and sex. Integrated means there is a link between compulsory contents, local contents, and self-development in school Based Curriculum.
- c. Perceptive to the development of science, technology, and art.
- d. Relevant with the need of this time and future.
- e. Comprehensive and continuous. Comprehensive means School Based Curriculum encompasses the whole competence dimensions and the field of science study. Continuous means School Based Curriculum is gradual and continuous among education levels.
- f. Studying a whole life.
- g. Balanced between the needs of national and region.

4. Writing Based on School Based Curriculum

English is a means of communication both spoken and written language. Communication is about the understanding and comprehension the information, mind feeling and developing the knowledge, technology and culture. The comprehension completely can be defined as discourse competence, i.e. the comprehension of mastering or producing spoken or written text which is realized on four skills: reading, writing, listening, and speaking.

²⁵ Khaerudin, M.A DKK, *Kurikulum Tingkat Satuan Pendidikan*, (Jogjakarta, MDC&Pilar Media, 2007), p.63

The teaching learning process of English in Senior High school, especially the writing skill, is concerned in the learner's ability to communicate in English in daily life in written text. A written text is about the unity of the meaning and semantics units. There are three functions of writing:

a. Ideational function

It is the language function which is used in order to construct the idea or information.

b. Interpersonal function

It is the language function which is used in order to interact with others and express the speech acts, behaviors, feeling, etc.

c. Textual function

It is the function in how the text or language which is composed are reconstruct, so it can reach the cohesion and coherence, then it used to make the language easy to be understood by learners or the readers. ²⁶

According to the *KTSP* curriculum, the basic competences for students in the first semester of Senior High school Grade XI on writing skill are:

- a. Able to express meaning in short functional text (such as banner, poster, pamphlet, etc.) in formal or informal form using written language accurately, fluently, and acceptable in a daily life context.
- b. Able to express meaning and rhetoric steps in an essay using written language accurately, fluently, and acceptable in a daily life context.in some kinds of text: *report, narrative,* dan *analytical exposition*.

While the basic competences for students in the 2nd semester of Senior High School Grade XI on writing skill are:

²⁶ DEPDIKNAS, 2004, p. 94

- a. Able to express meaning in short functional text (such as banner, poster, pamphlet, etc.) in formal or informal form using written language accurately, fluently, and acceptable in a daily life context.
- b. Able to express meaning and rhetoric steps in an essay using written language accurately, fluently, and acceptable in a daily life context.in some kinds of text: *narrative*, *spoof*, and *hortatory exposition*.

E. Previous Research

The previous research which related with this research are: *Sentence Type Analysis of The Editorials in The Jakarta Post Issued in November 2008 and its Contribution in Teaching Writing.*²⁷ The aim of the research is to give a description of the sentence structure, the frequency and the frequency's precentage of the sentence types (simple, compound, complex, and compound-complex sentence) and its contribution in teaching writing.

The resource of the data is editorials of The Jakarta Post issued in November 2008. There are 12 of 25 editorials that are analyzed. In this research, the writer gets data by visiting The Jakarta Post website, saving and printing the editorial pages. The writer analyzed the data by reading and identifying the sentence structure of The Jakarta Post editorials and concerning with the number of the paragraphs and sentences. The writer also computed the frequency and frequency's precentage of each type of senences.

From the result of the analysis, the writer found that the number of the sentences is 194 sentences. Those sentences consist of 103 simple sentences (35 %), 12 compound sentences (4.1 %), 172 complex sentences (58.5 %), and 8 compound complex sentences (2.7 %). There are 21 to 37 paragrapsh which consist of 2 to 6 sentences of each paragraph. However, the writer has found paragraph that consist of one long sentence.

The contribution of this research is that it can be a reference both for teachers and students in learning English. As we know that in teaching

²⁷ Final Project was written by Ali Komar, IKIP PGRI Semarang, 2009

English we need many examples to make students understand how to make a good sentence in English. The students not only learn how to make a good sentence, but their knowledge is added by taking any information in the editorials.

In this thesis, the writer suggests that in studying English students should not depend on their teacher explanation only, but they should apply their knowledge in the real situation. It can be done by analyzing everything related to their study.

The second is, *Analysis of Speaking Exercise in "Look Ahead 1" An English Course For Senior High School Year X Published by Erlangga.* The objectives of this study are to identify to what extent the speaking exercise in *Look Ahead 1* that relevant with the criteria of speaking exercise. This study uses the Library research approach, which is the technique of analysis use the content analysis (evaluating textbook). Subject of this research are 36 Speaking exercises which displayed in the "*Look Ahead 1*".

Data were collected from the course book of "Look Ahead 1" An English Course book For Senior High School Year X published by Erlangga. After getting data, the researcher analyzed the data by using some aspects of speaking criteria. The criteria are; Kinds of Item test, Relevance of KTSP curriculum, Speaking Skill Content, Types of classroom speaking, Types of Speaking Exercise, Presence of Example, Aims of the Exercise, Teachability, Kinds of Practice Exercise.

The result of analysis reveals that in terms of kinds of test, speaking skill contents and kinds of practice exercise, those exercises are sufficient enough to improve students ability in speaking skill because the exercise in this book covers all of those criteria, In term of its relevance with curriculum, the speaking exercise in the course book is does cover made with it because from the 21 speaking material demanded by curriculum, there are only 13 covered in the course book. In term of Teach ability, most of the exercises in this course book are teachable. In term of presence example, from 36

²⁸ Final Project was written by Nurlaila Tuttaqwa, IAIN Walisongo Semarang, 2009

exercises, there are 20 exercises which do not present example and 16 exercises present an example. The aims of each exercise are based on the material which is taught to the students. In term of types of exercise, the speaking exercises of this course book are does not covered of those criteria with it because there is no one using paper test for pronunciation.

Basically, this study is almost the same as the previous research, which is library research. But this study has different focus since it is addressed to writing exercise analysis.