AN ANALYSIS OF WRITING MATERIAL BASED ON ENGLISH GRAMMAR IN THE STUDENT'S TEXTBOOK FOR VOCATIONAL HIGH SCHOOL

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A B S T R A C T

This research is mainly intended to find out whether the writing materials based on English grammar in the student's textbook for Vocational High school is compatible or not with English material. This research applies descriptive research. In collecting data, the researcher does content analysis. The data are analyzed by steps, (1) presenting the materials (2) comparing the materials (3) judging whether materials of English textbook appropriate with the grammar of writing materials or not (4) drawing conclusions. The result of the analysis shows that the percentage of the compatibility of writing skills developed writing materials in the textbook is 73,68%, it means the textbook is good and compatible with writing material and the other skill which are developed in the textbook involve the compatibility of the listening materials, reading materials and speaking materials are 26,31%. This research implies the textbook entitled "Modul Bahasa Inggris" at first grade for Vocational High School is good writing materials to support the learning process of English grammar.

INTRODUCTION

In term of education, we should carry out the preparations, the one of which is equipping students with English. It is to improve more knowledge and skill to the students in mastering English, therefore those will be easier to acquire. For mastering English, it means that can be fluent in applying all of the language skill, which are reading, listening, speaking and writing for communication. Writing is necessary because nowadays the need of writing is getting much higher in this technological development. In the daily life, we are able to know that many students produce some texts from the simplest ones to the complexes tone. Therefore, by considering the importance of writing and its social function, government established writing as one of the skill which should be comprehended by students. By allocating a fairly lot of time, it is expected that the students will be able to set many kinds of text properly and correctly, in which will be useful for their daily life.

There are one issues about English Grammar for students, such as; Grammar is boring, it means that learning grammar using traditional methods is boring. This takes all the pleasure out of English.

Language learning is supposed to be fun and interesting; Grammar is inconsistent, it means that the time the students spend learning specific rules can be wasted, because grammar rules often get broken. Therefore, the example sentences that the students learn in your English class usually don't show up in the real world ; Natives don't follow grammar rules, it means that most students believe that native speakers must be perfect users of English grammar, which is why they often choose native speaking teachers. However, this is simply not true. Native speakers often neither respect nor follow grammar rules; and the last one, the students possess limited vocabulary and poor understanding of grammar. So, they get difficulties in doing their writing tasks. It seems that the student lacks the understanding of the grammar; in consequent, the students gets difficulty setting up his writing correctly because of the low understanding of the grammar cause difficulty in arranging the writing properly.

The other research had conducted the same research but different problem. That is Viena Christanty Limbong,dkk. from University of Prima Indonesia. Their research is entitled "*An Analysis of Writing Material in Senior High School Students' Textbook*". This research aims to describe the writing activities used in entitled "The "Bahasa Inggris" Textbook" for eleventh grade. This research used qualitative method. The object in this research is the writing activities in the textbook. The research findings in English textbook entitled Bahasa Inggris for eleventh grade student of Senior High School, the researchers conclude that the textbook used Dialogue writing in the writing activities, in order that students can interact each other in improving social manner for they have asked questions to their partners, helping each other how to build a good writing skill.

The researcher needs to be conduct this research because many students cannot understand and comprehend how important the writing in their life someday. Based on background of the study above, the problems of the research are formulated whether the writing materials based on English grammar in the student's textbook for Vocational High School is compatible or not with English material. So, the objective of the problem was formulated to find out the writing materials based on English grammar in the student's textbook for Vocational High School is compatible with English material.

LITERATURE REVIEW

In education, we need textbook to help students to learn the material which is given by the teacher. Richards (2001), state that textbook is an important component of the language program,

they provide the content of lesson which balancing the language skills. Beside that it can be a source for teacher who has limited teaching experience. Textbook is one of many learning resources used in learning. It can provide information and subject matter in the form of printed media. Buckingham (1958) in Tarigan (1993: 11) states that "A textbook is a book which usually used by teacher to support the teaching learning process in school and universities". A teacher usually uses some media to make him or her easier in explaining the teaching materials. One media which is ordinarily used is a textbook. The textbook is easy to buy, to carry, and to study. Even though there are so many kinds of media rivaling the printed materials of communication, the textbook remains the major source in school. A textbook is one of the most effective and available way to relieve some of the pressures put on teachers, lessons preparation time, provides ready-made activities and finally provides concrete samples of classroom progress through which external stakeholders can be satisfied (Garinger, 2002).

The students assume that speaking skill is more difficult than the other skills such as writing, reading, and listening. In fact, writing skill is more difficult than speaking skill because the researchers must master some aspect such as vocabulary, grammatical, syllable, structure, and etc.

Writing assignments can make students more diligent in doing the exercises and in mastering the material. In addition, writing assignments are aimed at developing students' ability to think critically. According to Ellis (2003) in Nunan (2004: 3) "the task is a work plan that requires students to process language pragmatically to achieve results that can be evaluated in terms of whether the correct or appropriate proportional content has been delivered". According to Rivers (1993: 240) "writing assignments are the ability to write sentences or paragraphs correctly, such as developing verbally from class situations and the ability to write short, simple letters, etc."

As a complex activity there are many elements within such as grammar, vocabulary, sentence structure and the type of the text that should be learned by the students. As the necessities of learning the elements, appropriate learning materials are needed. Learning materials can be anything which teacher or student use to increase the skills of language. The materials will provide information and experience of language use (Tomlinson, 2011). Some suggestions also come from Tomlinson about the characteristics of good learning materials such as: the materials should achieve impact, it should help students to feel at ease and developed confidence, what is being taught should be perceived by students as relevant and useful, it should expose the students to language in

authentic use and provide the students with opportunities to use the target language to achieve communicative purposes. Learning materials are important because they can significantly increase students' achievement by supporting students' learning. A common teacher's resource is a textbook. The textbook serves a basic source of the language input and language practice for the students.

Grammar is an important thing especially in the use of language process. It is an essential part both in spoken and written language. Learning English will be effective if we also understand the grammar. As we know, grammar is a pattern or structure of the sentence. Therefore, grammar will help students to understand the meaning of the sentence. Not only a sentence, the students will get the point of the others" means can be form of utterances or paragraphs. The use of grammar is to identify the grammatical form which shows the meaning.

Learning English involves the grammar which is taught for the young students not always be easy. Grammar that is an essential part of the language that cannot be understood easily. The students especially young students usually face the difficulties in grammar. When they are learning English, they should know the structure or the pattern of the sentence because it is different with their own language. Students usually get confused when they want to make sentence grammatically

Efficient ways to improve student writing have some general strategies, such as ;

1. View the improvement of students' writing as your responsibility.

Teaching writing is not only the job of the English department alone. Writing is an essential tool for learning a discipline and helping students improve their writing skills is a responsibility for all faculty.

2. Let students know that you value good writing.

Stress the importance of clear, thoughtful writing. Faculty who tell students that good writing will be rewarded and poor writing will be penalized receive better essays than instructors who don't make such demands. In the syllabus, on the first day, and throughout the term, remind students that they must make their best effort in expressing themselves on paper. Back up your statements with comments on early assignments that show you really mean it, and your students will respond.

3.   Regularly assign brief writing exercises in your classes.

To vary the pace of a lecture course, ask students to write a few minutes during class. Some mixture of in-class writing, outside writing assignments, and exams with open-ended questions will give students the practice they need to improve their skills.

4.   Provide guidance throughout the writing process.

After you have made the assignment, discuss the value of outlines and notes, explain how to select and narrow a topic, and critique the first draft, define plagiarism as well.

5.   Don't feel as though you have to read and grade every piece of your students' writing.

Ask students to analyze each other's work during class, or ask them to critique their work in small groups. Students will learn that they are writing in order to think more clearly, not obtain a grade. Keep in mind, you can collect students' papers and skim their work

Interactive writing is a writing process used to teach (usually younger) students how to write. The process involves the sharing of a pen between the teacher and students. It can be done in a one-on-one private lesson with a student, or with a small group of students. The purpose or the procedure is to teach children how to write well by allowing them to directly copy the demonstration of the teacher. Interactive writing helps students advance their writing skills as using the same pen as the teacher, immediately after their example, creates the right mindset for the child to copy the technique of the teacher correctly. By directly following the guide of the teacher the child advances far more than if they were to use their own pen and paper. Interactive learning materials, it means that the student is not passively going through and trying to sip in the contents but it means that they have to solve problems, make decisions, look for pieces of information, test assumptions and take risks. Interactive writing involves the teacher sharing the pen – or other writing implement – with the students. The teacher records words that are already known, so that the students can strategies around words that challenge them. Because interactive writing involves the students in the physical act of writing, it is a powerful teaching approach for advancing students' overt awareness of spelling strategies and of handwriting skills. Interactive writing is best used as a small group strategy, which allows for close attention to students' writing attempts.

Children are generally encouraged to take main control of the writing session, with the continuous aid of the teacher. This not only progresses writing, by practicing forming and connecting letters, but it improves their spelling. It also begins to set them up for independent

learning later in life. The system can also be used to help students make connections between letters, and clusters of letters, and their sounds It is most effective for interactive writing to be used as a method of teaching early in a child's education. As the child develops their literacy skills more and more, they become more able to work independently. This is often more effective at later stages as they are able to practice their skills at a faster pace. However as an introduction to writing, interactive writing is a useful technique for teachers to use, as it is successful in teaching the basics. It is important for students to have an active learning experience to develop their writing skills: interactive writing provides this. The teacher first talks with the students to establish what they will write about. Then the text is constructed; this should be done as far as possible by the pupils with the teacher giving help when it is needed. The text is then read; often the teacher does this with the students to help them learn what the different words and letters sound like. Often the text is revisited later in the school day to help the students remember what the words look and sound like. If the lesson is a success with the majority of the class, the teacher may choose to extend the learning to make it more difficult. Recent technological developments have produced the 'interactive whiteboard' - this classroom tool uses a specially designed electronic pen to write on an electronic whiteboard. This not only makes teaching easier for the teacher, but inspires children as they are using the latest technology. These whiteboards are becoming increasingly popular in classrooms today.

Some other benefits of interactive writing are; students are able to practice the daily phonics lesson, the teacher is able to model letter formation, students increase their letter name and sound knowledge and students are able to practice and expand their high-frequency word vocabulary.

Writing task consist of three parts, such as: (1) controlled writing also known as guiding writing, focusing on stabilizing grammar patterns, sentence structure, punctuation, and choice of words. In a controlled writing task, it can be divided into several components, such as: grammar, mechanics, and word choices. The classification of writing assignments in controlled writing is as follows: additions, answer questions, dictation, cloze tests, summary writing, conversions, random paragraphs, sentence sequences, concatenation of sentences, and fill in blank parts; (2) A translation is a translation of something written or spoken in one language with words from different languages. Task translation, allows for several components, such as: grammar, mechanics, and word choices. There are two classifications of translation in writing assignments in the following

textbooks: direct translation of entire sentences and fill in the blank with translation; and (3) allow several languages, such as: grammar, mechanics, and word choices.

RESEARCH METHOD

In this research, the researcher used descriptive method and content analysis. The object of research was English Textbook entitled "Modul Bahasa Inggris" at the first grade students of Vocatipnal High School, Sandhy Putra Medan. This research conducted in October 22, 2020. The data is writing materials based on grammar in the student's textbook for Vocational High School. The data were procedured by steps, (1) find out all the materials in the textbook (2) divide some materials into writing skill and others skills in English materials (3) making table whether materials of English textbook appropriate with the grammar of writing materials or not. The data were analyzed by steps, (1) presenting the materials (2) comparing the materials (3) judging whether materials of English textbook appropriate with the grammar of writing materials or not (4) drawing conclusions.

RESULTS AND DISCUSSION

The result of this research was divided into two parts. The first result shows the coverage of material contents in textbook relate to writing material based on English grammar at the first grade students of Vocational High School, Sandhy Putra Medan. The second result shows the percentage of writing material contents are in text book for the first grade students of Vocational High School Sandhy Putra Medan. There are four chapters English material in English textbook. Especially writing material which will analyze in this chapter. All of these writing materials are collected from "Modul Bahasa Inggris" for grade 10th Of Vocational High School.

Tabel 1. The Material in the textbook relate to writing material based in English Grammar.

Number	Title of each chapter in textbook	Material	
		Other Materials	Writing Materials
1	Describing event	1. Word and expression used in context telling or	1. Using of present tense. 2. Using of Future tense. 3. Sentences using "There + be" 4. Question words about

		describing event.	events : what, who, when, how.
2	The Understanding of simple message, schedule, sign and symbol.	2. Words and expressions to explain sign and symbol	5. Degree of comparison 6. Making sample of message 7. Making sample of menu 8. Translation of menu and mesaage.
3	The understanding of words in simple sentence	3. Word and expressions used in asking for giving direction 4. Prepositions of place : in front of, behind, beside, etc.	9. Preferences 10. Conditional Sentences type 1 11. Modal auxilaries (will / would) 12. Using capabilities Can/Can't/Could/Couldn't
4	Expressing invitation	5. Expressing of invitation	13. Modals (will/would/can) 14. Making invitation by using "would...like to...?"

After analyzing writing material in the textbook at the first grade students of Vocational High School Sandhy Putra Medan which are appropriate with good material design, the researcher found that the book full fill 19 sub material. To find the total writing materials compatibility percentage of textbook to K13 syllabus, the researcher uses this formulation ;

$$Percentage = \frac{X}{Y} x 100\%$$

Note:

X= the total of criteria points which were met in a workbook for each Chapters aspect.

Y = the total of criteria points in each sub aspect.

The percentage of writing materials is compatible in the student's textbook

$$Percentage = \frac{14}{19} x 100\% = 73,68\%$$

The percentage of other materials is compatible in the student's textbook

$$Percentage = \frac{5}{19} x 100\% = 26,31\%$$

The percentage of writing materials is compatible in the student's textbook is 73,68%. And the percentage of other materials is compatible in the student's textbook is 26,31%. It means that the material in the textbook are good and compatible with writing material. The discussion research findings are.

Writing material

1. Using of present tense.
2. Using of Future tense.
3. Sentences using "There + be"
4. Question words about events : what, who, when, how
5. Degree of comparison
6. Making sample of message
7. Making sample of menu
8. Translation of menu and message
9. Preferences
10. Conditional Sentences type 1
11. Modal auxilaries will / would)
12. Using capabilities Can/Can't/Could/Couldn't
13. Modals (will/would/can)
14. Making invitation by using "would...like to...?"

CONCLUSION

The researcher gives some suggestions to the person who has relation with this research. The suggestions are:

1. For the Elementary English teacher.

The English teacher should be able to choose a suitable textbook for the students and it is appropriate with the level. So, the students will be more interested in learning and able to understand the material.

2. For the author of English Textbook

   The author should more improve the innovation in the textbook. So, the students will be able to improve their writing skill.

3. For the next researcher.

   For the next researchers, who are interested in analyzing textbooks, this study limits on the compatibility the materials of English textbook based on English grammar with the criteria of good material. The next researchers can study in other aspects not only compatibility based on English grammar but also in contextual learning, vocabulary, and others.

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