MICRO AND MACRO SKILLS OF WRITING FOUND IN THE WRITING EXERCISES OF *THE BRIDGE ENGLISH COMPETENCE* FOR SMP GRADE VIII PUBLISHED BY YUDHISTIRA

a final project

submitted in partial fulfillment of the requirement
for the degree of *Sarjana Pendidikan*
in English

by

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2009

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PERNYATAAN

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yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri, yang saya hasilkan setelah melalui penelitian, pembimbingan, pemaparan/ujian. Semua kutipan, baik yang langsung maupun tak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, maupun sumber lainnya, telah disertai keterangan mengenai identias sumbernya dengan cara sebagaimana lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi/tugas akhir/final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini dapat digunakan seperlunya.

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Yang membuat pernyataan

YUANITA DAMAYANTI

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"Inaction breeds doubt and fear

Action breeds confidence and courage

If you want to conquer fear,

Do not sit down and think about it;

Go out and get busy"

(Dale Carnegie)

To

My beloved parents (Sunardi and Christina Haryati)

My brothers (Leo and Angga)

My soul mate (Zuhrian Ivan Arvianto)

ACKNOWLEDGEMENTS

First and foremost, praise is to Allah SWT, the Almighty and the most Beneficent. The great thankfulness is dedicated to Allah SWT for blessing, health, and inspiration to reach the completion this final project.

I would like to express my deepest and sincerest gratitude and appreciation to Dr. Dwi Anggani Linggar Bharati, M.Pd., as my first advisor for her patience in providing continuous and careful guidance, suggestion, and supports during the consultation of this final project. I would also express my great gratitude to Drs. Januarius Mujiyanto, M. Hum., as my second advisor for his patience in giving guidance and carefully corrections for the accomplishment of this final project. My special honor and gratitude are also addressed to all lecturers at English Department of UNNES who have given her knowledge and guidance during my study.

I dedicate my sincerest and deepest thank to my beloved father and mother who always pray me in every prayer for finishing my study. I would also like to address my deepest admiration to my soul mate who is never let me give up and for his endless love and support, for me, you are the great man I've ever had.

I would also like to express my thankfulness to my gorgeous friends in English education A regular class, I proud of you all. I also dedicate my special thanks to all of my lovely friends in Aprodhite Kost, be with you during the last four years is a great moment in my life.

Finally, I realize that this final project is far from being perfect however I had tried to do my best. Yet, I hope this little of piece will become some help to those who were involved in this study.
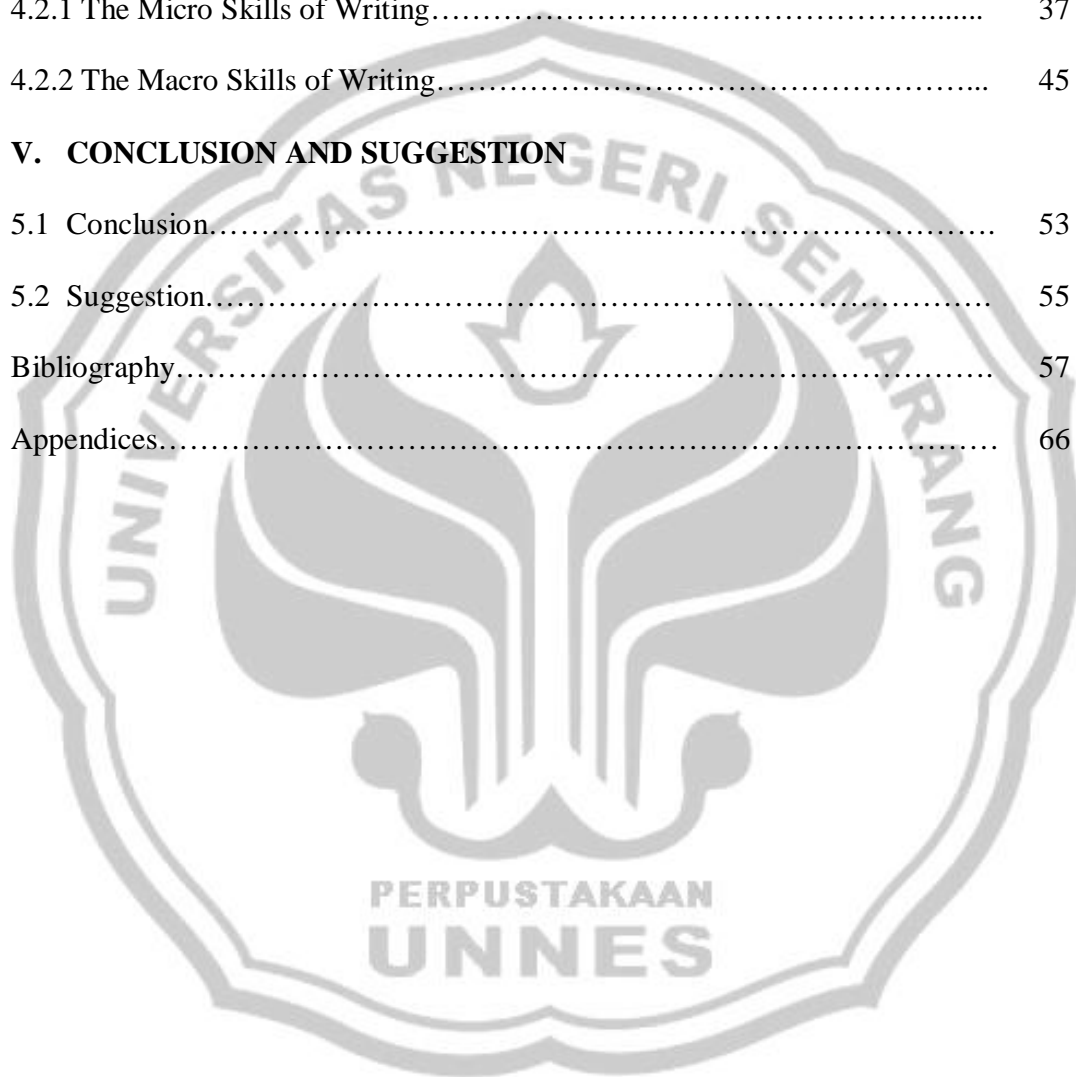
The writer

ABSTRACT

This final project is based on a study which attempted to analyze micro skills and macro skills of writing that are contained in the writing exercises presented in The Bridge English Competence an English textbook for Junior High School students grade VIII published by Yudhistira. The objective of the study was to describe what micro skills and macro skills are contained in the writing exercises. The reason why I chose this topic was because teachers should give adequate writing exercises for students since the writing competence could only be achieved by practicing a lot. Thus, they need good exercises on the textbook they used. In conducting the research, I collect the documents by identifying the writing exercises on the written cycle given in the textbook. After the data was collected, I prepare some tables to classify them into the micro and macro skills of writing which is suggested by Douglas Brown that they might have. At last, the interpretation of the data was compiled to show whether the writing exercises in the textbook have already covered the micro and macro skills of writing. The result of the study revealed that the writing exercises presented in *The Bridge English Competence* for Junior High School students grade VIII published by Yudhistira have already covered the micro and macro skills of writing. However, they just covered five out of six from the micro and macro skills. There is one micro skill and one macro skill that are not covered in the writing exercises. From the 143 total writing tasks are there in the textbook, there are 30 tasks that do not include any of the micro skills or macro skills. Specifically, there are 65 out of 143 tasks that do not includes any of the micro skills, and 79 tasks that do not includes any of the macro skills. The conclusions of the study are, first, there are five out of six of the micro and macro skills of writing that already included in the writing exercises, There are five out of six of the micro and macro skills of writing that have already included in the writing exercises. The micro skill that is not included is produce graphemes and orthographic patterns of English. Meanwhile, the macro skill that is not included is distinguished between literal and implied meanings of writing. Secondly, it can be seen that *The Bridge English Competence* for Junior High School Students Grade VIII published by Yudhistira is less effective to be used in the teaching learning process in order to achieve writing competence. Finally, I suggest that those findings be considered in selecting textbook that will be used in the teaching learning process. A textbook should provide adequate and good writing exercises that contain the micro and macro skills of writing.

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CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, reasons for choosing the topic, statements of the problems, objective of the study, significances of the study, limitation of the study, and the outlines of the study.

1.1 Background of the Study

People use language to communicate with others, as quoted by Ramelan (1992:3) that members of social group need a means of communication, which is called language. Brown (2000:5) defines language as a system of arbitrary conventionalized vocal, written or gestural symbols that enable members of a given community to communicate intelligibly with one another. Basically, we use language to interact with other in our daily life. People can also express his ideas, wishes, thoughts and feelings to other people via language. Thus, it is hard to imagine how people can cooperate and get along with one another without language. The idea will not be accommodated and the message will not be received. Further, Ramelan (1992:3) also states that language is a special characteristic of "homo sapiens", since only human beings speak language, whereas animals don't. From this argument, we can see that language can be used to identify human beings. Thus, language plays an important role in our lives.

There are many languages existing in the world. One of them is English which have become an international language and the most widespread medium of communication both because of the number and geographical areas of its speaker, and because of the large number of non native speakers who use it for part of their international contact. English is also used in the interpersonal trades, tourism, and international affairs. Moreover, nowadays, acquiring fluency in English whether oral or written becomes the crucial requirements demanded by most of companies.

A group of people having the same language will have no problems to communicate as they understand the language well. The communication problems will occur when some different groups of people meet and speak different languages. Ramelan (1995:5) states that the degree of difficulty in learning can be determined by the degree of differences between the two languages. It means that English as a foreign language become a difficult subject to be learned by the second language learners. But through learning a foreign language in a matter of learning its system is one of the ways to overcome those differences.

English is chosen as the first language to be taught in Indonesian schools for the reason that we recognize the important role it plays in the international world. Thus, the government has included English as a compulsory subject from the first year of junior high school up to the level of university. In elementary school, English is also included as a local content subject and it is taught start from the first grade. Even, nowadays there are some kindergartens students which have already given the simple English lesson, such as vocabulary. Apart from the formal education, there are

also many informal education have run English courses. This enables students to improve their English skill and for those who are not given English yet may have a good basic of English.

There are four language skills that students have to achieve in order to be fluent in English. Those skills are: speaking, listening, reading and writing. Writing is considered to be the difficult ones for high school students. Heaton (1975:138) states that writing skill is more complex and difficult to teach, requires mastery not only grammatical and rhetorical devices but also of conceptual and judgment. Writing is not only a matter of expressing ideas in written form but also concern with grammar mastery, vocabulary mastery, knowledge about punctuation and so on.

For students, writing ability can help them to expand and enlarge their world, because actually writing ability is as important as speaking ability in communication. This ability is also an important medium for self-expression and for the discovery of meaning. Therefore, the practice and the study of writing remain a significant part of the school curriculum.

In our latest curriculum, that is Kurikulum Tingkat Satuan Pendidikan (KTSP), we can find several actional competences that should have been taught for the second and the third year students of junior high school, includes writing. In KTSP, students are to learn about some genres in writing, they are: procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking and short functional text. For the SMP students at year VIII, the genre are narrowed down into

the short functional text, descriptive, narrative, recount text. Unfortunately, in teaching writing, most teachers tend to ask their students to write but actually, they don't teach them how to write. Students are asked to write based on the model text, but they are not given the knowledge of punctuation, grammar, cohesion devices, coherent, and so on. In short, most English teachers now are making the students to write without explaining about all those aspects first. Thus, some students may have difficulties in constructing the text well.

In order to make teaching writing successful, we have to consider some factors such as the quality of teacher, students' interest, motivation and also the teaching materials. English teacher should provide the teaching materials including the textbook which is not only appropriate with the curriculum but also provides some writing exercises which can lead the students to the writing competence. This textbook can be used to help teacher in developing the aspects of writing that have been summarized into the micro skills and macro skills of writing suggested by Brown (2004:221).

Realizing the need of textbook in teaching learning process and the importance of selecting and analyzing its content especially on its writing exercises, the writer choose the topic *"Micro and Macro Skills of Writing Found in the Writing Exercises of the Bridge English Competence for SMP Grade VIII Published by Yudhistira"*

1.2 Reason for Choosing the Topic

I have chosen the topic for the following reasons:

Firstly, writing in the second language, in this case English is assumed to be more difficult than it is in the native one. To some extent, the writing disabilities are caused by vocabulary and language function, style, sociolinguistics, grammar especially for joining sentences of the foreign language that are not mastered yet by the students. Considering of that complexity of writing, I think that the writing skill could only be mastered by practicing a lot, so students must be provided with enough good writing activities.

Second, teaching writing is not simply to ask students to write but teach them how to write. They have to know about some aspects needed in writing, such as punctuation, grammar, cohesion devices, coherent, and so on. These aspects sometimes are ignored in the teaching learning process. Since most teachers now are depending on the use of textbook, the textbook itself must able to guide them. It must have writing exercises that have already included the micro and macro skills of writing suggested by Brown. Thus, I want to find out whether *The Bridge English Competence for SMP Grade VIII Published by Yudhistira"* consists of writing exercises that have already included the micro and macro skills of writing.

1.3 Statement of the Problem

I intend to limit the problem under the study on:

(1) What are the micro skills of writing covered in the exercises displayed by the Bridge English Competence for SMP Grade VIII?

(2) What are the macro skills of writing covered in the exercises displayed by the Bridge English Competence for SMP Grade VIII?

1.4 Objectives of the Study

The objective of the study is to describe what micro skill and macro skill are covered in the writing exercises presented in the *"The Bridge English Competence"* for SMP Grade VIII published by Yudhistira.

1.5 Significances of the Study

I hope that the results of this study will be useful and gives contribution to the English teacher as well as English textbook authors. For English teacher, it can be used as a guide in analyzing and selecting a textbook with good writing exercises which have already contained the micro skills and macro skills of writing to achieve writing competence.

For the textbook writers, they will realize that composing a textbook is not easy since they also have to consider the micro skills and macro skills of writing. Both micro skills and macro skills have to be covered on the writing exercises presented on the book which can help the students to achieve the writing competence. Thus, it is hoped that the result of this study can help them in composing good

textbooks. Good and attractive exercises provided by the book will improve students' motivation in writing.

1.6 Limitation of the Study

There are many textbooks which are used in Junior High School. Therefore, in this study, I limit the study on the book entitled the *"The Bridge English Competence"* for SMP Grade VIII. This book consists of materials that cover the four language skills, i.e listening, speaking, reading, and writing. But, in this study, I also limit on the written cycle only since this study is aimed to describe what micro and macro skills of writing that might contained in the writing exercises.

1.7 Outline of the Report

This final project is systematically organized in chapters. Each chapter would discuss different matters as follows:

Chapter one provides the introduction which consists of background of the study, reasons for choosing the topic, statements of the problems, objective of the study, limitation of the study, significances of the study, and the outlines of the study.

Chapter two presents review of related literature. It discuss about the previous studies conducted by previous researches. Next is about theoretical background: writing, genre and textbook. The last is about theoretical framework.

Chapter three is about the method of investigation. It deals with the object of the study, the type of data, method of collecting data, and procedure of analyzing data.

Chapter four presents result of the study.

Chapter five gives the conclusion of the study and also some suggestions made on the basis of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

In carrying this study, a large amount of information and ideas were extremely needed to support the writer's idea. The required information was obtained from many reference textbooks that are related to the subject matter and other resources presenting the report of previous studies and researches on similar topic, the theoretical background and the theoretical framework.

2.1 Review of the Previous Studies

This study is also refers to the earlier studies done by other researchers. There are many studies deal with the material of the textbook that we can find. One of them has been conducted by Dessy Fatmawati Yudhistia (2003) in her thesis entitled *Structures of the Written Texts Found in English on Sky for Junior High School Year 3 Published by Erlangga*. Her final project is aimed to find out the text types provided in the English on Sky and their relevance with KTSP. She analyzed only the written text and grouped them based on their text types' structures. It is found that narrative, procedure and report text have already included on the textbook. Meanwhile, there are also some text types that should not be presented in the textbook according to

KTSP. They are: recount, anecdote, explanation, news item, and analytical exposition.

Different with Yudhistia who analyzed the written text, Kristin (2009) analyzed the writing exercises found in the textbook. Her final project is entitled *An Analysis on Writing Exercises in the English textbook for the Year Seven of Junior High School Students Published by Erlangga*. Her final project is aimed to describe the relevancy of the writing exercises in the textbook to the 2006 curriculum in terms of clear direction, provision of model, and whether they are guided or free writing. Her findings showed that there are 91 exercises, 40% of writing exercises relevant to the 2006 curriculum. 94, 11% of them have clear directions, 52, 94% of them have models, and 76, 47% of them are guided writing.

Those two studies use the existing curriculum as their judgment. Thus, this time, I want to conduct a study on the writing exercises found in the textbook based on the micro skill and macro skill of writing suggested by Douglas Brown.

2.2 Theoretical Background

In this section I would like to talk about three main areas of studies: (1) writing, (2) genre, and (3) textbook.

2.2.1 Writing

We know that writing is one of the four basic skill in learning language, but what is writing actually? Ramelan (1992:9) said that writing is very important as apart of

man's culture because it can be used to preserve thought, ideas and also speech sounds. In addition, Hyland (2004:5) states that writing is a way of getting things done. In other words, we can say that writing conveys our ideas or our experiences into composition that the readers are able to understand what actually we want to say or deliver.

According to Longman Dictionary of contemporary English (2003:1912) writing means the activity of writing books, stories, etc. Meanwhile, Nunan (2003:88) defines writing by a series of contrasts as stated below:

(1) It is both a physical and a mental act. Act is the most basic level; writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an email message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.
(2) Its purpose is both to express and impress. Writers typically serve two masters; themselves, and their own desires to express an idea or feeling, and readers, also called the audience, who need to have ideas expressed in certain ways. Writers must then choose the best form for their writing –a shopping list, notes from a meeting, a scholarly article, a novel, a poetry are only a few of the choices. Each of these types of writing has a different level of complexity, depending on its purpose.
(3) It is both a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing is often cyclical and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience is a product –an essay, letter, story or research report.

Then, it can be concluded that writing is a process of producing language that comes from our thought in a written form. It can be a book, story, and letter, novel and so on. Writing is used to express and explain ideas. It is the representation of language in a textual medium through the use of signs and symbols. We can

communicate with other by writing what we are intended to say. People use writing as a means of recording what people want to store in the form of written language. It is because of our limited remembrance. Besides, people can also bring about money from writing just like what the authors and journalists do. Thus, some people choose to express their feeling or ideas trough writing rather than speak them out.

2.2.1.1 The Purposes of Writing

When we do a certain action, we must be concern about what is the purpose of the action we took. It's just the same with when we write something. It must have certain objective that we have to achieve. Reid (2000:8) says that there are three general purposes of writing, and they can all occur in a single essay, although usually one of the purposes is dominant. Those are:

(1) To explain (educate, inform)

(2) To entertain (amuse, give pleasure)

(3) To persuade (convince, change the reader's mind).

Within each of these general purposes, writers select one or more specific purposes. Some purposes are external to (outside of) the actual writing to fulfill an assignment, to receive a good grade, or to demonstrate knowledge to an instructor.

The writers have to focus on the purpose of their writing since it will affect what language they choose and how they use it. When they have determined their purpose, they know what kind of information they need, how they what to organize and develop that information and why they think it is important.

In short, before we write, we must state the purpose of our writing first. By doing so we can be more focused on what we have certain in the beginning so that we are not going to go further beyond the purpose we have chose. It will also help us in using the appropriate language.

2.2.1.2 Teaching Writing

Writing is considered as a means of communication. But, it is not only simply drawing a range of orthographic symbols; it actually involves a complex process where we have to use certain grammatical rules in organizing facts. It also tends to involve a thinking process from human being, like what have been said by Finnochiaro (1974:86) that writing has been characterized as written thinking. When we write we do not only keep our purpose of writing in our mind, but we also have to think about how to organize them in the composition. Thus, writing is included as a productive skill. Students are charged to product the ability in writing by process of thinking. They must be more encouraged to express their ideas, experience, thought and feeling through their writing.

Most students regard that writing is a difficult subject, especially when relates to writing the second language. According to Dvorak, as cited in Kern (2001:177), both first and second language writing is complexified by the additional of new resources and norms. Learning the structural elements of the language, new rhetorical conventions and perhaps even new uses of writing does not replace, but it is added to what one already knows about writing from one's native language.

Lado (1967:248) states that writing a foreign language and its graphic representation productively in ordinary writing situations. More specifically, he also adds that writing a foreign language is the ability to use the structures, the lexical items, and their conventional representation in ordinary matter of fact writing. Writing is not practiced in isolation; rather, skills are practiced in an interdependent fashion. It means the writing activity includes dictation or note taking; it also will involve a reading comprehension. Because of its complexity, writing must be practiced regularly and done step by step.

Because of the differences between first languages from foreign language, especially English, Indonesian students often find problems in writing using English. It is because writing needs more considerations rather than three other skills because of the different rules in the way of ordering words into understandable sentences. In teaching writing, teacher should give students clear guidelines for how to plan and construct a phrase, a clause, and a sentence correctly and grammatically. Then, students also have to master some learning concepts such as the rule for constructing paragraphs, that are unity and coherent. It conforms to Kreidler's statement (1965:41) that the ultimate aim of writing is to give the students the opportunity to express their own ideas facilely; using the language pattern they have learned.

Process methods can therefore be combined with genre based teaching to ensure that the students develop understanding and control of:

(a) The process of text creation.

(b) The purposes of writing and how to express these in effective ways.

(c) The contexts within which texts are composed and read that give them

meaning.

(Hyland, 2004:21)

Further, Heaton (1974:138) defines four main areas analyzing attempts to group the many and varied skills necessary for writing a good text;

(a) Grammatical skills   : the ability to write correct sentences;

(b) Stylistic skills   : the ability to manipulate sentences and use

language effectively;

(c) Mechanical skills : the ability to use correctly those conventions peculiar

to the written language, e.g. punctuation, spelling, etc;

(d) Judgment skills   : the ability to write in an appropriate manner for a

particular purpose with a particular audience in mind, together with an

ability to select, organize, and order relevant information.

Pardiyono (2006: xi) states that the diagram of writing process is as follow:

Writing

↕

Making a Text

(Text)

(Linguistic Competence)   (Theory of Writing)
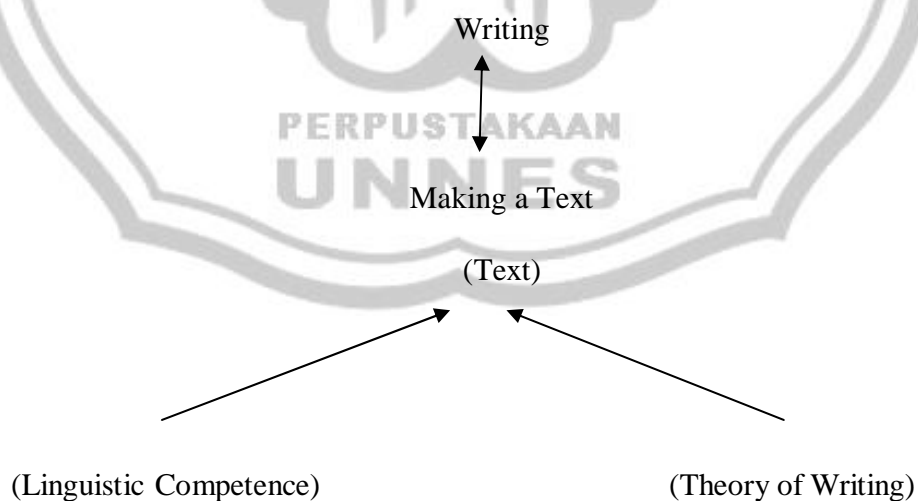
Diagram: The Writing Process

Based on the diagram above, basically writing is an activity of making a text. A text can consist of one sentence or one phrase and can be a unity of sentences that have communicative purpose. In order to guarantee information transferring, ideas or messages fluently, it needs structure and texture mastering of the writer. Mastering of structure is a mastering of language rules and grammar or it is called as linguistic competence. While mastering of texture is a mastering of writing ethics or theory of writing. The theory of how a paragraph is built with: a main idea, a topic sentence, supporting sentences and how to create a text which is cohesive and coherent.

From the description above, it can be concluded that in teaching writing, students must not only asked to write but they also have to learn about some aspects that are essential in writing such as, punctuation, grammar, conjunction, vocabulary and so on. Students have to be trained in such ways so that they are able to push out their hidden ability to express ideas. By doing so, it is possible that they not only stimulate themselves in learning writing but also signal that they have talent to put across ideas into writing in a foreign language as well as in native language. The writing competence cannot be reached at one moment, but it takes a lot of time to do. Thus, students have to practice to write regularly until they can produce a good writing.

2.2.1.3 Components of Writing Skill

Good writing involves more than the ability to write grammatically correct sentences. There are some components of writing that also have to be considered when writing.

According to Richard (2007:21), sentences also need to be cohesive and the whole text needs to be coherent. Thus, students also have to be supplied with the knowledge of cohesiveness and coherence. Gerot and Wignell (1995:170) state that cohesion is the relation between the sentences in a text. Cohesion refers to the resources within language that provide continuity in a text, over and above that provided by clause structure and clause complexes. It is also effected by:

(1) Conjunctions

(2) Punctuations

(3) Dixies

(4) Textual Meaning.

Meanwhile, coherence means the correlation between the text and the surrounding of the text. It is also effected by:

(1) Grammar

(2) Generic structure

(3) Linguistic features

So, there are many aspects that have to be considered in writing since writing is not only to write down an idea into a piece of paper, but it is also about how it would be constructed well and grammatically correct that other people may understand what we are intended.

2.2.1.4 Micro skills and Macro skills of Writing

In writing, there are some aspects that have to be considered. Brown (2004:221) has summarized all those aspects into two main skills; they are the micro skills and macro skills of writing. Later they can be used in teaching writing as well as assessing writing. Those skills are described as follows:

Micro skills:

(1) Produce graphemes and orthographic patterns of English.

(2) Produce writing at an efficient rate of speed to suit the purpose.

(3) Produce an acceptable core of words and use appropriate word order patterns.

(4) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.

(5) Express a particular meaning in different grammatical forms.

(6) Use cohesive devices in written discourse.

Macro skills:

(7) Use the rhetorical forms and conventions of written discourse.

(8) Appropriately accomplish the communicative functions of written texts according to form and purpose.

(9) Convey links and connections between events, and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

(10) Distinguish between literal and implied meanings of writing.

(11) Correctly convey culturally specific references in the context of the written text.

(12) Develop and use a battery of writing strategies, such as accurately assessing audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

In conclusion, we can say that the earlier micro skills apply more appropriately to imitative and intensive types of writing performance in which they tend to describe about the mechanical of writing and at the level of word, such as cohesive devices, past verb, etc. On the other hand, the macro skill covered wider areas of writing, such as the form and the communicative purpose of a written text, main idea and supporting idea, the literal and implied meaning writing, etc. thus, it is not only about a word but it is about the whole written text.

2.2.1.5 Types of Writing Performance

Teaching writing to students is not an easy job, especially in writing second language. They have different structure pattern with our language. Thus, there are several types of writing performance that can be used to help students in writing. According to Brown (2004:220), there are four categories of written performance as follow:

(1) Imitative

In imitative performance, the learners must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences.

This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing.

(2) Intensive (controlled)

In intensive performance, the learners have to attain skills in producing appropriate vocabulary within a context, collocations, and idioms, and correct grammatical features up to the length.

(3) Responsive

Learners are to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Under specified conditions, the learner begins to exercise some freedom of choices among alternatives forms of expressions or ideas.

(4) Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis.

Meanwhile, according to Richard (2007:21) the sequence of activities in a writing lesson typically involved:

(1) Familiarization

In familiarization, the learners study grammar and vocabulary, usually through a text.

(2) Controlled Writing

In controlled writing, the learners manipulate fixed patterns, often from substitution tables. It seeks to prevent errors and develop correct writing habits.

(3) Guided writing

In guided writing, the learners imitate model texts. It helps them feel certain that they are doing the right thing. It is because they follow instruction and change or complete sentences. The students are instructed to write certain sentences into organized simple paragraph based on certain clues or guidelines.

(4) Free writing

In free writing, the learners use the patterns the have developed to write a letter, paragraph, etc. They 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.

In short, there are many writing performance that can be applied in teaching writing and they can be given step by step. Those all will help students to improve their writing skill.

2.2.2 Genre

Our latest curriculum, KTSP demand Junior High School students to learn about genre or text types. Thus, the teaching writing in class must also genre-based. Hyland (2004: 4), states that genre is a term for grouping texts together, representing how

writers typically use language to respond to recurring situations. For many people, it is intuitively attractive concept that helps to organize the common sense labels they use to categorize texts and the situations in which they occur. The concept of genre is based on the idea that members of community usually have little difficulty in recognizing similarities in the texts they use frequently and are able to draw on their repeated experiences with such texts to read, understand and perhaps write them relatively easily.

According to Hartono (2005:5) genre is used to refer to particular text type, not the traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes, also the level of context dealing with social purpose.

2.2.2.1 Genre-Based Writing Teaching

Genre-based writing teaching is concerned with what learners do when they write. Genre adherents argue that people do not just write, they write something to achieve some purposes. Thus people must follow certain social conventions for organizing messages, and these conventions can be described and taught. For writing teachers, therefore, genre is a useful concept because it pulls together language, content, and context, offering teachers a means of presenting students with explicit and systematic explanations of the ways writing works to communicate. So, this concept of teaching guides language learners to the ways they can most effectively achieve their purposes by the systematically relating language to context.
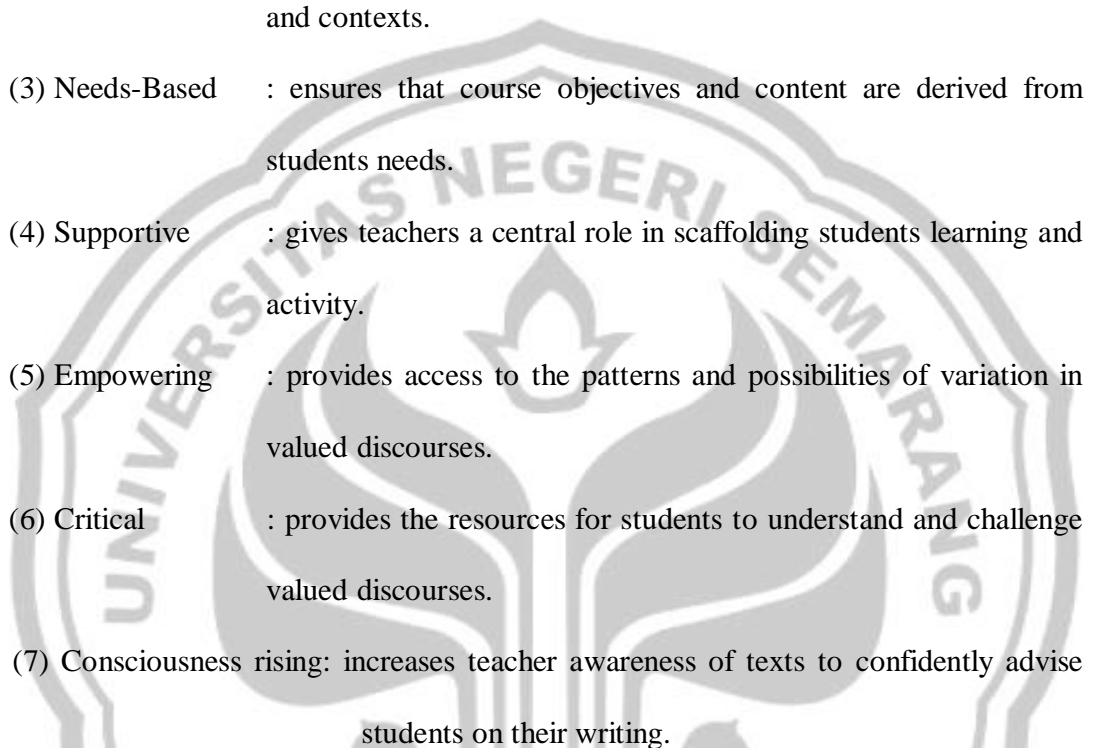
According to Hyland (2004: 25), context is not just the background against which writing takes place; it is co-constructed by the writer and reader to anticipating each other's responses and needs. It is also as the co-constructing meaning through discourse. The choice of grammar, vocabulary, content and organization, therefore, depend on the situations in which we are writing. there are also a wide variety of practices relevant to and appropriate for particular times, places, participants, and group membership. These are very useful for the students because they need to know how text is organized and how to use the lexicogramatical patterns to make a well-form and effective text.

Writing in a particular genre tends to lead to the use of certain kinds of text constructions (Harmer, 2007:27). All text can be analyzed in terms of its construction. It means that all genres and sub genres have relatively strict formulae governing their construction. So each genre has different social functions, schematic structure, and language features.

In short, students who are writing within a certain genre need to consider a number of different factors. They need to have knowledge of the topic, the conventions and style of the genre, and the context in which their writing will be read and by whom.

2.2.2.2 The Advantages of Genre-Based Writing

There are many advantages that we can get by teaching genre-based writing. Hyland (2004: 10-11) states that a number of advantages are often given for the use of genre-based writing instruction. The main advantages can be summarized as follows

(1) Explicit   : makes clear what is to be learned to facilitate the acquisition of writing skills.

(2) Systematic   : provides a coherent framework for focusing on both language and contexts.

(3) Needs-Based : ensures that course objectives and content are derived from students needs.

(4) Supportive   : gives teachers a central role in scaffolding students learning and activity.

(5) Empowering : provides access to the patterns and possibilities of variation in valued discourses.

(6) Critical   : provides the resources for students to understand and challenge valued discourses.

(7) Consciousness rising: increases teacher awareness of texts to confidently advise students on their writing.

At last, I can conclude that by teaching genre-based writing can give some benefits to students as well as teacher. Further, they can define and produce text based on their needs, their intention, and their purpose which also appropriate with the context in which they are producing the text, whether it is oral or written text.

2.2.3 Textbook

There are many visual aids that can be used by teacher in the teaching learning process, such as: magazines, newspapers, journals, internet, etc. Nevertheless, textbook remain major recourses in school and college since it has many advantages.

2.2.3.1 Definition of Textbook

Many experts have their own opinion in defining textbook. Brown et al (1983:893) states that books are portable; they remain fairly economical to buy and maintain. They often contain great visualization of concepts and information with accompanying verbal elaboration and explanation.

The term textbook has several meanings. Longman Dictionary of contemporary English (2003:1714) defines textbook as a book that contains information about a subject that people study, especially at school or college. In addition, the Encyclopedia Americana volume 26 (1998:563) also defines textbook as a book that presents a body of knowledge in an organized and usually simplified manner for purposes of learning.

Deighton (1971:214) points out that the term textbook refers to the materials which are employed by school or college students as standard works on a particular skill or subject. They are designed for classroom use with appropriate vocabulary items, text types, illustrations, students' exercises and teacher aids.

Before deciding to use a textbook for classroom teaching, teachers should examine whether it is a good textbook or not. Tarigan (1986:22-23) states that a qualified textbook must have some criteria, as follows:

(1) It arouses students' interest.

(2) It is able to give motivation to students.
(3) It consists of illustrations that attract students.
(4) It considers about linguistics aspects.
(5) The content of the book should be closely related to other subject.
(6) A textbook has to be able to stimulate students' personal activities.
(7) It should avoid unclear concept, so students who use it won't be confused.
(8) It has to have point of view.
(9) Textbook must give stress to children and adult value.
(10) A textbook has to appreciate the differences of students' personality.

From the definitions above, we cannot deny that text book is a very important both for teachers and students. Textbook is frequently the most important teaching tool because it can determine not only what will be taught (the materials) but also how it will be taught (the instructions). However, we cannot depend on the textbook only since there are also many sources that can be used to help the teaching learning activity, as mentioned before. We must also choose the textbook carefully since not all the textbooks have good learning activities; even sometimes the content is not relevant with the curriculum that the real objectives or competence will not be achieved.

2.2.3.2 The Functions of Textbook

Textbook plays an important role in the teaching learning process both for students and teacher. As have been mentioned before, textbooks are probably the most important media for teachers in teaching their students. It will be very helpful for teacher if they use the textbook in the teaching learning process since they can refer to it when they have to explain the materials being given. Meanwhile, students can also learn a lot of things from the textbook. It helps them to understand the teacher explanation.

According to Brown et.al (1983:84) textbook has many functions as described below:

(1) Individualization of Instruction.

Textbook helps to individualize instruction by enabling students to proceed at their own rate and to a limited extent, according to what they are interested in studying.

(2) Organization of Instruction

Textbook helps to organize instruction by providing common reading experiences, suggested activities, recommended reading, and questions.

(3) Tutorial Contribution

Teachers often maintain that textbooks help students to learn how to read better, to study, to weigh evidences to solve the problems.

(4) Improvement of Teaching

Textbooks are also regarded as helpful in improving teachers, editions, and manual.

Greene and Petty in Sundjojo (1991:6), also explain some function of textbook as follows:

(1) To express a taught and modern view of lessons and also demonstrate its application in the teaching materials.

(1) To present a various, readable subject matter, this is suitable with the suitable with students' needs and interest, as source of the learning programs to make

a real condition just like in the students' real life.

(2) To provide an arranged, gradual source in the expressional skills of communication.

(3) To present together with the supplementary books.

(4) To provide an evaluation and remedial teaching program suitable and useful for both teacher and students.

(5) To present exercises and practical tasks.

Once again we come into conclusion that a textbook is a very important tool in the teaching learning process. Even, the content of it may also influence the success of the teaching learning process itself. Thus, it can be said that a good text book must provides not only materials but also good exercises, which of course relevant with the existing curriculum. In other words, a good textbook is the textbook that gives much more opportunities for students to master some skills by means of doing the exercises in order to gain certain competence, in this case is writing competence.

2.3 Theoretical Framework

Referring to the explanation above, it can be seen that textbook is one of the important media in the teaching learning process. Teacher mostly depends on the use of textbook in class. Thus, the textbook itself must not only covers the four language

skills i.e. listening, speaking, reading and writing but they are must have been equipped with good exercises for each of the skills.

Writing is considered to be the most difficult among other skills. To achieve writing competence, students should practice a lot. Therefore, a textbook should able to facilitate this students' need by displaying a good writing exercises. Besides, it also has to include the micro and macro skills of writing.

CHAPTER III

METHOD OF INVESTIGATION

The main purpose of this study is to analyze the learning activities, especially in the writing field, presented by *The Bridge English Competence* for Grade VIII written by Kistono, et. all and published by Yudhistira. The analysis was conducted to describe what micro skills and macro skills of writing that have already covered in the book. Both micro and macro skills are considered as the essential points that have to be fulfilled in the teaching learning activities in order to achieve the writing competence.

This chapter is divided into five points: research design, sources of data, method of collecting data, and procedure to analyze the data.

Hopefully this type of analysis will give the inspiration to the readers especially teachers as well as the textbook writers to know how they can give and display good learning activities to the students.

3.1 Research Design

To find out the answer of the problem of the study, qualitative research was used. According to Devy (1997:76):

> Qualitative research studies are designed to obtain information concerning the current status of phenomena. They are directed toward determining the nature of situation, as it exists at the time of the study. There is no administration or control of a treatment as it is found in experimental testing. The aim is to describe 'what exist' with respect to variables or conditions or situation.

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In other words, the administration is not testing a hypothesis, but seeking information to assist in decision making.

Qualitative research presents the data and research in the form of qualitative description. Analysis of this type is done with words to describe conclusions, so the qualitative study obtains the descriptive data either spoken or written.

3.2 Sources of Data

The data that I used in this study are the writing exercises which are taken from an English textbook entitled *The Bridge English Competence* for grade VIII written by Kistono, et.all and published by Yudhistira, 2007.

I also use the micro skills and macro skills which are suggested by Douglas Brown as an essential criterion in which we have to be referred to in analyzing the writing exercises itself.

3.3 Role of The Researcher

In the study, I have the following roles:

(1) The data observer

In this study, I have a role as an observer. I observed the data by obeserving all the writing exercises in the English textbook *The Bridge English Competence* for grade VIII written by Kistono, et.all published by Yudhistira, 2007.

(2) The data collector

As a data collector, I collected the data required for the study.

(3) The data analyzer

I also became an analyst of the collected data. I analyzed the data to get the answer of the problems.

(4) The data reporter

As a reporter, I reported the result of the data analysis.

3.4 Method of Collecting Data

Arikunto (1996:150) says that there are five methods in collecting the data. They are questionnaire, interview, observation, test, and documentation methods. In this study, I only used two out of five methods. They are observation and documentation.

The documents consisted of the writing exercises are there in the English textbook *The Bridge English Competence* for grade VIII, and also the micro skills and macro skills which are suggested by Douglas Brown.

In collecting the data, I have conducted the following steps:

(1) I tried to get the textbook by borrowing it from the Junior High School.

(2) I read the micro skills and macro skills of writing suggested by Douglas Brown and its explanation from his book.

(3) I selected only the writing exercises especially in the writing section which are found in the textbook.

(4) I analyzed the writing exercises found in the textbook whether they have already covered all of the micro skills and macro skills of writing.

3.5 Procedure of Analyzing Data

Further, according to Mc. Millan (1984:414), a qualitative analysis is a systematic process of selecting, categorizing, comparing, synthesizing and interpreting to provide explanations of the single phenomenon of interest. Based on the statement above, I only took four steps in doing the analysis. Those are:

(1) Selecting the data.

I selected all the activities in the writing cycle that are presented in the book. Each chapter in this book has its own writing cycle so it eased me in selecting them.

(2) Comparing the data

I compared all the writing exercises with several competences demanded in Douglas' micro skills and macro skills to find out whether they have already covered all of them.

(3) Categorizing

In this study, I categorized the writing activities found in the book according to what micro skills or macro skills that they have. To make it easy, I prepared tables as follow and I gave check (v) on the column (number of micro skill or macro skill) to indicate what micro skill or macro skill covered by each exercises. I divided the table

into two main tables. The first table is focusing on the micro skills while the second table is focusing on the macro skills of writing. The tables are as follows:

Table 1: Micro Skills Presented on the Writing Exercises in *The Bridge English Competence*, an English textbook for Junior High School students grade VIII published by Yudhistira

No	Exercise	Page	Genre	Micro skill					
				1	2	3	4	5	6

The numbers stated in the micro skill column represent the micro skill in the order as follows:

(1) Produce graphemes and orthographic patterns of English.

(2) Produce writing at an efficient rate of speed to suit the purpose.

(3) Produce an acceptable core of words and use appropriate word order patterns.

(4) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.

(5) Express a particular meaning in different grammatical forms.

(6) Use cohesive devices in written discourse.

Table 2: Macro Skills Presented on the Writing Exercises in *The Bridge English Competence,* an English textbook for Junior High School students grade VIII published by Yudhistira

No	Exercise	Page	Genre	Macro Skill					
				7	8	9	10	11	12

The numbers stated in the macro skill column represent the macro skills in the order as follows:

(7) Use the rhetorical forms and conventions of written discourse.

(8) Appropriately accomplish the communicative functions of written texts according to form and purpose.

(9) Convey links and connections between events, and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

(10) Distinguish between literal and implied meanings of writing.

(11) Correctly convey culturally specific references in the context of the written text.

(12) Develop and use a battery of writing strategies, such as accurately assessing audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

(4) Interpreting

Finally, in this last step, I analyzed whether or not all of the micro skills and macro skills are already covered in the writing exercises presented in the book. From this activity, I could find out whether or not the book is effective to teach writing in order to achieve writing competence.

CHAPTER IV

RESULTS OF INVESTIGATION

This chapter presents the analysis of writing exersises found in the English textbook *"The Bridge English Competence"* for Junior High School students grade VIII, which is written by Kistono et all, and published by Yudhistira. The analysis is divided into two main sections. First is the analysis on what micro skills and macro skills of writing are presented in the writing exercises, second is the explanation, evidence or reason of why certain exercises were included in certain micro skill or macro skill of writing.

4.1 The Analysis of the Writing Exercises

Each chapter in this book covers all the four language skills; they are listening, speaking, reading, and writing in which they are put in two main sections. They are: oral cycle, which includes listening and speaking skill; written cycle, which includes reading and writing skill.

In this study, I analyzed the written cycle only which is consists of writing skill and also reading skill. Each chapter in this book has two written cycles. I analyzed the writing exercises are there in each written cycle based on the micro-skills and macro-skills of writing suggested by Brown. Further, the analysis was conducted in two sections. The first one was analyzing what micro skills are presented in the writing

exercises and the second one was analyzing the macro skills that might also contained.

4.1.1 Micro Skills Presented in the Writing Exercises

From the analysis, it can be found that there are totally 143 tasks in the written cycle. Not all of the micro skills of writing are covered in the exercises. Five out of six from the micro skills have been included. Specifically, there are: (1) 23 tasks has included the micro skill of producing writing at an efficient rate of speed to suit the purpose; (2) 35 tasks of Produce an acceptable core of words and use appropriate word order patterns; (3) 27 tasks of use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules; (4) 3 tasks of express a particular meaning in different grammatical forms; and only (5) 2 tasks indicate the micro skill of using cohesive devices in written discourse. Meanwhile, there is none of the exercises indicating the micro skill of producing graphemes and orthographic patterns of English.

If we calculate this finding, we can see that totally there are 65 out of 143 from the writing tasks that do not include any of the micro skills. (See the table 1 in the appendix on page 66).

4.1.2 Macro Skills Presented in the Writing Exercises

As well as the earlier analysis on the micro skills of writing, the result of the analysis on macro skills of writing shows that not all of the macro skills are included in writing exercises found in the book. There are five out of six macro skills that have already covered in the exercises. Specifically, there are: (1) 29 tasks that have already

include the macro skill of using the rhetorical forms and conventions of written discourse; (2) 39 tasks of appropriately accomplish the communicative functions of written texts according to form and purpose; (3) 16 tasks of convey links and connections between events, and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification; (4) 1 task of correctly convey culturally specific references in the context of the written text.; and (5) 11 tasks of develop and use a battery of writing strategies, such as accurately assessing audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing. Meanwhile, the macro skill of distinguishing between literal and implied meanings of writing is not covered by the book.

If we calculate this finding, we can see that totally there are 79 out of 143 from the writing tasks that do not include any of the macro skills. (See the table 2 in the appendix on page 73).

These findings shows that *Bridge English Competence,* an English textbook for Junior High School students grade VIII published by Yudhistira is already enriched with the writing exercises which cover the micro skills and macro skills of writing suggested by Brown. There are five of micro skills and five of the macro skills have been already included in the exercises. Each exercise can bring about one or more micro skills and macro skills, but there are also some exercises that don't cover them at all.

4.2 The Details of the Micro skills and Macro skills of Writing Found in the Textbook

Based on the analysis, it can be seen that not all of the micro skills and macro skills of writing have been fulfilled by the book. The details of them can be seen below along with its reasons and evidences.

4.2.1 The Micro Skills of Writing

There are six micro skills of writing suggested by Brown. Meanwhile, there are five out of six micro skills that have already covered by the exercises in the written cycle. They are described as follow:

(1)   Produce writing at an efficient rate of speed to suit the purpose.

This micro skill can be seen in: Chapter 1 (task 11, 12 page 10) and (task 6, 7 page 18); Chapter 2 (task 11, 12, 13 page 28) and (task 11, 12 page 36); Chapter 3 (task 13, 14 page 48) and (task 12, 13 page 56); Chapter 4 (task 15 page 76) and (task 10, 11 page 82); Chapter 5 (task 10, 11 page 91) and (task 13 page 104); Chapter 6 (task 9 page 124).

This micro skill enable students to write properly based on the given time. In these tasks, students are to write based on the genre that is discussed in each chapter. There is no obvious direction of the time given in doing the writing, but teacher can still elaborate it by giving time limitation for students to do the writing. By the end of the time, students should stop writing. From this activity, teacher can see the

students' ability in writing from the point of view its speed and also its content, whether it is already suit the purpose of writing or not.

For example, we can see in chapter 1 (task 11, page 10). The direction given is "*Write a description of one of your classmates by discussing it with your partner. Then show it to the class to give comments*". In this activity, obviously there is no time limitation stated. But in the applied teaching learning process in class, teacher can give the time limitation orally.

(2)   Produce an acceptable core of words and use appropriate word order patterns.
This micro skill can be seen in:

a.   Chapter 1 (task 4 page 7); Chapter 2 (task 2 page 24); Chapter 4 (task 1 page 79).

In these tasks, students are to make a list of plan for holiday using future tense form, to make a list of the things they should bring with when they will go travelling, to make a list of what they have to do in order to be successful. This enables students to enrich their vocabulary. Besides, it can also improve their ability in producing sequence of words in the correct order pattern.

For example, we can see in chapter 1 (task 4 page 7). The direction given is: "*Do you have a plan for your coming holiday? What is it? Make a list of your plan in your notebook. Use the Future Tense!*" In this activity, students are asked to make some sentence using simple future tense. In making sentences, basically students are first to make some words and then arrange them into the correct order pattern.

b.   Chapter 1 (task 1 page 14); Chapter 2 (task 1 page 24) and (task 1 page 32); Chapter 3 (task 1 page 52); Chapter 5 (task 2 page 88); Chapter 6 (task 3 page 111-112).

In these tasks, mostly students are to match the picture with the words provided in the box. This can help the students to enrich their vocabulary. Meanwhile in Chapter 3 (task 1 page 52), the direction given is: *"Identify the foods below into healthy and unhealthy foods!"* In this task, students are to name the foods correctly based on the pictures given and categorize them into healthy foods and unhealthy foods.

Whereas, in chapter 6 (task 3 page 111-112), the direction given is: *"Complete the paragraph by replacing the pictures with the words!"* In this task, students are to replace the pictures are there in the paragraph with its name, in other words, they have to change the visual form to the written form. All in all, the presence of pictures itself can be used as a visualization of the vocabulary itself.

c.   Chapter 1 (task 5 page 18); Chapter 2 (task 6 page 26); Chapter 3 (task 8 page 45-46); Chapter 4 (task 3 page 71); Chapter 5 (task 9 page 91) and (task 1 page 97); Chapter 6 (task 3 page 121).

In these tasks, students are to filling the missing words whether in a sentence or in the whole paragraph. They have to fill it with the appropriate and acceptable core of words, whether the words option are provided or not. This kind of task will

sharpen students' mastery in vocabulary. They also have to fit their words with the words or sentences before so that it will make sense.

For example, we can see in chapter 1 (task 5 page 18). The direction given is: *"Patricia writes a letter to her pen pal, Anisa, but some of the words are missing. Complete it using your own words!"* In this activity, students are asked to fill in the blanks found in Patricia's letter using their own words. There is no words option given. Students must relate their words to the content of the letter itself.

d.   Chapter 2 (task 8 page 27), (task 5 page 34) and (task 9 page 35); Chapter 3 (task 2 page 52); Chapter 4 (task 4 page 80) and (task 7 page 82); Chapter 5 (task 6 page 90) and (task 7 page 90); Chapter 6 (task 6 page 113); Chapter 6 (task 5 page 121).

In these activities, students are to make sentences using certain words. By practicing to make sentence a lot can build students' sensitivity in arranging word order pattern. Besides, in making sentences they need to call out the vocabulary they have, so it will also help them in sharpening their vocabulary mastery.

For example, we can see in chapter 2 (task 9 page 35). The direction given is: *"Make five sentences using modal verbs!"* In this task, students are asked to make sentences using the modal verbs they have learned before. Meanwhile, in chapter 5 (task 6 page 90), the direction given is: *"Finish the sentences using your own words!"* This direction clearly asks students to finish the sentences using their own words. Students have to call out their vocabulary and applied them to the sentence in the correct order pattern.

e.   Chapter 2 (task 4 page 33); Chapter 5 (task 8 page 101); Chapter 6 (task 1 page 111) and (task 3 page 111).

In these tasks, students are to find the synonym and antonym of the words given. These kinds of activities enable students to enrich their vocabulary. They can change or substitute a word with other words in similar meaning or say it in the opposite.

For example, we can see in chapter 2 (task 4 page 33). The direction given is: *"Find the synonym of the following words in the text!"* In this activity, clearly students are asked to find the synonym of the words given. The synonyms are actually can be found in the text in the previous task.

f.   Chapter 3 (task 1 page 43); Chapter 4 (task 2 page 71); Chapter 6 (task 13 page 116) and (task 1 page 120).

In these tasks, students are to find words related to a certain theme. In chapter 3 (task 1 page 43) and chapter 6 (task 13 page 116), students are to fill the box in the crossword puzzle according to the question given. The question itself deals with a certain theme that is health and weather. Meanwhile in chapter 4 (task 3 page 71), students are to find words related to computer and so in chapter 6 (task 1 page 120), students must name words related to rain. With these kinds of activity, students can enrich their vocabulary.

(3)   Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules. This micro skill can be seen in:

a.   Chapter 1 (task 1 and 2 page 6).

In these two activities, students are to figure out the pattern of simple future tense whether in the affirmative, negative and interrogative form by observing the sentences. This kind of activities can help students to build their sensitivity in English grammar, especially in tenses. By figure out the patterns themselves, it will ease them in making similar sentences correctly with the patterns as their guide.

b.   Chapter 1 (task 3 page 7) and (task 6 page 8); Chapter 2 (task 6 and 7 page 26) and (task 8 page 35); Chapter 3 (task 6 page 45) and (task 8 page 55); Chapter 5 (task 4 page 98-99); Chapter 6 (task 5 page 112-113).

In these tasks, students are to change the verbs are there in the brackets with the appropriate verb form according to the tense used or to fill in the blank spaces in the sentences with the correct words. For example in chapter 1 (task 3 page 7), the direction given is: *"Decide which form of future tenses is more appropriate for each of the sentences below!"* In this task, students are to complete the sentences using the most appropriate form of future tense, *be going to* or *will*. Meanwhile, in chapter 2 (task 7 page 26), the direction given is: *"Answer the questions using the appropriate adverbs of manner!"* Here, clearly students are asked to answer the question using the appropriate adverbs of manner they've already learned before. These kinds of activities can help the students to learn the application of certain tense in the sentence.

c.   Chapter 1 (task 4 page 7); Chapter 2 (task 8 page 27), (task 5 page 34) and (task 9 page 35); Chapter 4 (task 8 page 73), (task 4 page 80), (task 5 page 81), (task

6 and 7 page 82); Chapter 5 (task 6 and 7 page 90) and (task 5 page 99-100); Chapter 6 (task 6 page 113).

In these tasks, students are to make a list, to make sentences or to complete dialogue using certain tenses and other grammatical rules and patterns. By making sentences, students have more portion of participation in making meaning of the sentences they've made according to the tense that is used. It's different when they just fill in the blank spaces with the correct word's form. From this activity, we can see whether they have understood the use of tenses or not. So, they do not only know the pattern but also they can apply it in the sentence appropriately.

For example, we can see in chapter 5 (task 5 page 99-100). The direction given is: *"Look at the pictures. Complete the conversations next to each picture using simple past tense!"* In this task, students are asked to answer some questions using simple past tense. This kind of question-response activity can help students to build their sensitivity in English grammar.

d.   Chapter 1 (task 5 page 7); Chapter 2 (task 4 page 25); Chapter 3 (task 10 page 56); Chapter 4 (task 2 page 79); Chapter 5 (task 4 page 89); Chapter 6 (task 4 page 112).

In these tasks, students are given some sentences. Then, they are asked to find out the grammatical pattern or rules that are used in those sentences. This kind of activity enables students to build up their sensitivity. Besides, it can also be used to check their understanding on certain tense, grammatical rules and patterns.

For example, we can see in chapter 6 (task 4 page 112). The direction given is: *"Study these examples!"* This brief direction clearly states that students are to read and study the conversation given. From this conversation, they can figure out what tenses it used and how it is applied in the sentences.

e.   Chapter 2 (task 5 page 26); Chapter 4 (task 7 page 73); Chapter 6 (task 4 page 121).

In chapter 2 task 5 page 26, students are to students are to make the adverbs from the adjectives given and then try to find out their meaning from the dictionary. Meanwhile, in chapter 4: task 7 page 73, students are asked to complete the table of verbs by changing them into the correct present, past and past participle verbs form. Then, in chapter 6: task 4 page 121, students are asked to change noun into its adjective from. These activities can help students in mastering the words formation.

f.   Chapter 4 (task 3 page 79-80); Chapter 5 (task 5 page 89-90).

In these two activities, students are asked to combine two pictures and two sentences given with the correct conjunctions. This will help students in mastering the use of conjunctions. For example in chapter 4 (task 3 page 79-80), the direction given is: *"Look at the pictures and write sentences using "also". Number one has been done for you."* Here, students are asked to combine the sentences using the conjunction "also". Their sentences must be related to the pair of picture given.

(4)   Express a particular meaning in different grammatical forms.

This micro skill can be seen in: Chapter 2 (task 5 page 26); Chapter 4 (task 7 page 73); Chapter 6 (task 4 page 121). In chapter 2 task 5 page 26, students are to

students are to make the adverbs form from the adjectives given and then try to find out their meaning from the dictionary. Meanwhile, in chapter 4: task 7 page 73, students are asked to complete the table of verbs by changing them into the correct present, past and past participle verbs form. Then, in chapter 6: task 4 page 121, students are asked to change noun into its adjective from. These activities can help students in mastering the words formation. From this, they can figure out that different parts of speech, different meaning; different verb form or tenses, different meaning also.

(5)   Use cohesive devices in written discourse.

This micro skill can be seen in: Chapter 4 (task 3 page 79-80); Chapter 5 (task 5 page 89-90). In these two activities, students are asked to combine two pictures and two sentences given with the correct conjunctions. This will help students in mastering the use of conjunctions.

4.2.2 The Macro Skills of Writing

There are six macro skills of writing suggested by Brown. Meanwhile, there are five out of six macro skills that have already covered by the exercises in the written cycle. They are described as follow:

(1) Use the rhetorical forms and convention of written discourse.

This macro skill can be seen in: Chapter 1 (task 11 and 12 page 10), (task 6 and 7 page 18); Chapter 2 (task 8 page 27), (task 12 and 13 page 28), (task 9 page 35), (task 11 and 12 page 36); Chapter 3 (task 9 page 46-47), (task 13 and 14 page 48), (task 2 page 52), (task 12 and 13 page 56); Chapter 4 (task 15 page 76), (task 4 page

80), (task 6, 7, 10, 11 page 82); Chapter 5 (task 7 page 90), (task 10 and 11 page 91), (task 13 page 104); Chapter 6 (task 6 page 113), (task 5 page 121), (task 9 page 124).

In these activities, students are to write a sentence or a text based on certain genre. These activities are done in a group or individually. In activity of chapter 2 task 9 page 46-47, students are asked to match the pictures with the steps that have already given. Then, they are asked to rewrite them into the correct order. Meanwhile, in the activity of chapter 4 task 6 page 82, students are to rewrite the sentences in the previous task, but this time they change *'because'* into *'because of'*. When students are asked to write or rewrite, it means that they have to consider the convention of written discourse, such as punctuation, capitalization, indentation, etc. These aspects sometimes are ignored by students.

(2) Appropriately accomplish the communicative functions of written text according to form and purpose. This macro skill can be seen in:

a. Chapter 1 (task 9 page 9), (task 2 page 15); Chapter 2 (task 9 page 27-28), (task 10 page 36); Chapter 3 (task 10 page 48); Chapter 4 (task 11 page 75); Chapter 5 (task 8 page 90) and (task 6 page 100).

In this activity, students are given the model of a text of certain genre along with its explanation about the social function, generic structure and language features. By giving a text as a model, will ease students in understanding the genre of the text itself so that they can differentiate one genre with the other.

For example, we can see in chapter 1 (task 9 page 9). The direction given is: *"Here are some more examples of descriptive texts. Study them intentionally!"* In

this task, students are given the models of descriptive text. These texts have already completed with the explanation of the generic structures, language features, and also its social function.

b. Chapter 1 (task 10 page 9-10), (task 3 page 15-17); Chapter 2 (task 10 page 28), Chapter 3 (task 11 page 56); Chapter 4 (task 13 and 14 page 76), and (task 9 page 82); Chapter 5 (task 12 page 103); Chapter 6 (task 10 page 114-115), (task 12 page 115-116), and (task 7 page 123).

In these tasks, students are given a text of certain genre and they are asked to find and identify the generic structure of the text. This activity will test the students' understanding on certain text type. For example, we can see in chapter 3 (task 11 page 56). The direction given is: *"With your partner, identify the generic structure of the two texts above!"* It is clear that students are to identify the texts given based on the generic structure.

c. Chapter 1 (task 11 and 12 page 10), (task 6 and 7 page 18); Chapter 2 (task 11, 12, and 13 page 28), (task 11 and 12 page 36); Chapter 3 (task 13 and 14 page 48), (task 12 and 13 page 56); Chapter 4 (task 15 page 76), (task 10 and 11 page 82); Chapter 5 (task 10 and 11 page 91), (task 13 page 104); Chapter 6 (task 9 page 124).

In these activities, students are asked to write a text properly according to its generic structure, language features and also fulfill its social function. For example, we can see in chapter 1 (task 11 page 10). The direction is: *"Write a descriptive text of one of your classmates by discussing it with your partner. Then, show it to the*

class to give comments!" Here, students are works in pair to make a descriptive text of one friend. Their writing must follow the generic structure and language features that are used. Their writing must also suit to the social function of a descriptive text.

(3) Convey links and connections between events, and communicate such relation as main idea, supporting idea, new information, given information, generalization and exemplification. This macro skill can be seen in:

a.   Chapter 1 (task 8 page 9), (task 4 page 17); Chapter 2 (task 3 page 33); Chapter 3 (task 6 page 53-54); Chapter 4 (task 5 page 71-72), (task 9 page 74); Chapter 5 (task 3 page 89), (task 7 page 101), (task 10 page 102) and (task 11 page 102-103); Chapter 6 (task 8 page 114), (task 11 page 115), and (task 6 page 122-123).

In these activities, students are asked to answer some questions based on the text. Before they answer the questions, they must read the text first. By reading, they can get the relation between one event with the other, between one main idea and the other, etc. for example, we can see in chapter 6 (task 8 page 114). The direction given is: *"Answer the questions below based on the text above. You may discuss with your friend."* In this task, students are asked to answer the questions based on the text given in the previous task.

b.   Chapter 3 (task 9 page 46-47); Chapter 4 (task 13 page 76).

In these activities, students are to arrange the jumbled sentences or paragraph into a correct-ordered paragraph or a whole text. In order to arrange it into the correct order, students must comprehend the ideas, information and events are there

in each sentences or paragraph, so that they can decide which one comes first. In chapter 3 (task 9 page 46-47), the direction is: *"Match the pictures with the steps by writing the sentences in the provided place!"* In this task, students are given some pictures and some sentences. Their job is to match the pictures with the sentences. Then, they have to arrange it in the correct order.

Whereas in chapter 4 (task 13 page 76), the direction is: *"Work in a small group. Arrange the jumbled paragraphs below into a good recount text!"* In this task, students are to work in group to arrange the jumbled paragraph in the correct order.

c.   Chapter 4 (task 12 page 75).

Direction: *In what paragraph do you find these ideas?* In this activity, students are given some ideas taken from the text. Then, they are asked to find in which paragraph are the ideas stated by writing the number next to the ideas.

(4)   Correctly convey culturally specific references in the context of the written text.

This macro skill can be seen in: chapter 3 (task 5 page 44), direction: *"Find the epidemic diseases which in Bahasa Indonesia mean:"* In this activity, students are given some name of diseases in Indonesia then they have to find the English name of each of those diseases. Through this activity, students can convey specific reference, in this case is the name of some epidemic diseases, culturally in the context of written discourse. This macro skill can also be realized by making some foot notes to describe things of the source language since we can not find a word that is suit to it in the target language.

(5) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing. This macro skill can be seen in:

a. Chapter 1 (task 11 page 10); Chapter 2 (task 11 page 36); Chapter 3 (task 13 page 48), (task 12 page 56); Chapter 4 (task 15 page 76); Chapter 5 (task 10 page 91).

In these activities, students are asked to write a text by discussing it with their partner or work in a group. Through discussion, students can give and take their opinion. They can solicit feedback and comment with the other. For example, in chapter 1 (task 11 page 10). The direction given is: *"Write a descriptive of one of your classmates by discussing it with your partner. Then, show it to the class to give comments!"* It is clear that students are asked to work in group discussion. Later, they have to show their writing in front if the class so their friends can give comments on it. Then, they can make use of the feedback and comments they've got to revise their writing.

They can also ask their teacher if they have difficulties in writing the text, like in the chapter 4 (task 15 page 76). The direction given is: *"Write a recount text about your experience of doing teenagers' activity. Do it individually, but if you have any questions, ask your teacher for help!"* Students can also make use of the teacher's feedback and comment to revise their writing.

b.   Chapter 1 (task 6 page 18); Chapter 4 (task 10 page 82).

In chapter 1 (task 6 page 18), the direction is: *"Work with a partner ad use the framework below to write Sally's letter to her friend, Ana!"* In this task, students are given a framework to help them writing a letter. Meanwhile, in chapter 4 (task 10 page 82), the direction is: *"Work in a group of four. Develop the generic structure below into a good recount text. Add your own details to make the story more interesting!"* In this task, students are given a generic structure of a text and then they have to develop it into a good text. This framework and generic structure can be used as a prewriting device. Through it, they can get a description in mind about what they have to write. They just need to elaborate and develop it into a good text.

c.   Chapter 2 (task 11 page 28); Chapter 5 (task 13 page 104).

In these activities, students are asked to write a text whether it is done in a group or individually. Before they write the whole text, they are asked to write the generic structure first. This can help them to construct the idea and to avoid students from the miss-structured of the text.

d.   Chapter 2 (task 12 page 28).

In this activity, students, still in group, are asked to write their final drafts based on the generic structure they have made in the previous task. After they finished, they have to swap it with their friends so that their friends can give comment on it. Later, they have to revise their final draft based on the comments given.

These findings shows that not all of the exercises on the written cycle found in *The Bridge English Competence* have includes micro skills and macro skills of

writing. Most of the exercises have been completed with certain micro or macro skills, but the rest are not completed yet. There are totally 143 exercises found in the textbook. There are 65 exercises that do not include the micro skills of writing at all and 79 exercises that deal with none of the macro skills of writing. If we combine these findings, then we can find that there are 30 exercises out of 143 exercises that do not include any of the micro skills or macro skills.

From these findings, I can draw a conclusion that *The Bridge English Competence,* an English textbook for Junior High School students grade VIII published by Yudhistira, is still lack of writing exercises that contain the micro skills and macro skills of writing. Thus, it is less effective to be used as a learning aid in teaching writing in order to achieve writing competence.
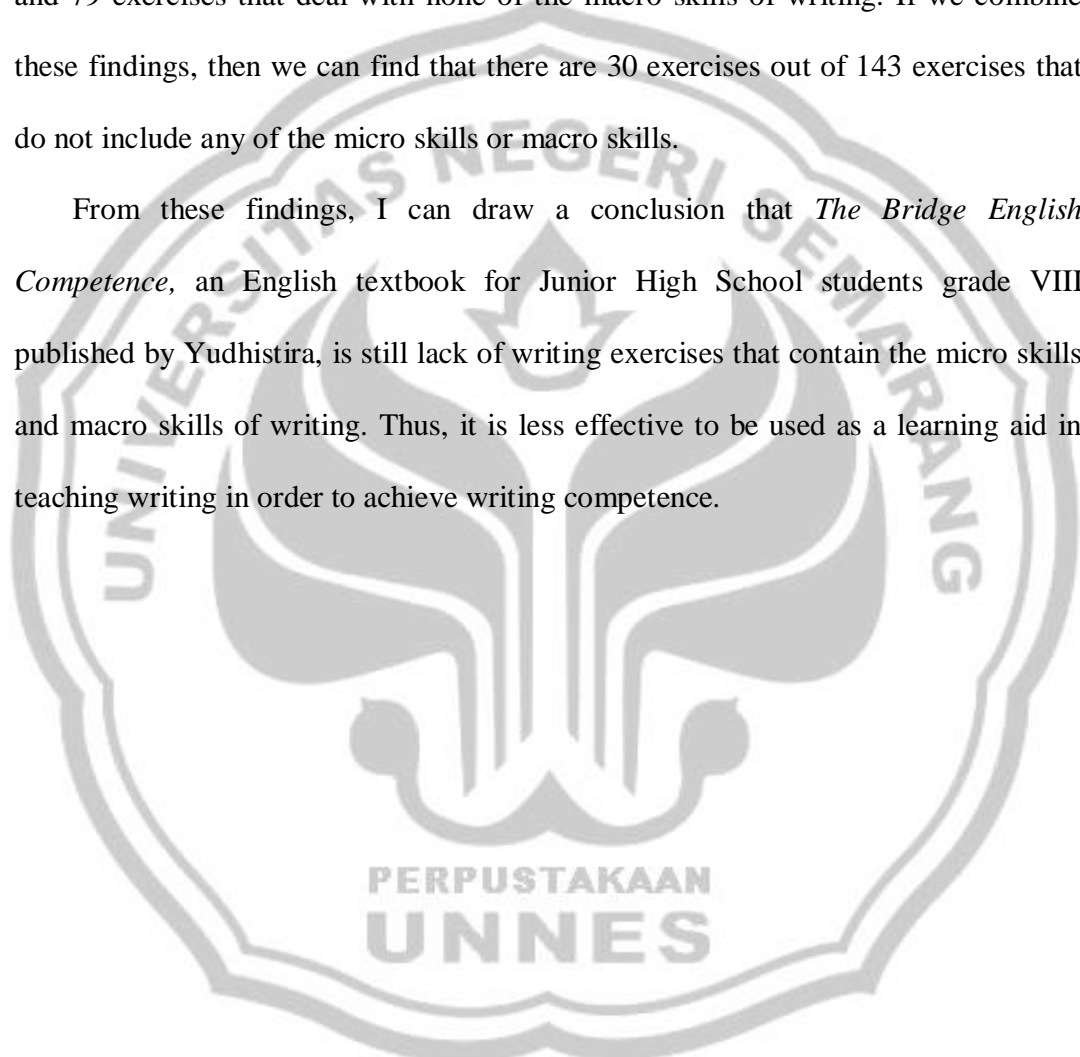
CHAPTER V

CONCLUSION AND SUGGESTION

Based on the study that I have done, I could give conclusion and also suggestions. Those will be presented in this final chapter.

5.1 Conclusion

The purpose of this study is to describe what macro skills and micro skills of writing that have already covered in the writing exercises found in the English textbook "*The Bridge English Competence*" for Grade VIII written by Kistono, et. al and published by Yudhistira. The micro skills and macro skills that is used in this study is that suggested by Douglas Brown (2004:221). These skills are considered as the essential points that have to be fulfilled in the writing exercises in order to achieve the writing competence.

Through analysis that are presented in the previous chapter, it can be seen that the writing exercises presented in *The Bridge English Competence* for grade VIII are not entirely includes micro and macro skills of writing. There are five out of six of the micro and macro skills of writing that have already included in the writing exercises. The overall data finding on the micro skills analysis shows that there are: (1) 23 tasks has included the micro skill of producing writing at an efficient rate of speed to suit

the purpose; (2) 35 tasks of Produce an acceptable core of words and use appropriate word order patterns; (3) 27 tasks of use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules; (4) 3 tasks of express a particular meaning in different grammatical forms; and (5) 2 tasks indicate the micro skill of using cohesive devices in written discourse. There is none of the exercises indicating the micro skill of producing graphemes and orthographic patterns of English.

Meanwhile, the overall data findings on the macro skills analysis shows that there are: (1) 29 tasks that have already include the macro skill of using the rhetorical forms and conventions of written discourse; (2) 39 tasks of appropriately accomplish the communicative functions of written texts according to form and purpose; (3) 16 tasks of convey links and connections between events, and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification; (4) 1 task of correctly convey culturally specific references in the context of the written text.; and (5) 11 tasks of develop and use a battery of writing strategies, such as accurately assessing audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing. Meanwhile, the macro skill of distinguishing between literal and implied meanings of writing is not covered by any of the writing exercises found in the book.

From the 143 total tasks are there in the textbook, there are 30 tasks that do not include any of the micro skills or macro skills. Specifically, there are 65 out of

143 tasks that do not includes any of the micro skills, and 79 tasks that do not includes any of the macro skills. Thus, it can be seen that The Bridge English Competence for Junior High School Students Grade VIII published by Yudhistira is less effective to be used in the teaching learning process in order to achieve writing competence.

5.2 Suggestion

After the discussion and explanation above, I would like to present some suggestions related to the analysis in this study that might be useful in teaching writing.

(1) For textbook writer

Textbook writers should present some more exercises, especially in writing skills since writing skill itself could only be mastered by practicing a lot. When composing the exercises, they also have to refer to some guidance in order to achieve writing competence. Micro and macro skills that are suggested by Brown can also be used as their consideration in creating good exercises for students.

(2) For English teachers

Teaching writing to students is not a simple job. There are many aspects that have to be considered in writing. They just not only write, but they have to write according to the correct grammar, convention of written discourse, i.e., punctuation, capitalization, indentation, etc. These small aspects (micro skills) are sometimes

neglected by teacher as well as students. Teacher mostly tends to teach the macro skills of writing without considering the micro skills. Thus, from now on, teacher must also teach the micro skills of writing as well as the macro skills.

(3) For next researchers

For the next researchers who want to do the study on the same topic, I should suggest that we should be more aware in categorizing the exercises based on certain criterion that is used. Sometimes, it is not easy to judge whether an exercise belongs to what micro skills or macro skills of writing. We should bear in mind that every exercise has its own characteristics which can be used to distinguish it. We should be able to decide in which activity an exercise belongs to by finding the commonly used activities. Next researchers should be accurate in evaluating a textbook, because accurate evaluation will be very useful for readers who want to do research with the same topic. The result will become a good reference for the next researcher.
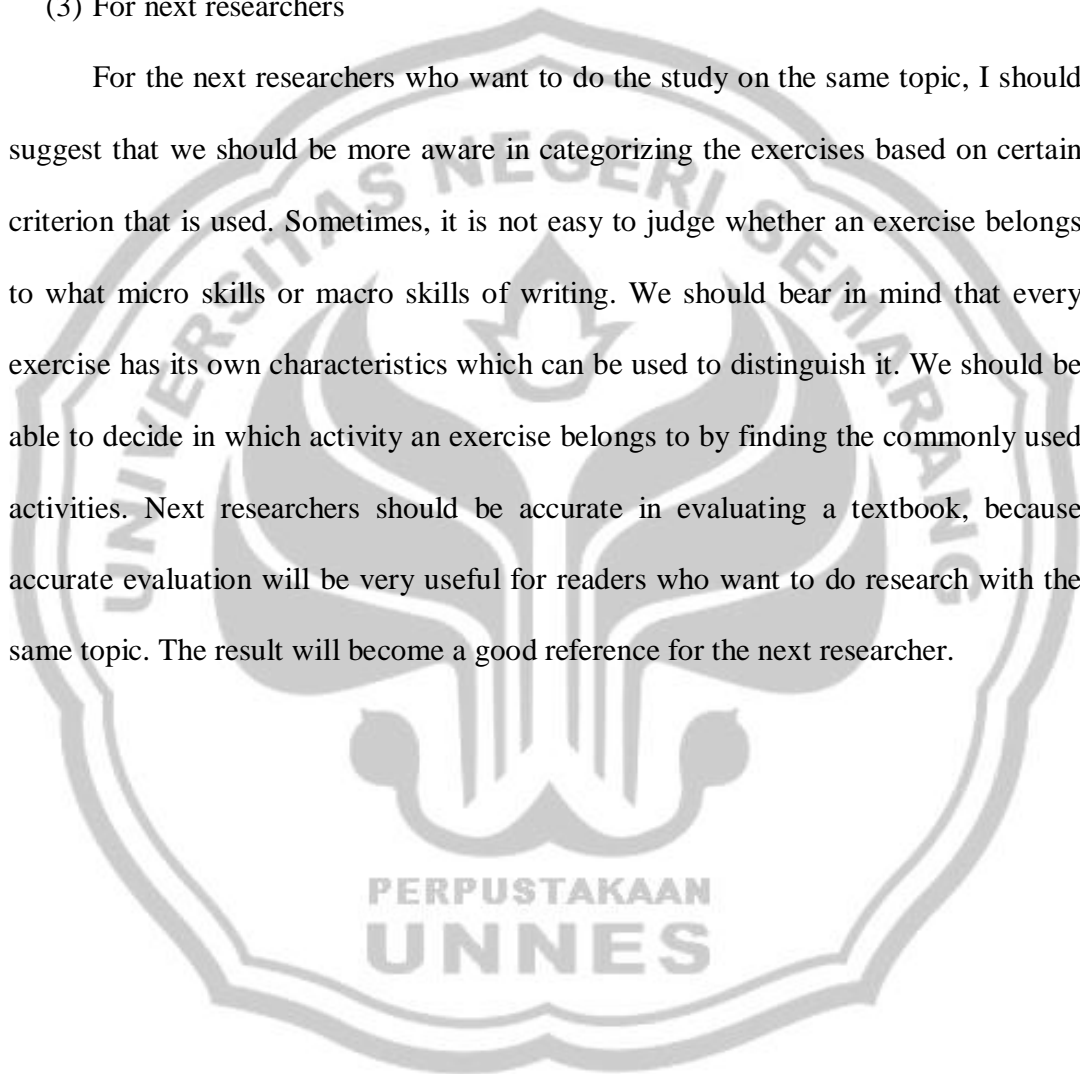
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APPENDICES

Table of the Analysis
on the Micro Skills of Writing

Table 1: Micro Skills Presented on the Writing Exercises in *The Bridge English Competence*, an English textbook for Junior High School students grade VIII published by Yudhistira

No	Task / Chapter	Page	Genre	Micro Skill					
				1	2	3	4	5	6
1.	1 / 1	6	Descriptive				√		
2.	2 / 1	6	Descriptive				√		
3.	3 / 1	7	Descriptive				√		
4.	4 / 1	7	Descriptive			√	√		
5.	5 / 1	7-8	Descriptive				√		
6.	6 / 1	8	Descriptive				√		
7.	7 / 1	8	Descriptive						
8.	8 / 1	9	Descriptive						
9.	9 / 1	9	Descriptive						
10.	10 / 1	9-10	Descriptive						
11.	11 / 1	9-10	Descriptive		√				
12.	12 / 1	9-10	Descriptive		√	√			
13.	1 / 1	14	Letter						
14.	2 / 1	15	Letter						
15.	3 / 1	15-17	Letter						
16.	4 / 1	17	Letter			√			
17.	5 / 1	18	Letter						
18.	6 / 1	18	Letter		√				
19.	7 / 1	18	Letter		√				

No	Activity / Chapter	Page	Genre	Micro Skill					
				1	2	3	4	5	6
20.	1 / 2	24	Recount			√			
21.	2 / 2	24	Recount			√			
22.	3 / 2	25	Recount						
23.	4 / 2	25	Recount				√		
24.	5 / 2	26	Recount				√	√	
25.	6 / 2	26	Recount			√	√		
26.	7 / 2	26	Recount				√		
27.	8 / 2	27	Recount			√	√		
28.	9 / 2	27-28	Recount						
29.	10 / 2	28	Recount						
30.	11 / 2	28	Recount		√				
31.	12 / 2	28	Recount		√				
32.	13 / 2	28	Recount		√				
33.	1 / 2	32	Recount			√			
34.	2 / 2	33	Recount						
35.	3 / 2	33	Recount						
36.	4 / 2	33	Recount			√			
37.	5 / 2	34	Recount			√	√		
38.	6 / 2	34	Recount						
39.	7 / 2	34	Recount						
40.	8 / 2	35	Recount				√		

No	Activity / Chapter	Page	Genre	Micro Skill					
				1	2	3	4	5	6
41.	9 / 2	35	Recount			√	√		
42.	10 / 2	35	Postcard						
43.	11 / 2	36	Postcard		√				
44	12 / 2	36	Postcard		√				
45.	1 / 3	42-43	Descriptive			√			
46.	2 / 3	43	Descriptive						
47.	3 / 3	44	Descriptive						
48.	4 / 3	44	Descriptive						
49.	5 / 3	44-45	Descriptive						
50.	6 / 3	45	Descriptive				√		
52.	7 / 3	45	Descriptive						
52.	8 / 3	45-46	Descriptive			√			
53.	9 / 3	46-47	Descriptive						
54.	10 / 3	48	Short messages						
55.	11 / 3	48	Short messages						
56.	12 / 3	48	Short messages						
57.	13/ 3	48	Short messages		√				
58.	14 / 3	48	Short messages		√				
59.	1 / 3	52	Descriptive			√			
60.	2 / 3	52	Descriptive			√			
61.	3 / 3	52	Descriptive						

No	Task / Chapter	Page	Genre	Micro Skill					
				1	2	3	4	5	6
62.	4 / 3	53	Descriptive						
63.	5 / 3	53	Descriptive						
64.	6 / 3	53–54	Descriptive						
65.	7 / 3	55	Descriptive						
66.	8 / 3	55	Descriptive				√		
67.	9 / 3	55-56	Descriptive						
68.	10 / 3	56	Descriptive				√		
69.	11 / 3	56	Descriptive						
70.	12 / 3	56	Descriptive		√				
71.	13 / 3	56	Descriptive		√				
72.	1 / 4	70	Recount						
73.	2 / 4	71	Recount			√			
74.	3 / 4	71	Recount			√			
75.	4 / 4	71	Recount						
76.	5 / 4	71-72	Recount						
77.	6 / 4	72	Recount						
78.	7 / 4	73	Recount				√	√	
79.	8 / 4	73-74	Recount				√		
80.	9 / 4	74	Recount						
81.	10 / 4	74-75	Recount						
82.	11 / 4	75	Recount						

No.	Task / Chapter	Page	Genre	Micro Skill					
				1	2	3	4	5	6
83.	12 / 4	75	Recount						
84.	13 / 4	76	Recount						
85.	14 / 4	76	Recount						
86.	15 / 4	76	Recount		√				
87.	1 / 4	79	Recount		√				
88.	2 / 4	79	Recount			√			
89.	3 / 4	79-80	Recount			√			√
90	4 /4	80	Recount		√	√			
91.	5 / 4	81	Recount			√			
92.	6 / 4	82	Recount			√			
93.	7 / 4	82	Recount			√			
94.	8 / 4	82	Recount						
95.	9 / 4	82	Recount						
96.	10 / 4	82	Recount						
97.	11 / 4	82	Recount						
98.	1 / 5	87	E-mail						
99.	2 / 5	87-88	E-mail		√				
100.	3 / 5	89	E-mail						
101.	4 / 5	89	E-mail			√			
102.	5 / 5	89-90	E-mail			√			√
103.	6 / 5	90	E-mail		√	√			

No.	Task / chapter	Page	Genre	Micro Skill					
				1	2	3	4	5	6
104.	7 / 5	90	E-mail		√	√			
105.	8 /5	90	E-mail						
106.	9 / 5	91	E-mail		√				
107.	10 / 5	91	E-mail						
108.	11 / 5	91	E-mail				√		
109.	1 / 5	97	Narrative		√		√		
110.	2 / 5	97	Narrative						
111.	3 / 5	98	Narrative						
112.	4 / 5	98-99	Narrative				√		
113.	5 / 5	99-100	Narrative				√		
114.	6 / 5	100	Narrative						
115.	7 / 5	101	Narrative						
116.	8 / 5	101	Narrative			√			
117.	9 / 5	102	Narrative						
118.	10 / 5	102	Narrative						
119.	11 / 5	102-103	Narrative						
120.	12 / 5	103	Narrative						
121.	13 / 5	104	Narrative		√				
122.	1 / 6	111	Recount			√			
123.	2 / 6	111	Recount			√			
124.	3 / 6	111-112	Recount			√			

No.	Task / chapter	Page	Genre	Micro Skill					
				1	2	3	4	5	6
125.	4 / 6	112	Recount				√		
126.	5 / 6	112-113	Recount				√		
127.	6 / 6	113	Recount				√		
128.	7 / 6	113-114	Recount						
129.	8 / 6	114	Recount						
130.	9 / 6	114	Recount						
131.	10 / 6	114-115	Recount						
132.	11 / 6	115	Recount						
133.	12 / 6	115-116	Recount						
134.	13 / 6	116	Recount			√			
135.	1 / 6	120	Recount			√			
136.	2 / 6	120	Recount						
137.	3 / 6	121	Recount			√			
138.	4 / 6	121	Recount				√	√	
139.	5 / 6	121	Recount			√			
140.	6 / 6	122-123	Recount						
141.	7 / 6	123	Recount						
142.	8 / 6	124	Recount						
143.	9 / 6	124	Recount		√				

Table of the Analysis
on the Macro Skills of Writing

Table 2: Macro Skills Presented on the Writing Exercises in *The Bridge English Competence,* an English textbook for Junior High School students grade VIII published by Yudhistira

No	Task / Chapter	Page	Genre	Macro Skill					
				7	8	9	10	11	12
1.	1 / 1	6	Descriptive						
2.	2 / 1	6	Descriptive						
3.	3 / 1	7	Descriptive						
4.	4 / 1	7	Descriptive						
5.	5 / 1	7-8	Descriptive						
6.	6 / 1	8	Descriptive						
7.	7 / 1	8	Descriptive						
8.	8 / 1	9	Descriptive			√			
9.	9 / 1	9	Descriptive		√				
10.	10 / 1	9-10	Descriptive		√				
11.	11 / 1	9-10	Descriptive	√	√				√
12.	12 / 1	9-10	Descriptive	√	√				
13.	1 / 1	14	Letter						
14.	2 / 1	15	Letter		√				
15.	3 / 1	15-17	Letter		√				
16.	4 / 1	17	Letter			√			
17.	5 / 1	18	Letter						
18.	6 / 1	18	Letter	√	√				√

No	Task / chapter	Page	Genre	Macro skill					
				7	8	9	10	11	12
19.	7 / 1	18	Letter	√	√				
20.	1 / 2	24	Recount						
21.	2 / 2	24	Recount						
22.	3 / 2	25	Recount						
23.	4 / 2	25	Recount						
24.	5 / 2	26	Recount						
25.	6 / 2	26	Recount						
26.	7 / 2	26	Recount						
27.	8 / 2	27	Recount	√					
28.	9 / 2	27-28	Recount		√				
29.	10 / 2	28	Recount		√				
30.	11 / 2	28	Recount		√				√
31.	12 / 2	28	Recount	√	√				√
32.	13 / 2	28	Recount	√	√				
33.	1 / 2	32	Recount						
34.	2 / 2	33	Recount						
35.	3 / 2	33	Recount			√			
36.	4 / 2	33	Recount						
37.	5 / 2	34	Recount						
38.	6 / 2	34	Recount						
39.	7 / 2	34	Recount						

No	Activity / Chapter	Page	Genre	Macro Skill					
				7	8	9	10	11	12
40.	8 / 2	35	Recount						
41.	9 / 2	35	Recount	√					
42.	10 / 2	35-36	Postcard		√				
43.	11 / 2	36	Postcard	√	√				√
44.	12 / 2	36	Postcard	√	√				
45.	1 / 3	42-43	Descriptive						
46.	2 / 3	43	Descriptive						
47.	3 / 3	44	Descriptive						
48.	4 / 3	44	Descriptive						
49.	5 / 3	44-45	Descriptive					√	
50.	6 / 3	45	Descriptive						
52.	7 / 3	45	Descriptive						
52.	8 / 3	45-46	Descriptive						
53.	9 / 3	46-47	Descriptive	√		√			
54.	10 / 3	48	Short messages		√				
55.	11 / 3	48	Short messages						
56.	12 / 3	48	Short messages	√					
57.	13/ 3	48	Short messages	√	√				√
58.	14 / 3	48	Short messages		√				
59.	1 / 3	52	Descriptive						
60.	2 / 3	52	Descriptive	√					

No	Task / Chapter	Page	Genre	Macro Skill					
				7	8	9	10	11	12
61.	3 / 3	52	Descriptive						
62.	4 / 3	53	Descriptive						
63.	5 / 3	53	Descriptive						
64.	6 / 3	53–54	Descriptive			√			
65.	7 / 3	55	Descriptive						
66.	8 / 3	55	Descriptive						
67.	9 / 3	55-56	Descriptive						
68.	10 / 3	56	Descriptive						
69.	11 / 3	56	Descriptive		√				
70.	12 / 3	56	Descriptive	√	√				√
71.	13 / 3	56	Descriptive	√	√				
72.	1 / 4	70	Recount						
73.	2 / 4	71	Recount						
74.	3 / 4	71	Recount						
75.	4 / 4	71	Recount						
76.	5 / 4	71-72	Recount			√			
77.	6 / 4	72	Recount						
78.	7 / 4	73	Recount						
79.	8 / 4	73-74	Recount						
80.	9 / 4	74	Recount			√			
81.	10 / 4	74-75	Recount						

No.	Task / Chapter	Page	Genre	Macro Skill					
				7	8	9	10	11	12
82.	11 / 4	75	Recount		√				
83.	12 / 4	75	Recount			√			
84.	13 / 4	76	Recount		√	√			
85.	14 / 4	76	Recount		√				
86.	15 / 4	76	Recount	√	√				√
87.	1 / 4	79	Recount						
88.	2 / 4	79	Recount						
89.	3 / 4	79-80	Recount						
90.	4 /4	80	Recount	√					
91.	5 / 4	81	Recount						
92.	6 / 4	82	Recount	√					
93.	7 / 4	82	Recount	√					
94.	8 / 4	82	Recount						
95.	9 / 4	82	Recount		√				
96.	10 / 4	82	Recount	√	√				√
97.	11 / 4	82	Recount	√	√				
98.	1 / 5	87	E-mail						
99.	2 / 5	87-88	E-mail						
100.	3 / 5	89	E-mail			√			
101	4 / 5	89	E-mail						
102.	5 / 5	89-90	E-mail						

No.	Task / chapter	Page	Genre	Macro Skill					
				7	8	9	10	11	12
103.	6 / 5	90	E-mail						
104.	7 / 5	90	E-mail	√					
105.	8 /5	90	E-mail		√				
106.	9 / 5	91	E-mail						
107.	10 / 5	91	E-mail	√	√				√
108.	11 / 5	91	E-mail	√	√				
109.	1 / 5	97	Narrative						
110.	2 / 5	97	Narrative						
111.	3 / 5	98	Narrative						
112.	4 / 5	98-99	Narrative						
113.	5 / 5	99-100	Narrative						
114.	6 / 5	100	Narrative		√				
115.	7 / 5	101	Narrative			√			
116.	8 / 5	101	Narrative						
117.	9 / 5	102	Narrative						
118.	10 / 5	102	Narrative			√			
119.	11 / 5	102-103	Narrative			√			
120.	12 / 5	103	Narrative		√				
121.	13 / 5	104	Narrative	√	√				√
122.	1 / 6	111	Recount						
123.	2 / 6	111	Recount						

No.	Task / chapter	Page	Genre	Macro Skill					
				7	8	9	10	11	12
124.	3 / 6	111-112	Recount						
125.	4 / 6	112	Recount						
126.	5 / 6	112-113	Recount						
127.	6 / 6	113	Recount	√					
128.	7 / 6	113-114	Recount						
129.	8 / 6	114	Recount			√			
130.	9 / 6	114	Recount						
131.	10 / 6	114-115	Recount		√				
132.	11 / 6	115	Recount			√			
133.	12 / 6	115-116	Recount		√				
134.	13 / 6	116	Recount						
135.	1 / 6	120	Recount						
136.	2 / 6	120	Recount						
137.	3 / 6	121	Recount						
138.	4 / 6	121	Recount						
139.	5 / 6	121	Recount	√					
140.	6 / 6	122-123	Recount			√			
141.	7 / 6	123	Recount		√				
142.	8 / 6	124	Recount						
143.	9 / 6	124	Recount	√	√				