

ANALYSIS OF *SCHREIBÜBUNGEN* IN *NETZWERK NEU A2* TEXTBOOKS

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Abstract

Writing is one of the important skills in foreign language learning, in addition to listening, speaking, and reading. In learning writing skills, the terms *Schreibaufgaben* 'writing tasks' and *Schreibübungen* 'writing exercises' are known, as well as terms related to the function of writing, *Schreiben als Ziel* 'writing as a goal' and *Schreiben als Mittel* 'writing as another purpose'. *Schreiben als Ziel* is related to *Aufgaben* and *Schreiben als Mittel* is related to *Übungen*. However, in this study it is not distinguished between the two, therefore *Schreibübungen* includes *Schreibaufgaben* and *Schreibübungen*. Textbooks are one of the learning media to assist teaching and learning activities, so that learners understand and master learning materials more easily. Therefore, teachers need to be familiar with the textbooks that will be used as much as possible. The purpose of this research is to find out: (1) the types of *Schreibübungen* contained in the *Netzwerk neu A2* textbook, and (2) the suitability of *Schreibübungen* offered in the textbook with the GER. In this research, the method applied is descriptive analysis which includes the process of collecting, compiling, and describing data which becomes the basis for drawing conclusions from the formulation of research problems. The results showed that: (1) in the *Kursbuch Netzwerk neu A2* textbook there are 22 planning exercises; 36 developing exercises; five composing exercises; 11 free, creative writing exercises; and two communicative writing exercises, and (2) in the textbook there are 22 writing exercises that have conformity with A1 level, 50 exercises with A2 level, and four exercises with B1 level. Based on the results of this study, the author recommends that teachers should understand the various forms of *Schreibübungen*; develop writing exercises, and develop evaluation instruments for writing skills.

Keywords: GER, *Netzwerk neu A2*, *Schreibübungen*

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1. INTRODUCTION

Writing is one of the important skills in language, in addition to listening, speaking, and reading. By writing, one can express thoughts and ideas. In learning German, writing is also a skill that is no less important than other skills. By writing, learners can train their ability to think and convey messages through writing clearly and effectively. Besides that, learners can expand their vocabulary and improve their mastery of grammar, so that they can train their language skills.

In learning writing skills, there are *Schreibaufgaben* 'writing tasks' and *Schreibübungen* 'writing exercises' that must be done by learners to practice writing skills. Hermann Funk, et al. (2014, pp. 11 & 14) explain that the term *Aufgabe* 'task' refers to a task in the form of implementation of learning objectives, while the term *Übung* 'exercise' refers to the exercises needed to do a task, this exercise includes vocabulary material, grammar and other linguistic aspects.

There are also two functions of writing in German language learning, namely *Schreiben als Ziel* and *Schreiben als Mittel*. Kast (1999, p. 8) explains that there are two types of writing activities that have different meanings, namely writing as the main purpose (*Schreiben als Ziel*), as in writing letters and writing as another purpose (*Schreiben als Mittel*), for example in grammar exercises, this aims to train certain language structures. Kast's opinion has a connection with the opinion expressed by Funk which discusses writing skills, so it can be concluded that *Schreiben als Ziel* is related to *Aufgabe* and *Schreiben als Mittel* which has a connection with *Übung*. However, what Funk said about *Schreibaufgaben* and *Schreibübungen* in writing skills, as well as their relationship with the function of writing in learning according to Kast, the author will not distinguish between the two. Thus, in this study, *Schreibübungen* includes *Aufgabe* and *Übung*.

The types of writing skills training are divided into several stages, then each of these stages has continuity. Kast (1999, p. 34) states that writing skills in learners are divided into five stages of writing skills training, then each stage is continuous by passing through the existing stages, namely *vorbereitende Übungen*; *aufbauende Übungen*; *strukturierende Übungen*; *freies, kreatives Schreiben*, *kommunikatives Schreiben*. In his explanation, Kast said that writing theory starts from vocabulary development which can help learners to develop words into a text, so that they can summarize and create new texts. Then learners can write freely and use their imagination as creatively as possible. Writing can also be used as a real communication tool, such as writing letters, reports, or giving opinions.

The level of language mastery in German language learning is also regulated in the *Gemeinsamer Europäischer Referenzrahmen für Sprachen* (GER), which is a standard European language competency benchmark which also serves as the basis and guidelines for curriculum, language exams and textbook preparation. The mastery of writing skills is also regulated in the GER. It comprehensively explains what competencies must be mastered by learners based on their level of language mastery, namely from A1 to C2 levels.

In the learning process, in addition to teachers, textbooks also have an important role. Textbooks have a great influence both in the process and in achieving learning objectives. Textbooks are media or devices in learning that are needed in every learning activity so that teaching and learning activities can take place properly.

There are several German textbooks used in both schools and universities in Indonesia, including *Deutsch echt einfach*, *Netzwerk*, *Studio D*, and *Aspekte*. One of the main textbooks used

in the German Language Education Study Program at Universitas Pendidikan Indonesia is the *Netzwerk A1-B1* textbook, which now has its latest edition, *Netzwerk neu*.

The textbooks are used at each level, from semester one to three. The *Netzwerk neu A2* textbook is used in the second semester. This textbook consists of *Kursbuch* or textbook and *Übungsbuch* or exercise book. The first printing of the *Netzwerk neu A2* textbook was compiled by Stefanie Dengler, Paul Rusch, Helen Schmitz and Tanja Mayr-Sieber and published in 2020 by Ernst Klett Sprachen GmbH. This *Netzwerk neu A2* has been revised from *Netzwerk A2* with the same authors and published in 2017.

The *Netzwerk neu A2* textbook consists of 12 chapters and offers various writing tasks and exercises. One of the ways that can be done to optimize learning in writing is to get to know the structure and content of the textbook used. This can be done by analyzing the textbook.

Research on the analysis of German language textbooks was conducted by Khairynanto in 2020. In this study, the writing tasks contained in the *Netzwerk A1* textbook and their suitability for the GER were analyzed. The results of Khairynanto's research show that not all writing tasks in the textbook are suitable for the A1 level, there are several tasks that are suitable for the A2, B1 and B2 levels. The results also show that there are various types of writing exercises and tasks in *Netzwerk A1* textbooks.

Like the research described above, this research will also analyze one of the German language textbooks, namely *Netzwerk neu A2* which is focused on analyzing the types of writing exercises offered in the textbook and its suitability for the GER.

2. LITERATURE REVIEW

Textbooks play an important role in the learning process and objectives. One of the benefits is to help educators provide and explain material more easily. Textbooks are also the main media that contains the foundation for educators in conveying knowledge and insights to students. Textbooks play an important role in the learning process and objectives. One of the benefits is that it helps educators provide and explain material more easily. Textbooks are also the main media that contains the foundation for educators in conveying knowledge and insights to students. This is in line with the opinion of Neuner (in Ciepielewska, 2002, p. 65) which states that:

Das Lehrwerk ist ein factor, das den Unterrichtsprozess stark beeinflusst. It deals, among other things, with the content of the Lernstoffs, the Unterrichtsverfahren, the social form of the Unterrichts, and the Einsatz von zusätzlichen Medien, to which z.B. Kassetten, Folien oder Glossare belong.

From the quote, it can be said that 'The textbook is a very influential factor in the teaching process. Among other things, textbooks are used to determine the selection, weighting, and assessment of learning materials, determine teaching procedures, social forms of teaching, and then organize the use of additional media, which include tapes, films, or glossaries.' Neuner's opinion can be interpreted, that textbooks are a factor that affects the learning process. Textbooks are used to determine the selection, assessment, and preparation of learning materials, especially in learning methods, social forms of learning, and supporting media such as tapes, films, and glossaries. Therefore, textbooks play an important role as a guide in the learning process. Textbooks are not only a learning resource, but also used as a medium in learning.

This is also in line with the opinions of Widodo and Jasmadi (in Lestari, 2013, p. 1) who explain textbooks in more detail, they say that teaching materials are a set of learning tools or tools that contain learning materials, methods, boundaries, and ways of evaluating which are systematically designed and attractive in order to achieve the expected goals, namely achieving competencies or sub-competencies with all their complexity.

In addition, the textbook is also designed as a medium that aims to distribute or convey learning materials in a field and is used in learning activities. This is quoted from <https://de.wiktionary.org/wiki/Lehrwerk>, Gerhard Koß (1990) revealed that, "*Buch, das dazu dient, das Erlernen eines Faches zu ermöglichen, entweder im Selbststudium oder im Unterricht.*" The statement can be concluded that a textbook is "A book that is used to study a subject area, both for self-study and in learning.", so it can also be interpreted that a book that is a distribution of learning in a field that is used in self-study and in general, is the definition of a textbook.

The selection of the type of textbook will have an impact on the learning process and outcomes, especially in achieving the desired learning objectives. In language learning, textbooks do not only need to present linguistic material or theory, but it is also necessary to present content that can direct learners to become more communicative in the learning process. The textbook used as the object of this study is included in the type of print-based teaching materials, in this case the *Netzwerk neu A2* book, and this book also has a technological basis, such as having DVD tapes containing audio and video, besides that this book is also included in the Communicative Textbooks category, namely communicative textbooks.

In this study, *Netzwerk neu A2* was used as the source of data. *Netzwerk neu* is published in three levels or levels of the six levels of the European language level *Gemeinsamen Europäischen Referenzrahmen für Sprache* (GER), namely *Netzwerk neu A1*, *A2*, and *B1* and this textbook consists of *Kursbuch* or textbook and *Übungsbuch* or exercise book.

Writing is an activity that is often done in various fields. This activity is one of the media to convey ideas to others, making it possible to share ideas, perspectives, or information. In addition, writing also makes it possible to express thoughts, feelings, and experiences through writing. Kast (1999, p. 34) said that German writing skills for learners are divided into five different types of exercises, and each type has a continuity by working on simple exercise steps to steps to reach a more complex exercise stage. The five types of writing exercises include, *vorbereitende übungen* (planning exercises); *aufbauende übungen* (development exercises); *strukturierende übungen* (drafting exercises); *freies, kreatives schreiben* (free, creative writing), and *kommunikatives schreiben* (communicative writing).

The types of writing exercises (*Schreibübungen*) according to Kast can be explained as follows:

1. Planning exercise

There are several types of exercises related to planning a text production. These exercises help in acquiring and expanding the necessary vocabulary, an example of which is the associograms used in the early stages of learning to prepare for foreign language text production.

2. Development exercise

There are also exercises for text development, where words are organized into sentences and sentences are organized into text. Examples are connecting sentences with conjunctions and arranging word order.

3. Drafting exercise

There are drafting exercises that involve text production. These exercises include: creating a dialog, completing a text, changing the type of text, and so on.

4. Free and creative writing

Creative writing and free writing are two different things. For some linguists, free writing (personal writing) is writing that is completely unbound, in that it does not refer to any guidelines. Whereas creative writing is a term for an approach to writing that assumes that writing is a creative process that everyone can be methodically guided by. And situations when German learners write their own texts freely or with an outline, such as when they write essays based on pictures.

5. Communicative writing

Communicative writing is writing related to real communication situations and writing activities are also specifically to prepare for communication in real situations, such as writing letters, postcards, curriculum vitae.

In addition, it is also related to the writing exercise for A2 level learners based on the GER, that is, learners can write a simple instruction such as how to get to a place. In addition, learners are expected to have the ability to write short messages and personal letters; write simple phrases and sentences, and describe them.

3. METHODOLOGY

This research uses qualitative methods with descriptive analysis. Bogdan and Taylor (in Moleong, 2017, p. 4) define that qualitative methods as research procedures that produce descriptive data in the form of written or spoken words from people and observable behavior. So, it can be concluded, that this qualitative method is descriptive and produces data that emphasizes meaning. The purpose of descriptive analysis in this study is to make a systematic description of the object under study, namely the types of *Schreibübungen* in the *Netzwerk neu A2* German textbook, as well as their suitability with the *Gemeinsamer Europäischer Referenzrahmen* (GER).

The object of this research is *Schreibübungen* 'writing exercises' presented in the *Kursbuch Netzwerk neu A2* German textbook which is used as the main handbook for language skills courses in semester II which is equivalent to the A2 level at the German Language Education Study Program, Universitas Pendidikan Indonesia. The data to be studied is about writing exercises offered in each Chapter and Platform in the textbook, namely Chapter 1 to Chapter 12, and Platform 1 to 4.

4. RESULTS AND DISCUSSION

This study is an analysis of the *Schreibübungen* offered in the *Netzwerk neu A2 - Kursbuch* textbook. The data was obtained from 12 Chapters covering a variety of themes relevant for the A2 level. In addition, there are four additional Chapters called Platforms, which are placed after every three chapters as a repetition of the previous material. The *Schreibübungen* of each Chapter and Platform in this book can be seen in the following table:

Table 1. Number of *Schreibübungen* in the textbook *Netzwerk neu A2 - Kursbuch*

<i>Nummer</i> 'Number'	<i>Chapter</i> 'Chapter'	<i>Seite</i> 'Page'	<i>Number of Schreibübungen</i> 'writing exercises'
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1	<i>Und was machst du?</i>	8	6
2	<i>Nach der Schulzeit</i>	18	7
3	<i>Immer online?</i>	28	6
4	<i>Plattform 1</i>	38	1
5	<i>Große und kleine Gefühle</i>	44	7
6	<i>Leben in der Stadt</i>	54	5
7	<i>Arbeitswelten</i>	64	5
8	<i>Plattform 2</i>	74	2
9	<i>Ganz schön car</i>	80	4
10	<i>Gelernt ist gelernt!</i>	90	6
11	<i>Sportlich, sportlich</i>	100	6
12	<i>Plattform 3</i>	110	0
13	<i>Zusammen leben</i>	116	7
14	<i>Wie die Zeit vergeht!</i>	126	4
15	<i>Gute Unterhaltung!</i>	136	7
16	<i>Plattform 4</i>	146	3
Anzahl 'Number'			76

The table above shows that the *Netzwerk neu A2 - Kursbuch* textbook provides a total of 76 *Schreibübungen* 'writing exercises' divided into 12 Chapters, as well as four Platforms. Chapter 2, Chapter 4, Chapter 10, and Chapter 12 have the highest number of *Schreibübungen* with 7 exercises, followed by Chapter 1, Chapter 3, Chapter 8, and Chapter 9 with 6 writing exercises each. Meanwhile, Platform 1 has the least number of writing exercises with 1 exercise, while Platform 3 has no writing exercises at all.

Table 2. Distribution of *Schreibübungen* types in *Netzwerk neu A2 - Kursbuch* textbooks

Chapter	Seite	Typen der Schreibübungen				
		Vorbereiten de Übungen	Aufbauend e Übungen	Strukturien de Übungen	Freies, kreatives Schreiben	Communic ative Schreiben
<i>1. Und was machst du?</i>	8	3	2	0	1	0
<i>2. Nach der Schulzeit</i>	18	2	4	0	0	1
<i>3. Immer online?</i>	28	3	3	0	0	0
<i>4. Plattform 1</i>	38	0	1	0	0	0
<i>5. Große und kleine Gefühle</i>	44	2	2	2	0	1
<i>6. Leben in der Stadt</i>	54	2	2	0	1	0
<i>7. Arbeitswelten</i>	64	2	1	0	2	0
<i>8. Plattform 2</i>	74	1	1	0	0	0
<i>9. Ganz schön car</i>	80	0	3	0	1	0
<i>10. Gelernt ist gelernt!</i>	90	1	3	0	2	0

11. Sportlich, sportlich	100	0	3	0	3	0
12. Plattform 3	110	0	0	0	0	0
13. Zusammen leben	116	2	3	1	1	0
14. Wie die Zeit vergeht!	126	2	1	1	0	0
15. Gute Unterhaltung!	136	2	4	1	0	0
16. Plattform 4	146	0	3	0	0	0
Anzahl		22	36	5	11	2

The table above shows the classification of *Schreibübungen* types in the *Netzwerk neu A2 - Kursbuch* textbook, so it can be said that based on the analysis of 12 Chapters and four Platforms, it can be seen that there are 22 exercises included in the *Vorbereitende Übungen* type, 36 exercises included in the *Aufbauende Übungen* type, five exercises included in the *Strukturierende Übungen* type, 11 exercises included in the *Freies, kreatives Schreiben* type, and two exercises included in the *Kommunikatives Schreiben* type. The *Aufbauende Übungen* type is the most common exercise, while the *Kommunikatives Schreiben* type is the least when compared to other types of exercises.

a. *Vorbereitende Übungen* 'planning exercises'

Vorbereitende Übungen type exercises aim to prepare students for writing production texts, such as assisting in developing and expanding vocabulary; for sentence writing practice; and for understanding correct grammar, spelling and punctuation.

4 a Lesen Sie die Texte in 3a und die Sätze in 3c und markieren Sie alle Verben im Perfekt. Machen Sie dann eine Tabelle.

Perfekt: regelmäßige Verben		
ohne Präfix	trennbar	nicht trennbar
passieren – ist passiert		beenden – hat beendet
lernen – hat gelernt		

Perfekt: unregelmäßige Verben		
ohne Präfix	trennbar	nicht trennbar
schreiben –		

G

Perfekt

Jonas hat ein Hobby gefunden.
Julia ist durch Spanien gereist.
haben/sein Partizip II

Partizip II

regelmäßige Verben: sie ist gereist
Verben auf -ieren: es ist passiert
unregelmäßige Verben: er hat gefunden
trennbare Verben: er hat weitergesucht
nicht trennbare Verben: sie hat beendet

Figure 1. Chapter 1, exercise 4a, pp. 11

This writing exercise is a type of *Vorbereitende Übungen*, because it aims to improve learners' vocabulary and write verbs with various forms, such as verbs without prefixes, regular verbs, and irregular verbs. Vocabulary mastery is one of the things needed in writing German texts. This is in line with one of the functions of *Vorbereitende Übungen*, which is an exercise to develop and expand vocabulary.

b. *Aufbauende Übungen* 'development exercises'

Aufbauende Übungen type exercises aim to develop the text, as well as organize words into sentences and sentences into text. For example, this exercise involves using dashes to connect sentences.

c Was passt zusammen? Ordnen Sie zu und schreiben Sie Sätze mit *weil*.

A Ben findet ihn süß. | B Er muss lang im Büro bleiben. | C Ben hat genug Essen gekauft. |
 D Er möchte mit seinen Freunden essen. | E Er ist wieder da. | F Ihr Vater ist krank.

1. Ben lädt seine Freunde ein. 3. Marvin nimmt den Hund mit. 5. Lea kann leider nicht kommen.
 2. Ben hat viel eingekauft. 4. Marvin kommt erst um acht. 6. Felix bringt nichts mit.

1E Ben lädt seine Freunde ein, weil er wieder da ist.

Figure 2. Chapter 1, exercise 7c, p. 13

This writing exercise is a type of *Aufbauende Übungen*, because it aims to train learners about connectors in a sentence.

c. *Strukturierende Übungen* 'structuring exercises'

The purpose of *Strukturierende Übungen* is to train learners in structuring a text production, which includes creating a dialog, completing a text, and so on.

c Arbeiten Sie zu zweit. Wählen Sie eine Situation und schreiben Sie ein Gespräch. Verwenden Sie die Ausdrücke aus 8b. Spielen Sie dann Ihr Gespräch im Kurs vor.



zu spät sein | ein Geschenk haben | sich freuen Glas auf den Teppich fallen | alles sauber machen | peinlich sein

1.35 **23**
 Gut gesagt: Wie unangenehm!
 Oh, ist das peinlich!
 Das ist mir so unangenehm!
 Das tut mir schrecklich leid!

Figure 3. *Grammatik: mögen* Chapter 4 *Guten Appetit!*

This writing exercise is included in *Strukturierende Übungen*, because it aims to train learners in constructing a conversational sentence.

d. *Freies, kreatives Schreiben* 'free, creative writing'

The purpose of *Freies, kreatives Schreiben* is to train learners in writing independent texts freely or with an outline, such as writing essays based on pictures.

e Wann waren Sie bei einer Behörde, einer Bank oder bei der Polizei? Was haben Sie dort gemacht? Berichten Sie.

Ich war mal bei der Behörde. Mein Visum war nicht mehr gültig und ...

Figure 4. Chapter 5, exercise 5e, pp. 58

This writing exercise is a type of *Freies, kreatives Schreiben*, because it aims to train learners to write a text freely about something.

e. *Kommunikatives Schreiben* 'communicative writing'

Kommunikatives Schreiben aims to train learners in writing related to real or everyday communication situations, such as writing letters, postcards, and curriculum vitae.

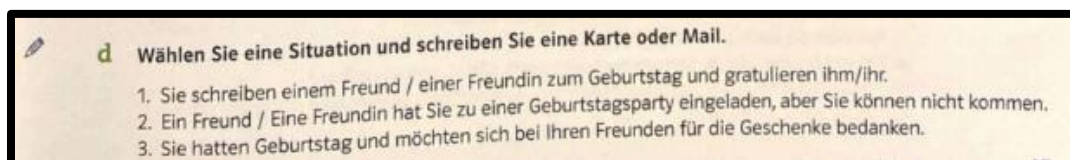


Figure 5. Chapter 4, exercise 4d, p. 47

This writing exercise is a type of *Kommunikatives Schreiben*, because it aims to train learners in writing related to real or everyday communication situations, such as writing a letter.

The *Gemeinsamer europäischer Referenzrahmen für Sprachen* (GER) is the standard European language competency benchmark. The GER details what learners need to develop in order to use the language skills of *Hören* 'listening', *Sprechen* 'speaking', *Lesen* 'reading', and *Schreiben* 'writing', especially in productive language skills such as communicative speaking and writing.

This research is related to the suitability of *Schreibübungen* 'writing exercises' in the *Netzwerk neu A2 - Kursbuch* 'textbook' with the GER, through the table below it can be seen that the writing exercises in the textbook match the standards at what level and how many there are writing exercises that match each criterion of the GER.

Table 2. Distribution of *Schreibübungen* data in the *Netzwerk neu A2 - Kursbuch* textbooks with the GER compatibility

<i>Nummer</i>	<i>Chapter</i>	<i>Die Übereinstimmung mit GER A1</i>	<i>Die Übereinstimmung mit GER A2</i>	<i>Die Übereinstimmung mit GER B1</i>
1	<i>Und was machst du?</i>	0	5	1
2	<i>Nach der Schulzeit</i>	1	5	1
3	<i>Immer online?</i>	2	4	0
4	<i>Plattform 1</i>	1	0	0
5	<i>Große und kleine Gefühle</i>	2	5	0
6	<i>Leben in der Stadt</i>	1	3	1
7	<i>Arbeitswelten</i>	1	3	1
8	<i>Plattform 2</i>	1	1	0
9	<i>Ganz schön car</i>	2	2	0
10	<i>Gelernt ist gelernt!</i>	3	3	0
11	<i>Sportlich, sportlich</i>	2	4	0
12	<i>Plattform 3</i>	0	0	0
13	<i>Zusammen leben</i>	1	6	0
14	<i>Wie die Zeit vergeht!</i>	2	2	0
15	<i>Gute Unterhaltung!</i>	3	4	0

16	Plattform 4	0	3	0
	Anzahl	22	50	4

The table presents the classification of *Schreibübungen* with the GER suitability, it can be seen that there is a total of 76 *Schreibübungen* in the *Netzwerk neu A2 - Kursbuch* textbook. Of these, 22 exercises are also compatible with the A1 level, 50 exercises are compatible with the A2 level, and four exercises are also compatible with the B1 level. The analysis of the suitability of the *Schreibübungen* in the table was analyzed using the references from the theory presented by Trim and his fellow authors in the GER.

a. Conformity of *Schreibübungen* to the GER A1 level

Trim (2001, p. 67) also explains for the A1 level, "*Kann einfache, isolierte Wendungen und Sätze schreiben.*", which means that learners can write simple phrases and sentences. Furthermore, A1 level learners are expected to have the following as quoted from <http://cedefop.europa.eu>. "... *Ich kann eine kurze einfache Postkarte schreiben, z. B. Feriengrüße. Ich kann auf Formularen, z. B. in Hotels, Namen, Adresse, Nationalität usw. eintragen.*", it can be interpreted that learners can write short and simple postcards, for example, holiday greetings.

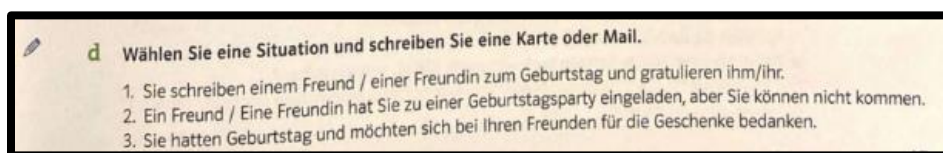


Figure 6. Chapter 4, exercise 4d, p. 47

The writing exercise also corresponds to the GER A1 level which explains that at this level, learners are able to write short and simple postcards about a greeting, such as holiday greetings.

b. Conformity of *Schreibübungen* with the GER A2 level

Trim, et al. (2001, p. 67) say that at A2 level, learners can write a series of simple phrases and sentences, using conjunctions such as *und* 'and'; *aber* 'but', or *weil* 'because'. Furthermore, A2 level learners are expected to master the following as quoted from <http://cedefop.europa.eu>. "... *Ich kann kurze, einfache Notizen und Mitteilungen schreiben. I can write a simple brief, z. B. um mich für etwas zu bedanken.*", it can be interpreted that the learners have the skills to write simple short messages and write personal letters.

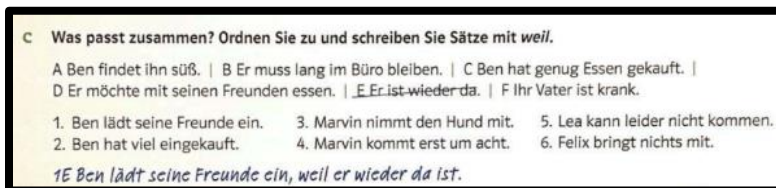


Figure 7. Chapter 1, exercise 7c, p. 13

The writing exercise corresponds to the GER level A2 which explains that at this level, learners can write simple sentences using conjunctions such as *aber* 'but' or *weil* 'because'.

c. Conformity of *Schreibübungen* with the GER B1 level

B1 level learners are expected to have the following as quoted from <http://cedefop.europa.eu>. "... I can write *einfache zusammenhängende texte über Themen, die mir vertraut sind oder mich persönlich interessieren*. I can write a *briefe schreiben und darin von Erfahrungen und Eindrücken berichten*". The quote can be interpreted that the learners can write a simple and related text, which is familiar or in which the learners are interested in. They can write a personal letter in which they describe their experiences and impressions.

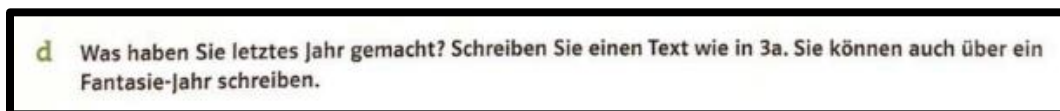


Figure 8. Chapter 1, exercise 4d, p. 11

The writing exercise corresponds to the GER B1 level which explains that at this level, learners can write simple texts related to a topic, such as writing a personal letter describing personal experiences and impressions.

Based on the analysis, exercises with the type of *Vorbereitende Übungen* aim to prepare for a text production, such as helping in acquiring and expanding the necessary vocabulary; the correct way of completing exercises, and learning grammar. There were 22 *Vorbereitende Übungen* exercises, but they were not found in Chapters 7 and 9 and Platforms 1, 3, and 4. Exercises with the *Aufbauende Übungen* type have the purpose of training to form sentences and word combinations; the use of conjunctions, and in arranging word order. There were 36 exercises of the *Aufbauende Übungen* type found in each Chapter and Platform, but none in Platform 3. *Strukturierende Übungen* aim to train learners in producing texts, such as composing dialogs or writing short messages; writing summaries; completing texts, and so on. Five exercises of this type were found in Chapter 4, 10, 11 and 12.

Freies, kreatives Schreiben exercises aim to train learners to write independent texts freely or with an outline. There are 11 exercises found in Chapter 1, 5, 6, 7, 8, 9, and 10. The *Kommunikatives Schreiben* exercise aims to train learners in writing related to everyday situations, such as writing letters, and compiling curriculum vitae. Of the types of *Schreibübungen*, the *Aufbauende Übungen* exercise is the most common type of exercise found in the *Netzwerk neu A2 - Kursbuch* textbook, while the *Kommunikatives Schreiben* exercise is the least common. This is in line with the theory of practice presented by Valachová (2013, p. 15), that practice is a necessary means to develop and improve learners' language skills.

The results of the analysis of each Chapter and Platform also show that there are 76 *Schreibübungen* in the *Netzwerk neu A2 - Kursbuch* textbook. Of the 76 *Schreibübungen*, there are 22 writing exercises that have a correspondence with the A1 level, 50 exercises with the A2 level, and four exercises with the B1 level. Based on the suitability of the writing exercises from the *Netzwerk neu A2 - Kursbuch*, the textbook presents a variety of writing exercises that have suitability for other levels, such as the A1 and B1 levels. This does not mean that the writing exercises are not suitable for the A2 level, but rather as preparation for the B1 level exercises or tests and at the A1 level to rehearse the writing exercises learned at the previous level.

The results of this study are expected to provide pedagogical implications in learning activities. In this case, after the teacher understands the various types of *Schreibübungen*, the teacher can develop these exercises independently and use them for optimal use of evaluation instruments, so that writing skills for students can be improved and developed.

5. CONCLUSION

Based on the results of the analysis that has been done, there are 76 *Schreibübungen* in the *Netzwerk neu A2 - Kursbuch* textbook. In this textbook, there are five types of *Schreibübungen*, such as *vorbereitende übungen* (planning exercises); *aufbauende übungen* (development exercises); *strukturierende übungen* (drafting exercises); *freies, kreatives schreiben* (free, creative writing), and *kommunikatives schreiben* (communicative writing). The *vorbereitende übungen* exercise type was found in 22 exercises and spread across all Chapters and Platforms, except in Chapters 7 and 9 and Platforms 1, 3, and 4. Exercises with the type of *aufbauende übungen* were found as many as 36 exercises and were found in every chapter and Platform, except in Platform 3. Exercises with the type of *strukturierende übungen* were found in five exercises, respectively in Chapters 4, 10, 11, and 12. Exercises with the type of *freies, kreatives schreiben* were found in 11 exercises, namely in Chapters 1, 5, 6, 7, 8, 9, and 10, while exercises with the type of *kommunikatives schreiben* were only found in two exercises, namely in Chapters 2, and 4.

The analysis shows that the *Schreibübungen* in the *Netzwerk neu A2 - Kursbuch* textbook are compatible with the *Gemeinsamer europäischer Referenzrahmen für Sprachen* (GER). Each Chapter and Platform in the book have a variety of exercises that include compatibility with other levels as well. Based on the analysis that has been done, some of the writing exercises in the *Netzwerk neu A2* book have correspondence with the A1 and B1 levels, with details of 22 writing exercises belonging to the A1 level, 50 exercises with the A2 level, and four exercises with the B1 level. This does not mean that the writing exercises do not correspond to the A2 level, but rather as a preparation for getting to know the B1 level exercises or tests.

The results of this study are expected to provide benefits and contributions in increasing understanding of *Schreibübungen* in the *Kursbuch Netzwerk neu A2* book, especially related to the types of exercises and coverage of the five types of *Schreibübungen*. This research is also expected to be a guide to optimize the process of learning German, especially learning *Schreiben* 'writing'. In addition, this research can be a reference in conducting similar research on writing exercises in a German textbook.

The recommendations based on the results of this study are as follows: 1) After the teacher understands the various forms of *Schreibübungen* that exist, it is hoped that the teacher will be able to independently develop these exercises and the exercises can be used by the teacher to develop evaluation instruments; 2) Bernd Kast's *Fertigkeit Schreiben* theory book is not recommended to be the only benchmark for determining the type of writing exercise, because in the *Netzwerk neu A2 - Kursbuch* book there are writing exercises combined with other skills; 3) Future research can analyze exercises that combine two or more different types of skills, such as writing exercises with listening or reading with writing; 4) Writing exercises of the type *Strukturierende Übungen* 'structuring exercises' in the *Netzwerk neu A2 - Kursbuch* book have a limited number of exercises. However, this shortcoming can be overcome by providing additional exercises regarding text production, such as creating dialogs, completing texts, and the like; 5) In

the *Netzwerk neu A2 Kursbuch* book there is a correspondence of writing exercises with other levels, such as A1 and B1 levels. Therefore, to further optimize learning activities, teachers can provide exercises on additional vocabulary related to these levels.

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