### TEACHERS' PERSPECTIVE ON WRITING EXERCISES OF JUNIOR HIGH SCHOOL BOOK "BRIGHT"

#### **THESIS**

Submitted in Partial Fulfilment of the Requirement for Gaining the Degree of Bachelor in English Language Education



By:

#### MUHAMMAD FATHUR ROHIM 133411050

EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG

2018

#### THESIS STATEMENT

I am the student with following identity:

Name : Muhammad Fathur Rohim

Students' Number : 133411050

Department : Education

Field of Study : English Language Education Department

Certify that the thesis untitled

Teachers' Perspective on Writing Exercises Book of Junior High School "BRIGHT"

is definitely my own work. I am completely responsible for the content of the thesis. Other researcher's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, November 20th, 2017

The researcher,

Muhammad Fathur Rohim

NIM. 133411050



#### KEMENTRIAN AGAMA UNIVERSITAS ISLAM NEGERI WALISONGO FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang Telp. 024 7601295 Fax. 7615387

#### RATIFICATION

Thesis with the following identity:

Title WRITING TEACHERS' PERSPECTIVE

EXERCISES BOOK OF JUNIOR HIGH SCHOOL

"BRIGHT"

Name Muhammad Fathur Rohim

NIM 133411050

Department English Language Education

Had been ratified by the Board of Examiners in Faculty of Education and Teacher Training of Walisongo State Islamic University and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.

Semarang, January 05th 2018

THE BOARD OF EXAMINERS

Chair Person,

Secretary,

Davig Rizal, M.Pd

NIP. 19771025 200701 1 01

Examiner I,

Dr. H. Ikhrom, M.Ag NIP. 19650329 199403 1 002

Nadiah Makmun, M.Pd NIP. 19781103 200701 2 016

Examiner II,

Lulut Widyaningrum, M.Pd

NIP. 19800803 200901 2 010

Advisor I,

Dra. Hj. Siti Mariam, M.Pd

. NIP. 19650727 199203 2 002

Advisor II,

Dra. Hj. Ma'rifatul Fadhilah, M.Ed

NIP. 19620803 198903 2 003



#### KEMENTRIAN AGAMA UNIVERSITAS ISLAM NEGERI WALISONGO FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang Telp. 024-7601295 Fax. 7615387

#### ADVISOR APPROVAL

Semarang, November 20th, 2017

To

The Dean of Faculty of Education and Teacher Training Walisongo State Islamic University

Assalamua'alaikum Wr. Wb

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis identification:

Title

AN ANALYSIS ON WRITING EXERCISE BOOK

OF JUNIOR HIGH SCHOOL "BRIGHT" FOR NINTH GRADE PUBLISHED BY ERLANGGA IN

Advisor I.

THE YEAR OF 2015

Name

: Muhammad Fathur Rohim

NIM

: 133411050

Department

English Language Education

I state that the thesis is ready to be submitted to Faculty of Education and Teacher Training of Walisongo State Islamic University to be examined at Munaqosah Session.

Wassalamu'alaikum Wr. Wb

1.0

Dra. Hj. Siti Mariam, M. Pd NIP.19650727 199203 2 002

# WALISONGO

#### **KEMENTRIAN AGAMA**

#### UNIVERSITAS ISLAM NEGERI WALISONGO

#### FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang Telp. 024-7601295 Fax. 7615387

#### ADVISOR APPROVAL

Semarang, November 20th, 2017

To

The Dean of Faculty of Education and Teacher Training Walisongo State Islamic University

#### Assalamua'alaikum Wr. Wb

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis identification:

Title

AN ANALYSIS ON WRITING EXERCISE BOOK

OF JUNIOR HIGH SCHOOL "BRIGHT" FOR NINTH GRADE PUBLISHED BY ERLANGGA IN

THE YEAR OF 2015

Name

Muhammad Fathur Rohim

NIM

133411050

Department

**English Language Education** 

I state that the thesis is ready to be submitted to Faculty of Education and Teacher Training of Walisongo State Islamic University to be examined at Munaqosah Session.

Wassalamu'alaikum Wr. Wb

Advisor II,

Dra. Hj. Ma'rifatul Fadhilah, M. Ed

NIP.19620803 198903 3 003

#### **ACKNOWLEDGEMENTS**

Alhamdulillah, I wish to express my deepest gratitude to Allah SWT for blessing, health, and inspiration provided to me during the writing of the final project. Shalawat and salam may be granted to our noble prophet Muhammad SAW who has brought Islam until this present.

Finally, this thesis had been accomplished well within support, guidance, advice, and encouragement from many people and institutions. Therefore, the researcher would like to express the deepest graduate to:

- 1. Dr. H. Raharjo, M.Ed.St., as the Dean of Islamic Education and Teacher Training Faculty.
- 2. Also I would like to say grateful to Dr. H. Ikhrom, M.Ag., as the Head of English Department for motivation and suggestion.
- 3. My sincerest gratitude to Dra. Hj. Siti Mariam., M.Pd as the first advisor who has carefully and rapidly read the final project, also gave valuable guidance, advice, suggestion, and encouragement to me from beginning until its completion with great patience and kindness. My sincerest respect is addressed to Dra. Hj. Ma'rifatul Fadhilah., M.Ed as the second advisor, who has carefully and correctly read the final project for its improvement and has encouraged me to finish my final project. Without his help, I would never have been able to complete this work.
- 4. My honor also goes to all lecturers of the English Department of Walisongo State Islamic University (UIN Walisongo) for all guidance and knowledge during my study at UIN Walisongo.
- 5. My sincerest thanks are addressed to my parents; Drs. H. Ferry Budiarto and Hj. Enok Nina Nur Jamilah and my sisters; Fauziyah Siti Nur Latifah., S.E and Fitri Nur Jannah., S.T, who always support me emotionally and materially with prayer, love guide, and patience.
- 6. An Inspiring women, Hilyatun Rofi'ah., S.E who always support me in every situation.
- 7. All of my friends in PBI 2013 especially PBI B '13, my region organisation KMJS (Keluarga Mahasiswa Jepara Semarang), PPL MTsN Kendal 2016, KKN MESTAKUNG MAJU (Posko 57) Tanjungsari Kendal, for giving me suggestion, care, motivation and also prayer that reinforce and encourage me.

8. The last but not least, those who cannot be mentioned one by one, who have supported me in finishing this research.

Finally, none or nothing is perfect and neither is this research. Any correction, comments, and critics for the improvement of this research are always open-welcomed.

Semarang, November 20<sup>th</sup>, 2017

**Muhammad Fathur Rohim** 

NIM. 133411050

#### **ABSTRACT**

Title : TEACHERS' PERSPECTIVE ON WRITING EXERCISES OF

JUNIOR HIGH SCHOOL BOOK "BRIGHT"

Writer : MUHAMMAD FATHUR ROHIM

Students Number: 133411050

Email : <u>fathurmufaro@gmail.com</u>

A course book is probably the cheapest and most reliable source of information. It also serves as a reference book for the teacher. One of the important aspects to enable students to master English skills is exercise. The objective of this research is to report the teachers' perspective on writing exercises in *BRIGHT* of the kinds of tests, curriculum of 2013, basic competence in writing skills, kinds of classroom writing, types of writing exercise, teachable, and presence of example, aims, and kinds of practice exercise. In conducting the research, the researcher used a descriptive qualitative method. Based on the analysis in *BRIGHT*, the researcher concluded that the entire respondent has a good perspective on writing exercises in the book BRIGHT. The percentages of teachers' perspective score in category strongly agree and agree more dominant. Therefore, hopefully this research can give a reference to select suitable English course book in term of writing exercises in the teaching process.

Key words: Course Book, Writing Exercises, Descriptive Qualitative method.

#### TABLE OF CONTENTS

COVER	i
THESIS STATEMENT	ii
RATIFICATION	iii
ADVISOR APPROVAL	iv
ACKNOLEDGEMENT	vi
ABSTRACT	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	xii
LIST OF APPENDICES.	xiii
CHAPTER I:	
A. Background of the Study	1
B. Reasons for Choosing the Topic	6
C. Research Questions	6
D. Objective of the Study	7
E. Significance of the Study	7
F. Limitation of the Research	7
G. Previous Study	7
H. Research Method	10
1. Research Design	10
2. Data Collection Technique	11
3. Data Analysis Technique	12
4. Data Validity Technique	14
CHAPTER II:	
1.1 Literature Review	17
A. Writing Skills	17
1. Definition of Writing Skills	17
2. The Aims of Writing Skills	18

3. Writing Exercises	19
4. Types of Writing Skills	21
5. Types of Writing Classroom	22
6. Writing Process	23
7. Types of Writing Exercises	24
B. Course Book	25
1. The Definition of Course Book	25
2. Kinds of Course Book	26
3. Evaluating Course Book	27
C. Curriculum	29
1. The Definition of Curriculum	29
2. Characteristic of 2013 Curriculum	30
D. Perspective	31
1. Definition of Perspective	31
2. Measuring Perspective	31
CHAPTER III:	
A. The Profile of Student English Book BRIGHT	33
B. The General Description of Student English Book BRIGHT	33
CHAPTER IV:	
A. The Teacher Perspective on Writing Exercises of Junior High	
School Book BRIGHT	36
B. The Aspects of Writing Exercises Analysis in BRIGHT	37
C. The Result of Writing Exercises Analysis in BRIGHT	38
1. Aspect of Kinds of Test	38
2. Aspect of Relevance with the 2013 Curriculum	38
3. Aspect of Basic Competence of Writing Skills	40
4. Aspect of Types of Classroom Writing Performance	40
5. Aspect of Types of Writing Exercise	41
6. Aspect of Teach-ability	41
7. Aspect of Present of Example	42

8. Aspect of the Aims of Writing Exercise	42
9. Aspect of Kinds of Practice Exercise	42
CHAPTER V:	
CHAPTER V:	
A. Conclusion	43
B. Suggestions	44
C. Closing	45
BIBLIOGRAPHY	
APPENDICES	
CURRICULUM VITAE	

#### LIST OF TABLES

No	Chapter	Title of Table
Table 1.1	1	Likert Scale
Table 1.2	1	Score Category of Assessment
Table 3.1	3	The Distribution of Writing Exercises
Table 4.1	4	Teachers' perspective on writing exercises

#### LIST OF APPENDICES

Appendix 1 Course Book Profile
 Appendix 2 The Teacher Perspective on Writing Exercises of Junior High School book BRIGHT
 Appendix 3 The Script of Interview
 Appendix 4 Questionnaire
 Appendix 5 The Result of Questionnaire with Respondent
 Appendix 6 The Analysis of Writing Exercises in BRIGHT

#### **CHAPTER I**

#### INTRODUCTION

This chapter, the researcher presents background of the study, the reasons for choosing the topic, the research question, objective of the research, significances of the research, limitations of the research, the previous studies of the course book analysis that have been done by practical researcher, and this was an overview chapter of the method of research. It played an urgent role in research since it affected the findings as well as the discussion. Before conducting the study, the researcher had to refer and applied the appropriate method to find the accurate data.

#### A. Background of Study

Human beings can communicate with each other. We are able to exchange knowledge, beliefs, opinions, wishes, threats, command, thanks, promises, declarations, and feelings — only our imagination sets limits. We can *laugh* to express amusement, happiness, or disrespect, we can *smile* to express amusement, pleasure, approval, or bitter feelings, we can *shriek* to express anger, excitement, or fear, we can *clench our fists* to express determination, anger or a threat, we can *raise our eyebrows* to express surprise or disapproval, and so on, but our system of communication before anything else is language. We can say that language is a system of communication based upon words and the combination of words into sentences.

Language is foremost a means of communication, and communication almost always takes place within some sort of social context. When we use language, we communicate our individual thoughts, as well as the cultural beliefs and practices of the communities of which we are a part: our family, social groups, and other associations.<sup>1</sup>

Indonesian is our primary language, but possible for us to use foreign language to communicate each other. According to Firman Allah Q.S Ibrahim 4:<sup>2</sup>

<sup>&</sup>lt;sup>1</sup> Julie S. Amberg and Deborah J. Vause, *American English: History, Structure, and Usage*; Cambridge University Press.

<sup>&</sup>lt;sup>2</sup> The Holy Our'an, QS. Ibrahim: 04; Amana Corp, p.620.

## وَمَآ أَرْسَلْنَا مِن رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ هَٰمُ ۖ فَيُضِلُّ ٱللَّهُ مَن يَشَآءُ وَيَهْدِى مَن يَشَآءُ وَهُوَ ٱلْعَزِيزُ ٱلْحَكِيمُ

"We sent not an apostle except (to teach) in the language of his (own) people, in order to make (things) clear to them, now God leaves straying those whom he pleases and guides whom he pleases: and he is exalted in power, full of wisdom" (QS. Ibrahim; 4)

The selection of a course book is one of the most important decisions a teacher will make in shaping the content and nature of teaching and learning. It involves matching the material against the context in which it is going to be used, following the aims of the teaching program, as well as fitting the personal methodology of the teacher. O'Neill provides 4 justifications for the use of course books; first, a large portion of a course book's material can be suitable for student's needs, even if not specifically designed for them, second, course books allow for students to look ahead, or refresh themselves with past lessons. They remove the element of surprise in student's expectations, third, course books have the practical aspect of providing material which is well-presented in inexpensive form, fourth, and I believe most importantly, well-designed course books allow for improvisation and adaptation by the teacher, as well as empowering students to create spontaneous interaction in the class.<sup>3</sup>

A course book is probably the cheapest and most reliable source of information. It also serves as a reference book for the teacher. A course book is a concise source of material for reviews. It helps the students to acquire the required information with speed. While revising his lessons pupils can work independently making use of text-books at his disposal. A course book helps these students in thoroughly understanding the subject matter. It also helps the students to make up his deficiency because of his failure to attend certain classes due to unavoidable reasons.<sup>4</sup>

<sup>&</sup>lt;sup>3</sup> Andrew White, Evaluation of a ELT Course Book Based on Criteria Designed by McDonough and Shaw, retrieved from <a href="http://www.birmingham.ac.uk/Documents/collegeartslaw/cels/essays/sylabusandmaterials/AWhiteCOURSE">http://www.birmingham.ac.uk/Documents/collegeartslaw/cels/essays/sylabusandmaterials/AWhiteCOURSE</a> BOOKEVALUATIONsyllmat.pdf, on 06 March 2017.

<sup>&</sup>lt;sup>4</sup> Nupur, *Essay on the Importance of text-book*, retrieved from <a href="http://www.preservearticles.com/2012032829173/essay-on-the-importance-of-text-book.html">http://www.preservearticles.com/2012032829173/essay-on-the-importance-of-text-book.html</a>, on 06 March 2017.

No doubt, a course book is looked upon as an indispensable vehicle for foreign language acquisition whose validity and significance are seldom impugned. Certainly, a course book is held in high regard by the anxious teacher who strives to put his / her message across, to teach the necessary vocabulary and help the students to acquire and consolidate the four skills: reading, writing, listening, speaking.<sup>5</sup>

Those skills should be taught and mastered by students. The teaching and learning of those skills are not as easy as it is to say. It is because English has many differences from our native language. Relating to this matter, writing, as one of the language skills stated in the curriculum, is considered as the most difficult and complex skill to learn by students. Students find difficulties in writing in the second language rather than their first language. It is caused by some factors such as vocabulary, language functions, grammar, and style and sociolinguistic. Those factors cannot be ignored in learning writing skill in English.<sup>6</sup>

The ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practices in formal instructional setting or other environments. Writing skill must be practiced and learned through experience. Writing also involves composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new text, as in expository or argumentative writing. According to Omaggio Hadley it is best viewed as a continum of activities that range from the more mechanical or formal aspects of "writing down" on the one end, to the more complex act of composing on the other end.<sup>7</sup> Formulating new ideas can be difficult because it involves transforming or reworking information, which is much more complex than writing as telling. By putting together concepts and solving problems, the writer engages in "a two-way interaction between continuously developing text" (Bereiter & Scardamalia, 1987, p. 12).

<sup>&</sup>lt;sup>5</sup> Dimitrios Thanasoulas, *Course Book; Take it or Leave it,* retrieved from https://www.englishclub.com/tefl-articles/coursebook.htm, on 06 March 2017.

<sup>&</sup>lt;sup>6</sup> Dwi M. Husein, *Analysis on Writing Exercises in LOOK AHEAD 2 (ENGLISH COURSE BOOK FOR SENIOR HIGH SCHOOL STUDENTS YEAR XI) Published by Erlangga*, Research paper: IAIN Walisongo Semarang, 2010.

<sup>&</sup>lt;sup>7</sup> Johanne Myles, Second Language Writing and Research: The Writing Process and Error Analysis in Student Texts, <a href="http://tesl-ej.org/ej22/a1.html">http://tesl-ej.org/ej22/a1.html</a>, on 12 December 2016.

Writing has also become more important as tenets of communicative language teaching – that is, teaching language as a system of communication rather than as an object of study – have taken hold in both second- and foreign- language setting. Wherever the acquisition of a specific language skill is seen as important, it becomes equally important to test that skill, and writing is no exception. Grabowski in Sara Cushing Weigle (1996; 75) notes that "writing as compared to speaking, can be seen as a more standardized system which must be acquired through special instruction. Mastery of this standard system is an important prerequisite of cultural and educational participation and the maintenance of one's rights and duties. The fact that writing is more standardized than speaking allows for higher degree of sanctions when people deviate from that standard.<sup>8</sup>

For students, writing is a primary medium through which demonstrates what they understand. Students will explore their idea, their understanding through writing and writing is a proof of their understanding something. Writing is transferring writer's information and knowledge that they have from reading or others which they have from changing in the word. Writing also expands their knowledge, bases and develops new knowledge by processing new information obtained the purpose of writing on a topic. When writing process, we must use right language, choosing word that appropriately with the topic, we also have to compose good sentences and organize well, we also make writing which can communicate with the readers and we also intend to interact the readers using written language, because the principal of writing is making readers understand. Good writings must not be in the same forms. The students should be able to organize the idea and construct the sentences to be a good cohesive and coherent paragraph. Students are able to use punctuation and spelling well. Teacher teaching with methods and techniques that are same every time teach writing, be a reason why writing becomes difficult. Teachers provide a number of topics to the students and ask them to write down ideas and ideas into an article and use the same way to all genres of text. Not many specific methods or techniques in the teaching of writing skill. This teacher-centered approach is not surprising given that many teachers have origin in a transmission model of learning and instructions; in which teacher

<sup>&</sup>lt;sup>8</sup> Sara Cushing Weigle, Assessing Writing, (United Kingdom; Cambridge University Press, 2002), P.4

<sup>&</sup>lt;sup>9</sup> Ma'rifatul Fadhilah, *The Effectiveness of Written Peer Review Toward English III Students' Writing Skill*, (Semarang: UIN Walisongo, 2015), P.3

provide the basic knowledge to be imparted to students. The transmission model isolates content areas in teaching and emphasized mastery of component skill in sequential order.

In short, the writing process comprises the mechanics by which writers create publishable products. It is the method all writers use to generate ideas, choose and organize these ideas, write and revise their pieces, and format them for publication. In terms of instruction, it represents a holistic approach, encouraging creation of an entire product, rather than working on pieces of this process and only infrequently putting it all together (a procedure all to frequently seen in textbooks). Writing process instruction is just that—process oriented—and encourages young writers to discover for themselves the mechanics of composition. And while still infrequent in textbooks, Dyson and Freedman (1990) point out that over the past two decades; there has been a significant shift from a focus only on the products of writing to studying the processes associated with how writers write.

During the early years of the twentieth century, most educators held onto the traditional concept and referred to curriculum as "the body of subject or subject matters set out by teachers for students to cover" (Tanner and Tanner, 1995:151). The education system in Indonesia is mainly organized by Ministry of National education and decreed by law Number 20 Year 2003 about the National Education System. Curriculum 2013 (K-13) is in fact the extension of School-Based Curriculum (SBC) in several components. The main purpose of this curriculum is to shape the individuals who are faithful in God, good in the characters, confident, successful in learning, responsible citizens and positive contributors to the civilization (Ministry of Education and Cultures, 2012). K-13 is a curriculum of values that occupied by character building.

The implementation of new curriculum which changes the teacher from being information center to be facilitator toward their learning should gear the concept of student-centered classroom. Learner-centeredness should be embraced since it could maximize the learners focus on form and meaning and their achievement (Reilly, 2000). Teacher-centeredness should be left behind since the teacher often dominates the class hours. In this sense, students are inclined to be passive listeners for teachers' explanation. The ability to manage class or classroom

management ability is required in this case, so that the teachers can easily lead the class without any frustration to find their classrooms are noisy in some extent.

The fact that the central government through Ministry of Education and Culture provides English textbooks both for teachers (teacher's book) and students (student's book) to use at schools is to some extent good idea. Teachers do not need to spend much of time selecting, adopting or even adapting English materials for students at class. In line with the idea of learner-centeredness, the textbook should activate students' learning, the textbook should be communicative competence supports containing real world themes leaving more proportion on form-focused activities, and it should finally lead the students to be autonomous learners.

In this case the researcher reported the teacher's perspective on writing exercises of Junior High School Book "BRIGHT" for ninth grade published by Erlangga.

#### **B.** Reasons for Choosing the topic

The writer chooses this topic due to the following reasons:

- 1. Teaching foreign language should be supported with some factors to get the process and the result can be received by the students. One of the factors that affect it is the teaching materials including the course book.
- 2. Writing is very important for human life. The needs of writing English are very urgent at present time. The most of companies are required their applicants to be talent in English both written and spoken.
- 3. Exercise or practice of the material is a something important to know the student ability in achieving the material which is given.
- 4. Learning writing is very complex. It can be mastered by a lot of practices. The researcher wants to find out the course book is consisted of enough and appropriate exercises.

#### C. Research Question of the Study

Based on the background of the study, the researcher states the following research problem: "What are the teacher's perspective related to writing exercises in *BRIGHT* meet the kinds of tests, curriculum of 2013, basic competence in

writing skills, kinds of classroom writing, types of writing exercise, teachable, and presence of example, aims, and kinds of practice exercise?"

#### D. Objective of the Study

This research was intended to meet the following objectives: "To report the teacher's perspective related to writing exercises in *BRIGHT* of the kinds of tests, curriculum of 2013, basic competence in writing skills, kinds of classroom writing, types of writing exercise, teachable, and presence of example, aims, and kinds of practice exercise?"

#### E. Significances of the Study

This study has significance for the writer himself as a candidate of a teacher and for the reader. For English teachers, hopefully this research can give a reference to select suitable English course book in term of writing exercises in the teaching process.

#### F. Limitation of the Research

This study needs the scope to limit the information as the researcher conducted, and the limitation of this study as follows:

- a. There are many books used in Junior High School, but this study only focus on one book, that is *Bright* (English course book used by 9<sup>th</sup> grade of junior high school students) published by Erlangga.
- b. The study only focuses on the writing exercises in the course book in terms of its relevance with the criteria of writing exercise. The criteria are: the kinds of tests, curriculum of 2013, basic competence in writing skills, kinds of classroom writing, types of writing exercise, teachable, and presence of example, aims, and kinds of practice exercise.

#### **G. Previous Study**

Relating to this research, the researcher chose some literature about previous researches which are relevant to the research:

1. The first research conducted by Diyah Listiani (2009), the title is "An Analysis on Writing Exercise of Junior High School Book "Communicative & Interactive English" for the year VIII of Junior High School Published by Yrama Widya". Faculty of Language and Arts, State University of Semarang. 10

Diyah Listiani as the researcher analyzed relevancy of writing exercises in *Communicative & Interactive English*" for the year VIII of Junior High School Published by Yrama Widya and 2006 curriculum in terms of clear direction, presence of examples and type of writing. This study used descriptive analysis.

The researcher divided the result of investigation into three sections. Firstly, the relevance between the writing exercises in the textbook and the writing skills demanded by the curriculum. Secondly, the analysis of writing exercises which are relevant to the curriculum in terms of clear direction, presence of example and type of writing (guided or free writing). Thirdly, the details of the writing exercises which are relevant to the curriculum in terms of clear direction, presence of example, and type of writing (guided or free writing). The result showed that there are only three basic competences of writing skills demanded by 2006 curriculum, there are only four writing exercises relevant to the curriculum. All of them have clear direction. They do not have examples. They are guided writing. The similarity between her research and the writer's, in analyzing content of a course book with a curriculum, some steps in collecting the data for example are selecting the data by choosing all kinds of exercises in every unit of that book, and the differences are in the object of analysis, the course book and kind of curriculum.

<sup>&</sup>lt;sup>10</sup> Diyah Listiani (22014055730), An Analysis on Writing Exercise of Junior High School Book "Communicative & Interactive English" for the year VIII of Junior High School Published by Yrama Widya, Research Paper State University of Semarang: 2009.

2. The second research conducted by Siska Novianti (A320100147), School of Teacher Training and Education, Muhammadiyah University of Surakarta, 2014. Entitled "An Analysis of Compatibility on English Textbook Entitled BRIGHT for the seventh grade students of Junior High School Based on Tomlinson's Theory". 11

This study applies descriptive study as the type of the research. She used content analysis to collect the data. This research paper aimed at finding out whether the English textbook entitled Bright for the seventh grade students of Junior High School is compatible or not with good criteria of English textbook proposed by Tomlinson and whether the textbook can increase students' ability. She applied descriptive study as the type of this research. The data are collected by using content analysis technique. The data in this study are the materials in the English textbook "Bright".

The steps of collecting data are: (1) Choose an English textbook entitled Bright, (2) Read an English textbook entitled Bright, (3) She studies the material contained in the textbook, and (4) Collect the materials in the textbook to be analyzed. After collecting data, she analyzes the data. The steps of analyzing data are: (1) defining criteria, (2) subjective analysis, (3) objective analysis, and (4) matching. The result showed that the English textbook Bright fulfill 75% of Tomlinson's theory, because it fulfilled twelve criteria from sixteen criteria. This textbook can also increase students' ability because it provided four abilities of English language ability those are writing, listening, reading, and speaking. The similarity between her research and the writer's, in analyzing the course book. The differences are in the theory and curriculum.

<sup>&</sup>lt;sup>11</sup> Siska Novianti (A320100147), An Analysis of Compatibility on English Textbook Entitled BRIGHT for the seventh grade students of Junior High School Based on Tomlinson's Theory, Research Paper Muhammadiyah University of Surakarta: 2014.

3. The third study is written by Kiaroh Mawardah (073411040), Tarbiyah Faculty, Walisongo State Institute for Islamic Studies of Semarang, 2011. Entitled "Study on the Writings of the First Semester of 7<sup>th</sup> Grade Students of SMP Negeri 18 Semarang in the Academic Year 2011/2012 Based on the Writing Exercises of English Focus, an English Textbook for Junior High School Grade VIII Published by Bengawan Ilmu". 12

The main problem of this research is to analyze the writings of the first semester of 7<sup>th</sup> based on content, grammar, and vocabulary aspects. This study used descriptive qualitative method analysis. It is kind of method which is conducted by collecting data, analyzing the data, and drawing representative conclusion. In this kind of method, the data used as samples are not figures but might be some words or description of something. The result showed that there are 199 results of students' writing based on the writing exercises of English in Focus. Students could do writing exercises on excellent to very good level in term of content, grammar and vocabulary aspects but not at all. It can be concluded that the students had more understanding in vocabulary and content aspects; however, in grammar aspect they tend to less concern on the English grammatical which little bit differs from grammar of their mother tongue. If they want to master writing, they should master three of aspects perfectly so that their writing will be more understandable. The similarity between her research and the writer's, in analyzing about writing skills, the differences are in the object of analysis, course book.

#### H. Research Method

#### 1. Research Design

The research design had to indicate from whom, under what condition the data was obtained, how the research was set up, what happened to the subjects and what methods of data collection were used. To combine their research, most of all research method needs a resource of a book (library).

<sup>&</sup>lt;sup>12</sup> Kiaroh Mawardah (073411040), Study on the Writings of the First Semester of 7<sup>th</sup> Grade Students of SMP Negeri 18 Semarang in the Academic Year 2011/2012 Based on the Writing Exercises of English Focus, an English Textbook for Junior High School Grade VIII Published by Bengawan Ilmu, Research Paper Walisongo State Institute for Islamic Studies: 2011.

The main differences are based on the purposes, functions and the position of the each research. In the field research, literature is needed as a basic theory to prepare the research design. While in the Library research, literature not only used as the preparing of research design but also it is more than that, it used to get data collection of the research.

In this study, the researcher preferred and also in order to answer the research question. This study attempted to use descriptive qualitative method. Descriptive qualitative research is the research which has a purpose to understand the phenomenon of subject study, such as action, perception, motivation, behavior, etc., holistically and descriptively in words and language at a specific natural concept and used some natural method. It is descriptive since the researcher describes the object of the study without generalizing the result of the study. It is qualitative, since the researcher describes phenomena in words instead of numbers or measurement. Cresswell in Laila states, "Qualitative research is descriptive in that researcher is interested in process, meaning and understanding gained through words or picture". 14

This research belongs to qualitative research employing descriptive method. This is due to the fact that the purpose of this research is to evaluate writing exercises in *BRIGHT* of the kinds of tests, curriculum of 2013, basic competence in writing skills, kinds of classroom writing, types of writing exercise, teachable, and presence of example, aims, and kinds of practice exercise.

#### 2. Data Collection Technique

Data collection technique is an important step in research, because it gives an important effect on the quality of object which is observed. The main target of the research is to get the data. The data collection technique in this research used documentation, questionnaire, and interview. Document represent checklist table in collecting data.

<sup>&</sup>lt;sup>13</sup> J. Lexy Moleong, *Metode Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2014), p.6

<sup>&</sup>lt;sup>14</sup> Laila Mahmudah, An Analysis of Pronunciation Exercises in Duolingo Application and its Contribution as English Learning Media, Research Paper Walisongo State Islamic University: 2014.

In this research, documentation was done by using the following instruments, those are;

- 1) Collected and made list all of the writing exercises.
- 2) Divided all the writing exercises based on the chapter in the course book.
- 3) Read all text and exercises in the course book to find which exercises are considered as the data.

By using documentation we can get much information from written sources. Documentation study represents a study which focuses in analysis or interpretation of written material based on its context. This research used written documentation. It was student English book "BRIGHT" for ninth grade published by Erlangga.

The second is questionnaire. Questionnaires are used to measure people's perceptions and attitudes. Conducted by submitting a questionnair containing the several questions to the respondent. The questionnaire is closed, its mean that the alternative answers are provided, except the question about respondent's identity is open. Questionnaire that used is a scale test that refers to Likert scale parameters. The answer is categorized as an attitude statement of Strongly Agree (SS), Agree (S), Neutral (RG), Disagree (TS), dan Strongly Disagree (STS).

The third is interview. Interview is conversation with the certain purpose which conducted by interviewer and interviewee. <sup>15</sup> The researcher interviewed several English teacher at ninth grade of Junior High School in order to know her opinion and her experience about student English book "BRIGHT" for ninth grade published by Erlangga.

#### 3. Data Analysis Technique

The data analysis in this research is the writing exercises at the English book "BRIGHT" for ninth grade published by Erlangga. This data is based on the ninth aspect of analysis; kinds of tests, relevance with the 2013 curriculum, basic competence in writing skills, kinds of classroom

<sup>&</sup>lt;sup>15</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2009), p.186

writing, types of writing exercise, teachable, presence of example, aims, and kinds of practice exercise.

However, in this study the researcher only took four steps those are; analysis of likert scale, selecting, categorizing, analyzing.

#### 1) Analysis of likert scale

Likert scale is used to measuring the attitude, opinion, and someone perception or a group about a social phenomena. In this research, likert scale is used to measuring the attitude and teacher's persective on writing exercises of junior high school book "BRIGHT".

This research using sample. Suharsimi on Holy stated that sample is part of that can represent all the population observed. It is called sample research when we want to generalize the sample research result. <sup>16</sup> The researcher selected several English teacher for 9<sup>th</sup> grade of junior high school as sample. In this research, there were 10 teacher as sample, where all of the teacher come from different school.

Table 1.1 Likert scale

		Linei i scare	
No	Symbol	Statement	Score
1.	SS	Strongly Agree	5
2.	S	Agree	4
3.	RG	Neutral	3
4.	TS	Disagree	2
5.	STS	Strongly Disagree	1

According to the respondent's answer, then there will be a tendency of the respondent's answer. The distributed questionnaire was done by using Likert scale.

The teacher's perspective is expressed in term of continuum review so that it can be known how much teacher's perspective on writing exercises in BRIGHT, whether included in very low, low, medium, high, very high category.

<sup>&</sup>lt;sup>16</sup> Holy Dita Purnasari, *The Effectiveness Of Fairy Tale English Movie "Frozen" In Teaching Narrative Text Writing*, Research Paper: UIN Walisongo semarang, 2016.

Here is the sequence to looking for the highest ideal score, the lowest ideal score, the length of the class interval, and the continuum variable review. <sup>17</sup>

The number of scores is inserted into the continuum line, whose measurements are determined by:

Maximum value = (max score) x (number

of sample)

Minimum value = (min score) x (number

of sample)

Percentage score = (total score : max

score) x 100

Table 1.2 Score Category of Assessment

Percentage	Category
0% - 20%	Strongly Disagree
20% - 40%	Disagree
41% - 60%	Medium
61% - 80 %	Agree
81% - 100%	Strongly Agree

#### 2) Selecting

The writer read "BRIGHT" and then selected which exercise could be considered as the writing exercises in every unit of the course book.

#### 3) Categorizing

After selecting the writing exercises, it was categorized into some aspects of writing exercise which used to analyze the data. Some aspects which used to analyzing data are:

- 1. What kind of the test?
  - a. Discrete items tests
  - b. Communicative tests
  - c. Combination of both
- 2. Are the writing exercises relevant or not with the 2013 curriculum of Junior High School grade 9<sup>th</sup>?

<sup>&</sup>lt;sup>17</sup> Riduan, Dasar-dasar Statistika, (Bandung: Alfabeta, 2009), p. 89

- 3. Which basic competences of writing skills are taught?
  - a. Communication
  - b. Composition
  - c. Style
- 4. What kinds of classroom writing performance?
  - a. Imitative
  - b. Display writing
  - c. Real writing
  - d. Intensive, or controlled
  - e. Self-writing
- 5. What type of writing exercise?
  - a. Arranging scrambled paragraphs into essays in form of procedural, report, and narrative.
  - b. Completing texts
  - c. Writing sentences dealing with grammar
  - d. Writing essays in form of procedural, report, and narrative.
  - e. Writing short functional texts
  - f. Revising sentences or essays
- 6. Are the writing exercises Teachable or not, it means that do they ready to use, well organized, easy to find in our way around? Besides that, the researcher conducted interview with several English teachers.
- 7. Does the exercise present example or not?
- 8. What does the aim of the exercise?
- 9. What does the practice exercise included on:
  - a. Controlled Exercise
  - b. Guided Exercise
- 4) Analyzing

After categorizing the writing exercises in *BRIGHT*, the researcher analyzed them by using those nine aspects of evaluation.

#### 4. Data Validity Technique

After getting and analyzing the data, researcher needs to authenticate the result. The researcher used triangulation technique to do it. Triangulation is a

technique of data validity data by utilizing something else out of the data for checking or comparing to the data. Susan Stainback on Sugiyono stated that "the aim is not to determine the truth about some social phenomenon, rather the purpose of the triangulation is to increase one's understanding of what ever is being investigated". <sup>18</sup> The researcher compared the result of data from document with the result of interview. Interview was done with the English teacher who had been being teaching English and using that book.

<sup>&</sup>lt;sup>18</sup> Sugiyono, Metode Penelitian Kuantitatif Kualitatif dan R&D, (Bandung: Alfabeta, 2009), p.241

#### **CHAPTER II**

#### WRITING SKILLS, COURSE BOOK, CURRICULUM, AND PERSPECTIVE

This chapter highlights the review of related literature which ideally discusses the writing skills, course book, curriculum, and perspective.

#### 1.1 Literature Review

This chapter, literature review, goes to highlights three urgent points which will argumentatively be explained and classified specifically; (i) what the writing skills define, the aims of writing skills, writing exercises, types of writing skill, types of writing classroom, writing processes, types of writing exercises, (ii) what the course book defines, kinds of course book, evaluating course book, (iii) what the curriculum defines, characteristic of 2013 curriculum.

#### A. Writing Skills

#### 1. Definition of Writing Skills

Writing is one of English skills that should be mastered by students. The definition of writing skills is not found deliberately. Jeremy Harmer in his book "The Practice of English Language Teaching" argues that it will be our responsibility to see that the students' language skills are transferred to the use of English. In other words, teachers may not to teach them to write but they should teach them to write in English. Because they are dealing with the skills of a foreign language, we need to help them to master English subconsciously. They will emphasize writing for description of a person; for example or reading for gist. If the teachers concentrate on these skills and sub skills it will help the students to approach the foreign language with more confident and greater expectation of success. Of course, it is possible that some students may not be proficient at all in the skills in their own language. Then, our task will be twofold: 1). to give them confidence in English. 2). to equip them with hitherto unknown skills in either their own mother tongue in English. 1

<sup>&</sup>lt;sup>1</sup> Ma'rifatul Fadhilah, *The Effectiveness of Written Peer Review Toward English III Students' Writing Skill*, (Semarang: UIN Walisongo, 2015), p.47

Ramelan says, "Like walking or cycling, writing is a matter of habit. The acquisition of any habit is accomplished through repeating and untiring practice on the part of learning".<sup>2</sup>

It means that the writing skill can be mastered through repeating action and practicing continually of the skill. However, Richards says that writing is "decontextualized" and must provide its own context, expressing meaning explicitly. Writing is like drawing idea in the paper by means of letter. We can transfer our idea into writing work so that our idea will not be lost.

A good writing can be implemented by students if their grammar is good. In fact, grammar and spelling are important in writing because it is the purpose in the condition of writing to be correct word and grammar. There are four important things to remember to write a good writing; grammar correctly, words appropriately, spelling, and punctuation. Those are the elements of satisfactory writing.

#### 2. The Aims of Writing Skill

The main purpose of writing in order that people will read what the writers has written. Second reason we write is for ourselves. We write notes to remind us of things we need to get or projects to finish. So, the aim of writing is to give some information to other people by write it down. That is why writing is so important in the society. Writing plays an important role in modern society. The need of writing in English nowadays is very urgent. Writing can bring about money. The proof is that a lot of people are able to earn living, e.g. becoming authors, script-writer, journalist and etc. so that it is quite important to be learn through it is the most complex skill to be developed. Writing is also very important in the world of science. Students have to be write paper in a good sentence of structure. In other words, all of the sentences have to be written grammatically. But we face the phenomenon today is that the most of English Department students find difficulties in writing their paper.

According to Pincas stated that there are three essential writing skills that should be mastered by students:<sup>3</sup>

<sup>3</sup> Anita Pincas, *Teaching English Writing*, (London:1991), p.26

18

<sup>&</sup>lt;sup>2</sup> Ramelan, English Phonetics, (Semarang: UNNES Press, 2003), p.4

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

#### 3. Writing Exercises

Writing is one of four language skills students should encourage to master. Other three language skills are speaking, reading and listening. All the skills that we learn must be supported by appropriate exercises. In practice of exercise, there are two kinds of the practice exercise, they are: controlled exercise, and guided exercises. A Controlled exercise (free writing) is a practice exercise in which the learners are told exactly what to do and how to do it. It is hoped that nearly all the learners will get nearly all the exercises right and will therefore develop correct habits and gain useful knowledge about the language. And guided exercise is practice exercise and which the learners are told what to do and then are given advice on how to do it. The learners have to make same decisions of their own and to create some of their own expressions. For example:

"Write a paragraph saying which towns you have visited since coming to Britain. Remember to use the present perfect when you do not refer to a particular time and the simple past when you do refer to a particular time.

E.g. <u>I have been</u> to Stratford twice. I <u>went</u> there during my first weekend in England and I <u>went</u> again last weekend."

Besides that, there are three main approaches to arrange a task in term of contain of ability<sup>5</sup>; they are:

<sup>&</sup>lt;sup>4</sup> Alan Cunningworth, *Evaluating and Selecting ELF Teaching Materials*, (London: Heineman Educational Press,1984), p. 82

<sup>&</sup>lt;sup>5</sup> Alan Cunningworth, *Evaluating and Selecting ELF Teaching Materials*, (London: Heineman Educational Press, 1984), p. 54

#### a) Discrete point testing

A test which is aims to provide very specific information about learner's abilities in a particular skill or in a particular language area. This type of test focuses on one item at a time and therefore tests knowledge of it rather than ability to use it in real situations. Discrete point testing concentrates on testing separately different language items and language skills (e.g. grammar, sound discrimination, listening with comprehension, and writing) and by combining the result of a number of separate tests or test items build up a picture of the student's level of English.

#### b) Communicative tests

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

#### c) Combination between Discrete test and communicative test.

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

#### a) Goals

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

#### b) Input

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

#### c) Activity

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

#### d) Teacher role

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

#### e) Learner role

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

#### f) Settings

Tasks have a guided in the teaching learning setting, whether it is done either in group or in personal.<sup>6</sup>

#### 4. Types of Writing Skill

There are four main types of writing: expository, persuasive, narrative, and descriptive.<sup>7</sup>

#### 1) Expository

Expository writing is to-the-point and factual. This category of writing includes definitions, instructions, directions and other basic comparisons and clarifications. Expository writing is devoid of descriptive detail and opinion. Expository writing is crucial for students to get comfortable with since it will be needed in many potentials careers that aren't primarily writing-oriented. Students must be able to organize their thoughts, follow a plan, and in higher grades, conduct research to support their theses.

#### 2) Persuasive

Writing that states the opinion of the writer and attempts to influence the reader. Unlike expository writing, persuasive writing contains the opinions and biases of the author. To convince others to agree with the author's point of view, persuasive writing contains justifications and reasons. It is often used in letters of complaint, advertisements or commercials, affiliate marketing pitches, cover letters, and newspaper opinion and editorial pieces.

#### 3) Narrative

Writing in which the author tells a story. The story could be fact or fiction. The author will create different characters and tell you what happens to them (sometimes the author writes from the point of view of one of the characters—this is known as first person narration). Novels, short stories, novellas, poetry, and biographies can all fall in the narrative writing style. Simply, narrative writing answers the question: "What happened then?"

<sup>&</sup>lt;sup>6</sup> Alan Cunningworth, Evaluating and Selecting ELF Teaching Materials, (London: Heineman Educational Press, 1984), p. 54

<sup>&</sup>lt;sup>7</sup> Syedd Hunbbel Meer, Four Different Types of Writing Styles: Expository, Descriptive, Persuasive, and Narrative, retrieved from <a href="https://letterpile.com/writing/Four-Types-of-Writing">https://letterpile.com/writing/Four-Types-of-Writing</a>, on March 29, 2017.

#### 4) Descriptive<sup>8</sup>

A type of expository writing that uses the five senses to paint a picture for the reader. This writing incorporates imagery and specific details. Descriptive writing is used to create a vivid picture of an idea, place or person. It is much like painting with words, it focuses on one subject and uses specific detail to describe that upon which your child is focused.

#### 5. Types of Writing Classroom

In order to stimulate students' production of writing, teacher needs to do some activities in the classroom. Based on the performance, students' classroom writing activity can be considered from the following three major categories of classroom writing performance:<sup>9</sup>

#### 1) Imitative, or writing down

At the beginning level of learning to write, students will simply "write down" English letters, words, and possibly sentences in order to learn the conventions of the orthographic code. Some forms of dictation fall into this category, although dictation can serve to teach and test higher order processing as well.

#### 2) Intensive, or controlled

Writing sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts. This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much, if any, creativity on the part of the writer.

#### 3) Self-writing

While virtually every classroom writing task will have an element of display writing in it, some classroom writing aims the genuine communication of messages to an audience in need of those messages.

<sup>&</sup>lt;sup>8</sup> Freeology, 4 Types of Writing, Retrieved from <a href="http://freeology.com/journal/4-types-of-writing/">http://freeology.com/journal/4-types-of-writing/</a>, on April 27, 2017.

<sup>&</sup>lt;sup>9</sup> H. Douglas Brown, *Teaching by Principles; An Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman, Inc , 2001) p. 343

#### 6. Writing Process

Writing process means the way someone writes. Students can increase their vocabulary and improve grammatical through writing. There are a number of ways in writing process:<sup>10</sup>

#### 1) Prewriting

The following pages describe five prewriting techniques that will help you think about and develop a topic and get words on paper:

#### a) Free writing

Free writing means jotting down in rough sentences or phrases everything that comes to mind about a possible topic. Do not worry about spelling or punctuating correctly, about erasing mistakes, about organizing material, or about finding exact words. Instead, explore an idea by putting down whatever pops into your head. If you get stuck for words, repeat you until more word come.

#### b) Questioning

In *questioning*, you generate ideas and details by asking questions about your subject. Such questions include *why? When? Where?* Who? and How? Ask as many questions as you can think of.

#### c) Making a list

In *making a list*, also known as *brainstorming*, you collect ideas and details that relate to your subject.

#### d) Clustering

Clustering, also known as diagramming or mapping, in another strategy that can be used to generate material for a paper. This method helpful for people who like to do their thinking in a visual way.

#### e) Preparing a scratch outline

A *scratch outline* is an excellent sequel to the first four prewriting techniques. In scratch outline, you think carefully about the point you are making, the supporting items for that point, and the order in which you will arrange those items.

<sup>&</sup>lt;sup>10</sup> John Langan, *College Writing Skills: Sixth Edition*, (New York: McGraw-Hill Companies, 2005), p.23-36

## 2) Writing a First Draft

When you write a first draft, be prepared to put in additional thoughts and details that did not emerge during prewriting. And don't worry if you hit a snag. Just leave a blank space or add a comment such as "Do later" and press on to finish the paper. Also, don't worry yet about grammar, punctuation, or spelling. You don't want to take time correcting word or sentences that may you decide to remove later. Instead, make it your goal to state your thesis clearly and develop the content of your paper with plenty of specific details.

# 3) Revising

Revising is as much a stage in the writing process as prewriting, outlining, and doing the first draft. *Revising* means rewriting a paper, building on what has already been done, in order to make it stronger. There are three stages to the revising process:

- a) Revising content
- b) Revising sentences
- c) Editing

#### 4) Editing

After you have revised your paper for content and style, you are ready to *edit*—check for and correct—errors in grammar, punctuation, and spelling.

#### 5) Review Activities

You have a good overview of the writing process, from prewriting to first draft to revising to editing. The remaining chapters in part one will deepen your sense of the four goals of effective writing: unity, support, organization or coherence, and sentence skills.<sup>11</sup>

# 7. Types of Writing Exercise

Type of writing exercise can be categorized as follow:<sup>12</sup>

 Arranging scrambled paragraphs into essays in form of Procedural, report, and narrative.

<sup>&</sup>lt;sup>11</sup> John Langan, *College Writing Skills: Sixth Edition*, (New York: McGraw-Hill Companies, 2005), p.23-36

<sup>&</sup>lt;sup>12</sup> Dwi M Husein., Analysis on Writing Exercises in Look Ahead 2 (English Course Book for Senior High School Students Year Xi) Published by Erlangga, Research paper: IAIN Walisongo Semarang, 2010

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

#### 2) Completing texts

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

3) Writing sentences dealing with grammar it can be controlled or guided exercise.

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

4) Writing essays in form of procedural, report, and narrative.

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

5) Writing short functional texts

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

6) Revising sentences or essays

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

#### B. Course Book

## 1. Definition of Course book

Course books are prepackaged, published books used by the students and teacher as the primary basis for language a course. Course books range from those that are broadly focused on developing all language skills to those that focus on a specific skill such writing. In addition to the student's book, course book packages may include audio-cassettes or CDs, videos, workbooks, CD-ROMs, test packages and internet material.<sup>13</sup>

A course book is a learning tool shared by teachers and learners that can be used in systematic and flexible ways. The course book provides a plan for

<sup>&</sup>lt;sup>13</sup> David Nunan, Practical English Language Teaching, (New York: McGraw-Hill, 2003), p.226

learning, a visible outline of what is to be learned in the classroom, as well as a bank of resource material and ideas (Acklam, 1994). Textbook are a key component in most language programs. In some situations they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. In other situations, the textbook may serve primarily to supplement the teacher's instructions. For learners, the textbook may provide the major source of contact they have with the language apart from input provided by the teacher (Jack C. Richard, 2001).

#### 2. Kinds of Course book

There are two categories of course book; they are *traditional* textbooks, and *communicative* textbooks. They may be briefly described as follows: 14

#### 1) Traditional textbooks

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

Traditional course book have all most of these characteristics:

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

#### 2) Communicative textbooks

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

<sup>&</sup>lt;sup>14</sup> Neville Grant, *Making The Most of Your Textbook*, (New York: Longman, 1989), p. 12

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

- a) They emphasize the communicative functions of language the jobs people using the language not just the forms.
- b) They try to reflect the students' needs and interests.
- c) They emphasize skills in using the language, not just the forms of the language, and they are therefore activity-based.
- d) They usually have a good balance among the four language skills, but many emphasize listening and speaking more than traditional course book does.
- e) They tend to be very specific in their definition of aims.
- Both content and method reflect the authentic language of everyday life.
- g) They encourage work in groups and pairs, and therefore make heavier on teacher's organizational abilities.
- h) They emphasize fluency, not just accuracy.

## 3. Evaluating Course book

A book maybe ideal in one situation because it matches the needs of that situation perfectly. It has just the right amount of material for the program, it is easy to teach, and it can be used with grammar and the four skills.

As Neville stated that the perfect course book does not exist; but the best book available in the English learning and teaching process. Such a book should satisfy three conditions.<sup>15</sup> It should suit the needs, interest and abilities of your students. It should suit with the teacher (the best book in the world will not work in the classroom if the teacher has good reasons for disliking it). The course book must meet the needs of official public teaching syllabuses or examinations.

Two factors are involved in the development of commercial textbooks: those representing the interests of the author, and those representing the interests of publisher (Byrd 1995; Werner, et al.1995).

<sup>&</sup>lt;sup>15</sup> Neville Grant, *Making The Most of Your Textbook*, (New York: Longman, 1989), p. 118

Cunningsworth (1995) purposes four criteria for evaluating textbooks, particularly course books:<sup>16</sup>

- 1) They should correspond to learners' needs. They should match the aims and objectives of the language learning program.
- 2) They should reflect the uses (present or future) that learners will make of the language. Textbooks should be chosen that will help equip students to use language effectively for their own purposes.
- 3) They should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a "rigid" method.
- 4) They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

In addition, one way of finding out whether a book is worth looking at more closely the eight criteria as follows:<sup>17</sup>

#### 1) Communicative

Is the course book communicative?

#### 2) Aims

Does it fit with English teaching learning process?

In this case, an ideal course book in Indonesia should suit with the aims of English teaching and learning process has been displayed in the 2013 curriculum.

#### 3) Teachable

Does the course seem teachable?

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

Assessment should be done through three approaches, namely assessment of learning, assessment for learning, and assessment as learning.<sup>18</sup>

a) Assessment of learning is an assessment carried out after the learning process was complete. National examination, school examination, and various forms of summative assessment are assessment of learning.

<sup>18</sup> E-book: *Panduan penilaian untuk SMP*, (Kementrian Pendidikan dan Kebudaya, 2016), p. 6-8

<sup>&</sup>lt;sup>16</sup> Jack C. Richards, *Curriculum Development in Language Teaching*, (United Kingdom: Cambridge University Press, 2001), p.258

<sup>&</sup>lt;sup>17</sup> Neville Grant, *Making The Most of Your Textbook*, (New York: Longman, 1989), p. 119

- b) Assessment for learning takes place during the learning process and usually used as a basis for improving the teaching and learning process. Various forms of formative assessment, such as assignments, presentations, projects, quizzes are examples of assessment for learning.
- c) Assessment as learning functions as a formative and implemented during the learning process takes place. Assessment as learning involves the learner actively in the assessment activity. Self-assessment and peer assessment are examples of assessment as learning.

### 4) Available adds-ons

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

5) Level

Does the level seem about right?

6) Teacher impression

What is the overall impression of the course?

7) Student interest

Are the students likely to find the book interesting?

8) Tried and tested

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

#### C. Curriculum

#### 1. The Definition of Curriculum

Etymologically, the curriculum is derived from the Latin, the "Curir" means that runner, and the "curere" means that the place of race. Terminologically, Curriculum is interpreted to mean all of the organized courses, activities, and experiences which pupils have under direction of the

school, whether in the classroom or not.<sup>19</sup> The curriculum has a variety of different interpretations according to the viewpoint of each expert.

Some people claim that a curriculum is the content, standards, or objectives for which schools hold students accountable. Others claim that the curriculum is the set of instructional strategies teachers plan to use. These conceptual differences are based on a distinction between a curriculum as the expected *ends*, e.g., the intended learning outcomes, and curriculum as the expected *means* of education, i.e., instructional plans.<sup>20</sup>

The definition of curriculum according to Government Regulation Number 19 Year 2005 on National Education Standards is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods as a guide of the implementation of learning activities to achieve specific educational goals.<sup>21</sup>

2013 curriculum follows learning which teachers do (taught curriculum) in the form of process which is developed in the form of learning activities in school, class, and society. And students' direct learning experiences fit to background, characteristic, and students' initial capability. Direct learning experiences of individual student become the result for themselves, while students' learning outcomes become the curriculum outcomes.<sup>22</sup>

### 2. Characteristic of 2013 Curriculum

According to Permendikbud No. 68 in the year 2013, 2013 curriculum is designed by the following characteristics:<sup>23</sup>

- 1) Developing the balances between spiritual and social developed attitude, curiosity, creativity, cooperation with intellectual skill and psychomotor.
- School is part of society which gives planned learning experience where students apply what they learn in school into society and make it useful as learning sources.
- 3) Developing attitude, knowledge, and skill also applying it in any situations in school and society.

<sup>&</sup>lt;sup>19</sup> Zainal Arifin, Konsep dan Model Pengembangan Kurikulum, (Bandung: Remaja Rosdakarya, 2011

George J. Ponser, Analyzing the Curriculum, (New York: McGraw-Hill, 2004), p.5.

Kunandar, *Guru Profesional*, (Jakarta: Rajawali Pers, 2011), p.124.
 Permendikbud Nomor 68 Tahun 2013, *Tentang Kerangka Dasar dan Kurikulum SMP/MTs 2013*.
 Permendikbud Nomor 68 Tahun 2013, *Tentang Kerangka Dasar dan Kurikulum 2013*.

- 4) Giving free time to develop attitudes, knowledge, and skills.
- 5) Competence is expressed in the form of core competence which is detailed more in subject basic competence.
- 6) Class core competences become organizing elements basic competence, where all basic competences and learning process are developed to achieve core competences.

Basic competences are developed based on the accumulative principle, mutually reinforce and enrich inter subjects and education level.

## **D.** Perspective

### 1. Definition of Perspective

According to *The Free Dictionary and Farlex*, perspective is the appearance of objects in depth as perceived by normal binocular vision.<sup>24</sup>

On the other hand, Martono said that perspective is a way of looking at a problem that occurs, or a particular point of view used in seeing a phenomenon (Martono, 2010).<sup>25</sup>

Besides that, according to Charon perspective is conceptual concept; a set of principles; a set of values; and a set of ideas that affect our perceptions and actions in a situation (Charon, 1998).<sup>26</sup>

Therefore, there is no expert has the right to claim that his or her perspective is valid, while the other perspective is wrong. Although a perspective may be closer to the intended reality. There is no perspective can capture the whole observed reality, so a perspective is limited, because it only allows humans to see just one side of reality "out of there".<sup>27</sup>

So, perspective is a view of a rationale or a basis of thought and experience to make sense, giving conceptuality to the phenomena and reality around us.

## 2. Measuring Perspective

According to some experts, perspectives can be measured using a tool called the attitude scale. One of the famous scale is Likert Scale from R. Likert

<sup>&</sup>lt;sup>24</sup> Ratrieved From <a href="https://www.thefreedictionary.com/perspective">https://www.thefreedictionary.com/perspective</a>, 12:32 PM, January 29, 2018.

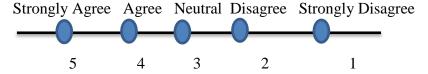
Retrieved from <a href="http://www.definisimenurutparaahli.com/pengertian-perspektif-atau-sudut-pandang/">http://www.definisimenurutparaahli.com/pengertian-perspektif-atau-sudut-pandang/</a>, 13:15 PM, January 29, 2018

Halimatussa'diah, (2014), *Teori dan Perspective dalam Penelitian Komunikasi*, Jakarta: Bina Sarana Informatika), p. 56

Desi Ratna Sari, *Perspektif Teori dalam Penelitian Kualitatif*, Retrieved from http://just-ilmiah.blogspot.co.id, 13:06 PM, January 29, 2018.

(1932). If the Likert scale is made, the list of questions to be measured is first tested to a number of respondents whose characteristic are similar to the sample to be researched by the respondent.

Likert uses a number a questions to measure attitudes based on average answer. But it has a difference here and there. Likert in his statement describe an extreme view of his problem. After the statement was formulated, Likert distributed to a number of respondents to be researched. Respondents are asked to indicate the degree to which they agree or disagree on each statement with 5 (five) choise scale; strongly agree, agree, neutral, disagree, strongly disagree.<sup>28</sup>



Thus, a score of 5 is given to those who answered strongly agree, score 1 given to thosse who answered strongly disagree. In this way each statement assigns a scale of 1 to 5.

<sup>&</sup>lt;sup>28</sup> Triana Desita Sari, Sikap Masyarakat Terhadap Pemanfaatan Kartu Indonesia Pintar (KIP) di Kpung Lebak Manis Kelurahan Sukajawa Baru Kota Bandar Lampung, Research paper: UNILA, 2017.

#### **CHAPTER III**

#### DESCRIPTION OF STUDENT ENGLISH BOOK "BRIGHT"

This was an overview chapter of the description of data. Here the researcher of this study presented about the book.

#### A. The Profile of Student English Book "BRIGHT"

In this study, the researcher used English course book that was analyzed. The title of that book is "BRIGHT' for 9<sup>th</sup> grade. The course book is published by *Erlangga* in the year of 2015. The author of the course book is Nur Zaida with the editors is Yuniar Widiastuti, Dwi Wahyu Priyanto, and Raymond S.

BRIGHT will improve students' skills in listening, speaking, reading, and writing and learn lots of new vocabulary. Students will learn these skills using various activities. Sometimes, students will discuss or do a performance in groups or pairs, but at other times students will work on his/her own.

Expressions and grammar that the students need are introduced. Explanations and specify vocabulary that the students need to know are presented at the beginning of activities to improve the students' understanding. Writing is often the most difficult skill for students. Hence, the students are guided with scaffolding activities before producing a text (either a functional text or a monologue text) independently.

## B. The General Description of Student English Book "BRIGHT"

The students will learn four basic English skills on the book "*BRIGHT*" for 9<sup>th</sup> grade; listening, reading, writing and speaking, also students will find the language components, grammar and vocabulary.

The book is intended for the 9<sup>th</sup> grade students which are learned some Basic English in the primary school. The teachers agree that each student has different phase in language learning. Some students learn faster and the others learn slower. The language of this book should appropriate with students' age. Some vocabularies might be difficult for students; however, with a good approach by the teacher, those difficult words are easy to master. There is no racism in this course book.

There are 14 chapters on this course book "BRIGHT", every chapter has different themes and topics to learn. Those themes are related with the subjects that

learn by students, and this course book employs the newest 2013 curriculum of English subject.

The following table explains the distribution of the writing exercises in "BRIGHT" an English course book for 9<sup>th</sup> grade published by Erlangga in the year 2015:

Table 3.1
The Distribution of Writing Exercises

Ch.	Thoma	The Exercises in	The Writing
CII.	Theme	Every Chapter	Exercises
1	Good Luck!	6 Exercises	1 Exercises
1	Good Luck!	o Exercises	(Activity 5)
2	I Agree with You	7 Exercises	1 Exercise
2	1 Agree with 10th	/ Exercises	(Activity 6)
			3 Exercises
3	Let's Clean Up	10 Exercises	(Activity 7, 9, and
			10)
			5 Exercises
4	What for?	10 Exercises	(Activity 3, 7, 8, 9
			and 10)
		11 Exercises	6 Exercises
5	You Must Not Do It		(Activity 4, 5, 6, 7,
			and 9)
6	Know What You Eat	8 Exercises	-
			3 Exercises
7	How to Make Dessert	13 Exercises	(Activity 4, 11, and
/	How to Make Dessett	13 Exercises	13)
	I Am Doing My		5 Exercises
8	I Am Doing My Homework	13 Exercises	(Activity 4, 5, 7, 8,
	HOIHEWOIK		and 10)
9	Have You Done Your	7 Exercises	2 Exercises
9	Homework?	/ Exercises	(Activity 3, and 7)
		l	<u> </u>

10	I Exercise So I That I Keep Fit	11 Exercises	5 Exercises (Activity 6, 7, 9, 10, and 11)
11	I Love Indonesian Folktales	18 Exercises	3 Exercises (Activity 9, 12, and 14)
12	The Garden Is Taken  Care of	12 Exercises	6 Exercises (Activity 4, 5, 6, 7, 9, and 12)
13	What An Amazing World!	32 Exercises	3 Exercises (Activity 23, 25, and 26)
14	Special Offer! Today Only!	11 Exercises	2 Exercises (Activity 7, and 10)
_	Total	169 Exercises	44 Exercises

According to the table above, there are 169 exercises that practice all the four basic language skill and the language components in the course book while 44 exercises practice the writing skill. It could be said that the distribution of writing exercises in "BRIGHT" course book for 9<sup>th</sup> published by Erlangga in the year 2015 is the highest if it is compared to the others test types of exercises in the course book.

#### **CHAPTER IV**

#### RESEARCH FINDINGS

This chapter revealed the research findings. The research findings were answered the research problems which stated in the first chapter of this study, there was, "what are the teacher' perspective on writing exercises in *BRIGHT* and an analysis of writing exercises meet the kinds of tests, curriculum of 2013, basic competence in writing skills, kinds of classroom writing, types of writing exercise, teachable, and presence of example, aims, and kinds of practice exercise?"

# A. The Teachers' perspective on Writing Exercises of Junior High School book BRIGHT

Likert scale is used to measuring the attitude, opinion, and someone perception or a group about a social phenomena. In this research, likert scale is used to measuring the teacher's persective on writing exercises of junior high school book "BRIGHT".

Here is the result of teachers' perspective on writing exercises:

Table 4.1
Teachers' perspective on writing exercises

Teachers perspective on writing exercises						
Number of Questions	Percentage Score	Criteria				
1	82%	Strongly Agree				
2	90%	Strongly Agree				
3	62%	Agree				
4	80%	Strongly Agree				
5	64%	Agree				
6	80%	Agree				
7	70%	Agree				
8	74%	Agree				
9	92%	Strongly Agree				

After computing the data, the researcher concluded that the entire respondent has a good perspective on writing exercises in the book BRIGHT. It can be seen from the data above showed that the percentage of teachers' perspective score in

criteria strongly agree and agree more dominant. The result of each questionnaire could be seen in appendix 2.

# B. The Aspects of Writing Exercises Analysis in *BRIGHT* an English Course Book for Junior High School 9<sup>th</sup> Grade published by Erlangga

The analysis of writing exercises in *BRIGHT* an English course book for Junior High School 9<sup>th</sup> Grade published by Erlangga based on nine aspects, they are:

- 1. What kind of the test?
  - a. Discrete point tests
  - b. Communicative tests
  - c. Combination of both
- 2. Are the writing exercises relevant or not with the 2013 curriculum of Junior High School grade 9<sup>th</sup>?

The researcher look at the basic competence and interviews with several teachers to prove whether the writing exercises in this coursebook are relevant to the 2013 Curriculum or not.

- 3. Which basic competences of writing skills are taught?
  - a. Communication
  - b. Composition
  - c. Style
- 4. What kinds of classroom writing performance?
  - a. Imitative
  - b. Display writing
  - c. Real writing
  - d. Intensive, or controlled
  - e. Self-writing
- 5. What type of writing exercise?
  - a. Arranging scrambled paragraphs into essays in form of procedural, report, and narrative.
  - b. Completing texts
  - c. Writing sentences dealing with grammar

- d. Writing essays in form of procedural, report, and narrative.
- e. Writing short functional texts
- f. Revising sentences or essays
- 6. Are the writing exercises teachable or not, it means that they are ready to use, well organized, easy to find in our way around? For this aspect, the researcher also conducted interviews with several teachers to ask whether this coursebook or especially for writing exercises is teachable or not.
- 7. Does the exercise present example or not?
- 8. What are the aims of the exercise?
- 9. What are the practices of exercises included on:
  - a. Controlled Exercise
  - b. Guided Exercise

# C. The Result of Writing Exercise Analysis in *BRIGHT*, an English Course Book for Junior High School 9<sup>th</sup> Grade published by Erlangga

The researcher has interviewed several English teachers' and analyzed each exercise of writing exercise in *BRIGHT* an English Course Book for Junior High School 9<sup>th</sup> Grade published by Erlangga, there are some results below:

#### 1. Aspect of Kinds of test

From 44 (forty four) writing exercises, there are 33 (thirty three) exercises that included discrete point test. 9 writing exercises included in communicative test, and 5 writing exercise included in combination of both. The data showed that discrete point test be the first position than others. The purpose of discrete point test to provide very specifies information about learner's abilities in a particular skill or in particular language area and emphasized in accuracy. In teaching writing process, accuracy is the priority of the component of writing test. In the second position is Communicative test because in writing skill more attention at the structure likes grammar. And the third position is combination between discrete point test and communicative test.

# 2. Aspect of Relevance with the 2013 Curriculum

In term of relevancy with 2013 curriculum, the researcher can conclude that writing exercise in *BRIGHT* an English Course Book for Junior High

School 9<sup>th</sup> Grade published by Erlangga is relevance with the 2013 curriculum because all of 44 writing exercise from 14 units (which is consist of some subtheme of writing exercise: express and respond wishes, congratulate/compliment someone, ask about agreement and disagreement, expressing necessity, suggestion, conjunction expressing, command and prohibition, writing a procedural text, present and past continuous tense, present perfect tense, cause and effect, conjunctions showing opposition, identify the function of a folktale (narrative text), understand the passive voice, writing the report text, and advertisement) are demanded in writing based on 2013 curriculum of Junior High School 9<sup>th</sup> Grade.

Beside that, the researcher interviews with several teachers to prove whether the writing exercises in this coursebook are relevant to the 2013 Curriculum or not. The interview was done with Mr. Muttaqin, S.Pd from SMP Citi School Semarang, Mr. Aji, S.Pd from SMP Nurul Islam Semarang, Mrs. Walsini, S.Pd from MTsN Kendal, Mr. Ajib Wahyu Saputra, S.Pd from SMP Roudlotus Saiddiyah Semarang,

Mr. Muttaqin, said that some units/chapter already include from the recommended reference or taught in the 2013 Curriculum. In addition, the coursebook BRIGHT published by Erlangga is very easy to be operated or used by teachers as teaching materials to students.

In line with Mr. Aji, the coursebook "BRIGHT" published by Erlangga for 9<sup>th</sup> grade is very relevant with the 2013 Curriculum because the materials in this book is complete and many favorite schools use BRIGHT as a teaching material. Also the language used in this book is quite easy to understand by students, although there are some vocabularies that need to be translated. But, it becomes a good activity because can add vocabulary to the students.

On the other hand, Mrs. Walsini stated that the book is good and already relevant to the 2013 Curriculum. Because it was appropriate with the existing syllabus. However, she adds that there is still shortage of this book, for example the exercise is less.

Same with others, Mr Ajib said that this book is relevant to the 2013 curriculum. Because available materials and exercises inside to make students more active in learning. Given the 2013 curriculum is famous as a student

centered-classroom. However, the available materials are not sequential so they do not match the order of the materials in the KI/KD.

After conducting interviews with several English teachers who using "BRIGHT" as a teaching material for students, all of the teachers agreed that the coursebook "BRIGHT" published by Erlangga for 9<sup>th</sup> grade is generally relevant to the Curriculum 2013. It can be seen from the syllabus that used, the material is quite complete, easy to be operated by teacher and students can easily accept the material.

## 3. Aspect of Basic Competences of Writing Skills

Based on the data above, only 4 writing exercises of 44 writing exercises in these course book contents off all aspect of basic competence of writing skill classified in the communication competence, while there are 30 writing exercise contain only composition competence, 7 writing exercise are communication and composition competence, and the 3 left contains composition and style competence. That classify can be seen in the instructions of each exercise. The researcher concluded that the writing exercise of *BRIGHT* an English Course Book for Junior High School 9<sup>th</sup> Grade published by Erlangga is more emphasize on language structure and grammar achievement, but the language function as a tool for real communication became second priority. It means that all of writing exercise in *BRIGHT* is good enough exercise to improve student's ability in writing skills.

#### 4. Aspect of Types of Classroom Writing Performance

In line with Douglas Brown theory, students classroom writing activity can be considered from the following three major categories of classroom writing performance, they are Imitative, Intensive, and self-writing. In this book the researcher found that there are 11 writing exercises apply the types of Imitative classroom writing, 26 writing exercises apply the types of Intensive classroom, and 7 writing exercises apply the kinds of self-writing classroom writing. It shows that the writing exercise of *BRIGHT* an English Course Book for Junior High School 9<sup>th</sup> Grade published by Erlangga covers all the kinds of classroom writing exercise by Brown theory. Better for the exercises in every book to apply imitative classroom writing first, because imitative is the basic kinds of classroom writing. Students will simply 'write down' English letter,

words, and possibly sentences in order to learn conventions of the orthographic code. So, the writing exercises of *BRIGHT* an English Course Book for Junior High School 9<sup>th</sup> Grade published by Erlangga are appropriate writing exercise to practice students writing skills.

# 5. Aspect of Types of Writing Exercise

In the types of writing exercise, the researcher found that there is 1 writing exercise for arranging scrambled paragraphs into essays in form of procedural, report, and narrative. 4 writing exercises for completing text. 33 writing exercises for writing sentences dealing with grammar. 4 writing exercises for writing essays in form of procedural, report, and narrative. 2 exercises for writing short functional text. But for revising sentences or essay, there is no writing exercises include this type. Writing sentences dealing with grammar becomes the most common type in this course book. It means that students can continue to practice writing properly.

### 6. Aspect of Teach-ability

The researcher conducted an interview with Mr. Muttaqin, S.Pd from SMP Citi School Semarang, Mr. Aji, S.Pd from SMP Nurul Islam Semarang, Mrs. Walsini, S.Pd from MTsN Kendal, Mr. Ajib Wahyu Saputra, S.Pd from SMP Roudlotus Saiddiyah Semarang.

Mr. Muttaqin said that generally is teachable because the coursebook relevant with the 2013 Curriculum, easy to be operated for teachers, so the students can easy to understand the material that has been given.

Agreed with Mr. Muttaqin, Mr. Aji also said that this coursebook is teachable for students use. He hopes that schools which have not used this coursebook can use it soon. Because this coursebook is very good, the material of each chapter as related so that the material provided is also coherent.

Similarly, according to Mrs. Walsini, this coursebook is teachable because it is appropriate with the existing syllabus. The explanations are also easy to understand and students can answer all of the exercises.

On the other hand, Mr. Ajib said that the language in BRIGHT is easy to understand by the students so that students can receive it properly and do the exercises. According to him, generally this book is appropriate for teachers to

use as a teaching material for students, but as a creative and innovative teacher should not only focus on one source only.

Finally, we can make a conclussion that this coursebook especially for all of the writing exercises in the BRIGHT, an English Course Book for Junior High School 9<sup>th</sup> Grade published by Erlangga are teachable for teacher to teach students. It's concluded from clear instructions, help on method activities, and the important is relevance with the 2013 curriculum. So, the exercise can improve student's ability especially in writing skills.

# 7. Aspect of Present of Example

For the next aspect, in term of present of example the researcher found that there are 12 (twelve) writing exercises does not provide an example, while there are 32 (thirty two) writing exercises provides an example. It's better for each writing exercise to present an example so it made students easy to doing the exercise and can avoid of students mistake.

# 8. Aspect of the Aims of Writing Exercise

The aims of each writing exercises have been explained clear in each of the writing exercise. It saw from the instruction.

#### 9. Aspect of Kinds of Practice Exercise

The last aspect is kinds of practice exercise. There are 16 (sixteen) writing exercise applies the controlled exercise (free writing), while 28 (twenty eight) writing exercise apply the guided exercise. It means that most of the writing exercises in *BRIGHT*, an English Course Book for Junior High School 9<sup>th</sup> Grade published by Erlangga is encourage students to write based on guidelines given.

#### **CHAPTER V**

#### CONCLUSION AND SUGGESTION

In the previous chapters, the researcher had discussed about the introduction of the study, the review of related literature, the method of the research, the analysis, and the result. This final chapter presented the conclusions and suggestions were derived from analyses and discussions which had conducted in the previous chapter of the study.

# A. Conclusion of Teachers' Perspective on Writing Exercises of Junior High School Book BRIGHT

Based on the analysis in BRIGHT, an English Course Book for Junior High School 9<sup>th</sup> Grade published by Erlangga, the researcher concludes that:

All of the respondent has a good perspective on writing exercises in the book BRIGHT. It can be seen from the data at table 4.1 showed that the percentage of teachers' perspective score in criteria strongly agree and agree more dominant.

In the writing exercises analysis, the researcher found there are 33 (thirty three) exercises that included discrete point test. 9 writing exercises included in communicative test, and 5 writing exercise included in combination of both. The data showed that discrete point test be the first position than others.

In term of relevancy with 2013 curriculum, the researcher can conclude that writing exercise in *BRIGHT* an English Course Book for Junior High School 9<sup>th</sup> Grade published by Erlangga is relevance with the 2013 curriculum because all of 44 writing exercise from 14 units are demanded in writing based on 2013 curriculum of Junior High School 9<sup>th</sup> Grade. Also all of the teachers agreed that this book is relevant with the 2013 curriculum

In the aspect of basic competence of writing skills, only 4 writing exercises of 44 writing exercises in these course book contents off all aspect of basic competence of writing skill classified in the communication competence, while there are 30 writing exercise contain only composition competence, 7 writing exercise are communication and composition competence, and the 3 left contains composition and style competence.

In the aspect of classroom writing performance, the researcher found that there are 11 writing exercises apply the types of Imitative classroom writing, 26 writing exercises apply the types of Intensive classroom, and 7 writing exercises apply the kinds of self-writing classroom writing. It shows that the writing exercises of *BRIGHT* an English Course Book for Junior High School 9<sup>th</sup> Grade published by Erlangga covers all the kinds of classroom writing exercise by Brown theory.

In the types of writing exercise, the researcher found that only 1 writing exercise for arranging scrambled paragraphs into essays in form of procedural, report, and narrative. 4 writing exercises for completing text. 33 writing exercises for writing sentences dealing with grammar. 4 writing exercises for writing essays in form of procedural, report, and narrative. 2 exercises for writing short functional text. But for revising sentences or essay, there is no writing exercises include this type.

Based on the teachers' opinion, all of them agreed that writing exercises in the *BRIGHT*, an English Course Book for Junior High School 9th Grade published by Erlangga are teachable for teacher to teach students.

For the next aspect, in term of present of example the researcher found that there are 12 (twelve) writing exercise does not provide an example, while there are 32 (thirty two) writing exercise provides an example.

The aim of each writing exercises has been explained clear in each of the writing exercise. It saw from the instruction.

The last aspect is kinds of practice exercise. There are 16 (sixteen) writing exercise applies the controlled exercise (free writing), while 28 (twenty eight) writing exercise apply the guided exercise.

### **B.** Suggestion

Based on the result of teachers' perspective on Writing Exercises of Junior High School book "BRIGHT" for Ninth Grade published by Erlangga in the Year of 2015, I would like to suggest that:

#### 1. For the Teacher

The teachers would be better to choose the English course book which present all off English skills (listening, reading, writing, and speaking) relevant with the curriculum that happened, because the course book that the students used is influenced their studying. Also the teacher can use materials from other course book or sources to give more additional exercises.

#### 2. Next Researcher

Actually, qualitative study needs a long time periods in order to gain representative data. So that, the next researcher has to prepare much time to do research. It Also can make a better research, like a study of analyzing the use of printed media such as newspaper, magazine, or digital media such as BBC News as material of writing exercise will be a new challenge for a new researcher.

## C. Closing

Alhamdulillah, all praise in only to Allah. Finally, this study can be finished and the researcher realized that this paper is far from category of perfect. Therefore, the constructive critics and advices are really expected for the perfection of the thesis. Hopefully, this thesis will be useful for us. Aamiin

#### **BIBLIOGRAPHY**

- Amberg, Julie S., and Deborah J. Vause, *American English: History, Structure, and Usage;* Cambridge University Press.
- Arifin, Zainal. 2011. Konsep dan Model Pengembangan Kurikulum, Bandung: Remaja Rosdakarya.
- Brown, H. Douglas. 2001. *Teaching by Principles; An Interactive Approach to Language Pedagogy*. New York: Addison Wesley Longman, Inc.
- Cunningworth, Alan. 1984. Evaluating and Selecting ELF Teaching Materials. London: Heineman Educational Press.
- E-book: Panduan penilaian untuk SMP, 2016 (Kementrian Pendidikan dan Kebudaya.
- Fadhilah, Ma'rifatul. 2015. The Effectiveness of Written Peer Review Toward English III Students' Writing Skill. Semarang: UIN Walisongo.
- Freeology, 4 Types of Writing, Retrieved from <a href="http://freeology.com/journal/4-types-of-writing/">http://freeology.com/journal/4-types-of-writing/</a>, on April 27, 2017.
- Grant, Neville. 1989. Making The Most of Your Textbook. New York: Longman.
- Halimatussa'diah, 2014, *Teori dan Perspective dalam Penelitian Komunikasi*, Jakarta: Bina Sarana Informatika), p. 56
- Husein, Dwi M., Analysis on Writing Exercises in LOOK AHEAD 2 (ENGLISH COURSE BOOK FOR SENIOR HIGH SCHOOL STUDENTS YEAR XI) Published by Erlangga, Research paper: IAIN Walisongo Semarang, 2010.
- Kunandar. 2011. Guru Profesional. Jakarta: Rajawali Pers
- Langan, John. 2005. *College Writing Skills: Sixth Edition*. New York: McGraw-Hill Companies.
- Mahmudah, Laila. 2014. An Analysis of Pronunciation Exercise in Duolingo Application and Its Contribution as English Learning Media. Research Paper of Walisongo State Islamic University.
- Meer, Syedd Hunbbel., Four Different Types of Writing Styles: Expository, Descriptive, Persuasive, and Narrative, retrieved from <a href="https://letterpile.com/writing/Four-Types-of-Writing">https://letterpile.com/writing/Four-Types-of-Writing</a>, on March 29, 2017.
- Moleong, J. Lexy. 2006. Metode Penelitian Kualitatif. Bandung: PT. Remaja Rosdakarya.
- Myles, Johanne., Second Language Writing and Research: The Writing Process and Error Analysis in Student Texts, <a href="http://tesl-ej.org/ej22/a1.html">http://tesl-ej.org/ej22/a1.html</a>, on 12 December 2016.

- Nunan, David. 2003. Practical English Language Teaching. New York: McGraw-Hill.
- Nupur, *Essay on the Importance of Text-Book*, retrieved from <a href="http://www.preservearticles.com/2012032829173/essay-on-the-importance-of-text-book.html">http://www.preservearticles.com/2012032829173/essay-on-the-importance-of-text-book.html</a>, on 06 March 2017.
- Permendikbud Nomor 68 Tahun 2013, *Tentang Kerangka Dasar dan Kurikulum SMP/MTs 2013*.
- Pincas, Anita. 1991, Teaching English Writing, London.
- Ponser, George J. 2004. Analyzing the Curriculum. New York: McGraw-Hill
- Purnasari, Holy Dita. 2016. The Effectiveness Of Fairy Tale English Movie "Frozen" In Teaching Narrative Text Writing, Research Paper: UIN Walisongo semarang.
- Ramelan. 2003. English Phonetics. Semarang: UNNES Press.
- Retrieved from <a href="http://www.pearsonlongman.com/ae/marketing/sfesl/practicereading.html">http://www.pearsonlongman.com/ae/marketing/sfesl/practicereading.html</a>, on October 15<sup>th</sup> 2016
- Ratrieved From <a href="https://www.thefreedictionary.com/perspective">https://www.thefreedictionary.com/perspective</a>, 12:32 PM, January 29, 2018.
- Richards Jack C., 2001. *Curriculum Development in Language Teaching*. United Kingdom: Cambridge University Press.
- Riduan. 2009. Dasar-dasar Statistika, Bandung: Alfabeta.
- Sari, Desi Ratna. *Perspektif Teori dalam Penelitian Kualitatif*, Retrieved from http://just-ilmiah.blogspot.co.id, 13:06 PM, January 29, 2018.
- Sari, Triana Desita. 2017 Sikap Masyarakat Terhadap Pemanfaatan Kartu Indonesia Pintar (KIP) di Kpung Lebak Manis Kelurahan Sukajawa Baru Kota Bandar Lampung, Research paper: UNILA.
- Sugiyono. 2009. Metode Penelitian Kuantitatif Kualitatif dan R&D, Bandung: Alfabeta.
- Thanasoulas, Dimitrios, *Course Book; Take it or Leave it*, retrieved from <a href="https://www.englishclub.com/tefl-articles/coursebook.htm">https://www.englishclub.com/tefl-articles/coursebook.htm</a>, on 06 March 2017.
- The Holy Qur'an. QS. Ibrahim: 04. Amana Corp.
- Weigle, Sara Cushing. 2002. Assessing Writing. United Kingdom; Cambridge University Press.
- White, Andrew., Evaluation of a ELT Course book based on Criteria Designed by McDonough and Shaw, retrieved from http://www.birmingham.ac.uk/Documents/collegeartslaw/cels/essays/sylabusand

 $\frac{materials/AWhiteCOURSE\ BOOKEVALUATION syllmat.pdf}{2017}\ ,\ on\ 06\ March$ 

# APPENDIX 1

#### **Course Book Profile**

1. Title : BRIGHT An English Course for Junior High

**School Students** 

2. Author : Nur Zaida

3. Editors : Yuniar Widiastuti

Dwi Wahyu Priyanto

Raymond S.

4. Proofreader : Ross George McKay

5. Cover Designer: M. Nauval

6. Press : PT. Gelora Aksara Pratama

7. Publisher : Erlangga

8. Year : 2015

9. Grade : 9<sup>th</sup>

#### **APPENDIX 2**

# The Teacher Perspective on Writing Exercises of Junior High School book BRIGHT

The teachers' perspective on writing exercises in *BRIGHT*, English course book for Junior High School for 9<sup>th</sup> Grade published by Erlangga based on likert scale, they are:

# 1. Do you think that writing exercises on BRIGHT has included in discrete point testing, communicative testing, or combination between them?

Therefore, from 10 respondents obtained data as follows:

Number of		Category				
Respondent	SS	S	RG	TS	STS	
R.1	5	0	0	0	0	
R.2	0	0	3	0	0	
R.3	0	0	3	0	0	
R.4	5	0	0	0	0	
R.5	0	4	0	0	0	
R.6	0	4	0	0	0	
R.7	5	0	0	0	0	
R.8	0	4	0	0	0	
R.9	0	0	3	0	0	
R.10	5	0	0	0	0	
Total	20	12	9	0	0	
			41			

There are some steps to find out the percentage score for question. First of all, the researcher looking for the result of interpretation, must be known the maximal score (Y) and minimal score (X) as follows:

Y = maximal score likert x number of respondent  
= 
$$5 \times 10$$
  
=  $50$ 

X = minimal score likert x number of respondent = 1 x 10 = 10

After that, the researcher looking for the percentage score with the formula;

Percentage score = 
$$\frac{Total\ score}{Y} \times 100$$
  
=  $\frac{41}{50} \times 100$   
= 82% (Strongly Agree category)

After computing the data, the researcher found out all of the teachers' perspective **Strongly Agree** that writing exercises on BRIGHT included in the three kinds of test.

# 2. Are the writing exercises relevant or not with the 2013 curriculum of Junior High School grade 9<sup>th</sup>?

Therefore, from 10 respondents obtained data as follows:

Number of	Category					
Respondent	SS	S	RG	TS	STS	
R.1	5	0	0	0	0	
R.2	5	0	0	0	0	
R.3	0	4	0	0	0	
R.4	0	4	0	0	0	
R.5	0	4	0	0	0	
R.6	0	4	0	0	0	
R.7	5	0	0	0	0	

Total		45				
	25	20	0	0	0	
R.10	5	0	0	0	0	
R.9	0	4	0	0	0	
R.8	5	0	0	0	0	

There are some steps to find out the percentage score for question. First of all, the researcher looking for the result of interpretation, must be known the maximal score (Y) and minimal score (X) as follows:

After that, the researcher looking for the percentage score with the formula;

Percentage score = 
$$\frac{Total\ score}{Y} \times 100$$
  
=  $\frac{45}{50} \times 100$   
= 90% (Strongly Agree category)

After computing the data, the researcher found out all of the teachers' perspective **Strongly Agree** that writing exercises on BRIGHT relevant with the curriculum 2013.

# 3. Do you think that writing exercises on BRIGHT are appropriate with the basic competence of writing skills?

Therefore, from 10 respondents obtained data as follows:

Number of	Category					
Respondent	SS	S	RG	TS	STS	
R.1	0	0	3	0	0	
R.2	0	0	3	0	0	
R.3	0	0	0	2	0	
R.4	0	0	3	0	0	
R.5	0	4	0	0	0	
R.6	0	4	0	0	0	
R.7	0	4	0	0	0	
R.8	0	0	0	2	0	
R.9	0	0	3	0	0	
R.10	0	0	3	0	0	
Total	0	12	15	4	0	
rotai			31	•	•	

There are some steps to find out the percentage score for question. First of all, the researcher looking for the result of interpretation, must be known the maximal score (Y) and minimal score (X) as follows:

Y = maximal score likert x number of respondent

 $= 5 \times 10$ 

= 50

X = minimal score likert x number of respondent

 $= 1 \times 10$ 

= 10

After that, the researcher looking for the percentage score with the formula;

Percentage score = 
$$\frac{Total\ score}{Y} \times 100$$
  
=  $\frac{31}{50} \times 100$   
= 62% (Agree category)

After computing the data, the researcher found out all of the teachers' perspective **Agree** that writing exercises on BRIGHT appropriate with the basic competence of writing skills.

# 4. Do you think that all of the writing exercises on BRIGHT are appropriate with the three category of classroom writing performance?

Therefore, from 10 respondents obtained data as follows:

Number of	Category				
Respondent	SS	S	RG	TS	STS
R.1	0	4	0	0	0
R.2	0	4	0	0	0
R.3	0	4	0	0	0
R.4	0	4	0	0	0
R.5	0	0	3	0	0
R.6	0	4	0	0	0
R.7	0	0	3	0	0
R.8	5	0	0	0	0
R.9	0	4	0	0	0
R.10	5	0	0	0	0
Total	10	24	6	0	0
			40		

There are some steps to find out the percentage score for question. First of all, the researcher looking for the result of interpretation, must be known the maximal score (Y) and minimal score (X) as follows:

After that, the researcher looking for the percentage score with the formula;

Percentage score = 
$$\frac{Total\ score}{Y} \times 100$$
  
=  $\frac{40}{50} \times 100$   
= 80% (Strongly Agree category)

After computing the data, the researcher found out all of the teachers' perspective **Strongly Agree** that writing exercises on BRIGHT appropriate with the three category of classroom writing performance.

# 5. Do all types of writing exercises match what is available in the BRIGHT book?

Therefore, from 10 respondents obtained data as follows:

Number of		Category				
Respondent	SS	S	RG	TS	STS	
R.1	0	0	3	0	0	
R.2	0	4	0	0	0	
R.3	0	0	3	0	0	
R.4	0	4	0	0	0	
R.5	0	0	3	0	0	
R.6	0	0	3	0	0	
R.7	0	0	3	0	0	
R.8	0	4	0	0	0	
R.9	0	0	0	2	0	
R.10	0	0	3	0	0	
Total	0	12	18	2	0	
			32			

There are some steps to find out the percentage score for question. First of all, the researcher looking for the result of interpretation, must be known the maximal score (Y) and minimal score (X) as follows:

Y = maximal score likert x number of respondent

 $= 5 \times 10$ 

= 50

X = minimal score likert x number of respondent

 $= 1 \times 10$ 

= 10

After that, the researcher looking for the percentage score with the formula;

Percentage score = 
$$\frac{Total\ score}{Y} \times 100$$
  
=  $\frac{32}{50} \times 100$   
= 64% (Agree category)

After computing the data, the researcher found out all of the teachers' perspective **Agree** that all types of writing exercises match what is available in the BRIGHT book.

# 6. Are the writing exercises teachable or not?

Therefore, from 10 respondents obtained data as follows:

Number of	Category				
Respondent	SS	S	RG	TS	STS
R.1	0	4	0	0	0
R.2	0	4	0	0	0
R.3	0	4	0	0	0
R.4	5	0	0	0	0
R.5	0	4	0	0	0
R.6	5	0	0	0	0
R.7	5	0	0	0	0
R.8	5	0	0	0	0
R.9	0	4	0	0	0
R.10	5	0	0	0	0
Total	20	20	0	0	0
			40		

There are some steps to find out the percentage score for question. First of all, the researcher looking for the result of interpretation, must be known the maximal score (Y) and minimal score (X) as follows:

Y = maximal score likert x number of respondent
 = 5 x 10
 = 50
 X = minimal score likert x number of respondent
 = 1 x 10
 = 10

After that, the researcher looking for the percentage score with the formula;

Percentage score = 
$$\frac{Total\ score}{Y} \times 100$$
  
=  $\frac{40}{50} \times 100$   
= 80% (Agree category)

After computing the data, the researcher found out all of the teachers' perspective **Agree** that this book especially on writing exercises relevant with the curriculum 2013.

# 7. Does the exercise present example in every activity on BRIGHT?

Therefore, from 10 respondents obtained data as follows:

Number of		Category				
Respondent	SS	S	RG	TS	STS	
R.1	0	4	0	0	0	
R.2	0	0	3	0	0	
R.3	0	0	0	2	0	
R.4	0	4	0	0	0	
R.5	0	0	3	0	0	
R.6	0	4	0	0	0	
R.7	0	0	3	0	0	
R.8	0	4	0	0	0	
R.9	0	4	0	0	0	
R.10	0	4	0	0	0	
Total	0	24	9	2	0	
Total			35		•	

There are some steps to find out the percentage score for question. First of all, the researcher looking for the result of interpretation, must be known the maximal score (Y) and minimal score (X) as follows:

Y = maximal score likert x number of respondent

 $= 5 \times 10$ 

= 50

X = minimal score likert x number of respondent

 $= 1 \times 10$ 

= 10

After that, the researcher looking for the percentage score with the formula;

Percentage score = 
$$\frac{Total\ score}{Y} \times 100$$
  
=  $\frac{35}{50} \times 100$   
= 70% (Agree category)

After computing the data, the researcher found out all of the teachers' perspective **Agree** that all of the writing exercises present example in every activity on BRIGHT.

## 8. Do you think that all of writing exercises on BRIGHT has the clear aim?

Therefore, from 10 respondents obtained data as follows:

Number of			Categor	y	
Respondent	SS	S	RG	TS	STS
R.1	0	0	3	0	0
R.2	0	4	0	0	0
R.3	0	4	0	0	0
R.4	0	0	3	0	0
R.5	5	0	0	0	0
R.6	0	4	0	0	0
R.7	0	4	0	0	0
R.8	0	0	3	0	0
R.9	0	4	0	0	0
R.10	0	0	3	0	0
Total	5	20	12	0	0
Total			37		

There are some steps to find out the percentage score for question. First of all, the researcher looking for the result of interpretation, must be known the maximal score (Y) and minimal score (X) as follows:

After that, the researcher looking for the percentage score with the formula;

Percentage score = 
$$\frac{Total\ score}{Y} \times 100$$
  
=  $\frac{37}{50} \times 100$   
= 74% (Agree category)

After computing the data, the researcher found out all of the teachers' perspective **Agree** all of writing exercises on BRIGHT has the clear aim.

# 9. Are the writing exercises on BRIGHT match with the 2 kinds of practice exercise?

Therefore, from 10 respondents obtained data as follows:

Number of		Category							
Respondent	SS	S	RG	TS	STS				
R.1	0	4	0	0	0				
R.2	5	0	0	0	0				
R.3	0	4	0	0	0				
R.4	0	4	0	0	0				
R.5	5	0	0	0	0				
R.6	0	4	0	0	0				
R.7	0	0	3	0	0				
R.8	0	4	0	0	0				
R.9	0	0	3	0	0				
R.10	5	0	0	0	0				
Total	15	20	6	0	0				
Total			41						

There are some steps to find out the percentage score for question. First of all, the researcher looking for the result of interpretation, must be known the maximal score (Y) and minimal score (X) as follows:

Y = maximal score likert x number of respondent

 $= 5 \times 10$ 

= 50

X = minimal score likert x number of respondent

 $= 1 \times 10$ 

= 10

After that, the researcher looking for the percentage score with the formula;

Percentage score = 
$$\frac{Total\ score}{Y} \times 100$$
  
=  $\frac{41}{50} \times 100$   
= 92% (Strongly Agree category)

After computing the data, the researcher found out all of the teachers' perspective **Strongly Agree** that the writing exercises on BRIGHT match with the 2 kinds of practice exercise.

#### **APPENDIX 3**

#### The Script of Interview

The first interview was done with Mr. Muttaqin, S.Pd, an English teacher on SMP Citi School Semarang.

Researcher : Apakah bapak pernah meggunakan BRIGHT buku

dari Erlangga ini sebagai bahan ajar?

Teacher : Pernah.

Researcher : Bagaimana dengan kelengkapan materi dalam tiap bab

nya di buku ini?

Teacher : Setelah saya buka-buka beberapa halaman, beberapa

unit itu sudah sesuai dengan apa yang menjadi acuan kurikulum 2013. Secara umum di buku BRIGHT ini kelas 9 dari unit 1 hingga unit terakhir itu menggunakan kegiatan inti 5M atau scientific

approach.

Researcher : Apakah buku ini mudah di operasikan guru sehingga

siswa mudah memahami isi materi? Berikan

alasannya!

Teacher : Selama ini semenjak saya menggunakan buku ini

tidak ada kendala, bahasa mudah di pahami ada beberapa panduan-panduan untuk melaksanakan kegiatan berupa exercise hingga kegiatan praktik siswa dalam memahamipun tidak ada kendala. Jadi secara umum di buku ini mudah di operasikan oleh guru.

Researcher : Selanjutnya, apakah buku ini sudah relevan dengan kurikulum 2013?

Teacher : Sudah relevan. Karena beberapa unit sudah mencakup dari acuan yang direkomendasikan ataupun di ajarkan didalam k-13. Ada beberapa activity kemudian ada latihan-latihan.

Researcher : Apakah latihan-latihan khususnya writing exercise dalam buku sudah memadai? Artinya sudah tepat dengan indikator pencapaian kompetensi.

: Ya sudah. Setelah saya telaah dari unit 1 hingga beberapa unit yang lain dari IPK sangat sesuai yang di cantumkan dalam assessment itu terutama dalam writing. Nanti bisa dilihat sendiri seperti unit satu itu IPK menyatakan tentang responds to wish or hope or prayer di writing pun sudah mencakup seperti itu.

Researcher : Secara keseluruhan pak, dari aspek-aspek yang saya tanyakan tadi menurut bapak apakah buku ini memang layak di gunakan sebagai sumber belajar bagi siswa?

Teacher : Ya, saya katakan layak secara umum seperti tadi kita mengacu bahwa buku ini sudah relevan dengan kurikulum 2013, mudah di operasikan oleh guru sehingga siswa dalam mengikuti pembelajaran mudah memahami dan antara IPK dan bentuk assesment nya sudah tepat.

Researcher : Oke terimaksih Pak.

The second interview was done with Mr. Aji, S.Pd, an English teacher on SMP Nurul Islam Semarang.

Researcher : Apakah Bapak pernah meggunakan BRIGHT buku

dari Erlangga ini sebagai bahan ajar?

Teacher : Saya pernah menggunakan buku BRIGHT dari

Erlangga ini sebagai buku pengajar tetapi sebatas buku pendamping, buku pendamping untuk mengajar. Karena buku ini sangat bagus isinya sehingga mudah dipahami untuk anak-anak. Sebenarnya buku ini memang layak digunakan, tetapi karena disekolah kami menggunakan buku lks dan buku pedoman yang lain maka saya menggunakan buku BRIGHT ini dengan yang ada di perpustakaan sebagai buku pendamping.

Researcher : Bagaimana menurut Bapak terkait kelengkapan materi dalam setiap chapter/unit dibuku ini Pak?

Teacher : Buku yang ada di BRIGHT Erlangga ini setiap chapter terkait dengan pengajarannya sangat baik sekali, karena setiap chapter ke chapter yang lain itu sangat selalu berhubungan sehingga materi yag diberikan juga runtut, sehingga anak-anak itu memang untuk penguasaan materinya bisa dari awal sampai akhir itu bisa secara bertahap.

Researcher : Selanjutnya, apakah buku ini mudah dioperasikan oleh Guru sehingga siswa dapat dengan mudah pula memahami isi materi Pak?

Teacher

: Buku dari BRIGHT Erlangga ini sangat mudah untuk dioperasikan oleh Guru ya, karena dari segi bahasanya ya memang tidak begitu tinggi utuk siswa sedangkan Guru mengajarnya juga baik, karena buku ini sangat menarik isinya, dari cerita, dari dialognya, juga dialog yang berhubungan dengan kehidupan sehari-hari sehingga memang untuk karakter pembinaan siswa itu baik .

Researcher

: Ok selanjutya, apakah menurut Bapak khususnya writing exercises dalam buku sudah memadai pak? Artinya sudah tepat dengan indikator pencapaian kompetensi?

Teacher

: Untuk writing exercises dalam buku BRIGHT Erlangga ini ya sudah memadai, sudah lengkap, dan bahasa yang diberikan juga bahasa yang mudah dipahami dengan siswa, meskipun ada beberapa vocabulary atau kosakata yang perlu diterjemahkan, tetapi itu malah justru semakin baik karena menambah kosakata untuk siswa.

Researcher

: Apakah menurut Bapak buku ini sudah relevan dengan Kurikulum 2013?

Teacher

: Untuk penggunaan buku BRIGHT dari Erlangga ini sudah sangat relevan dengan penggunaan siswa dengan Kurikulum K13, karena memang buku ini untuk sekolah-sekolah yang favorit khususnya itu sudah menggunakan buku BRIGHT dari Erlangga ya.

Researcher

: Baik pak, secara keseluruhan dari semua aspek yang saya tanyakan tadi, menurut Bapak apakah buku ini

memang layak untuk digunakan sebagai sumber belajar bagi siswa Pak?

Teacher

: Buku ini memang sudah sepantasnya dan layak untuk digunakan siswa ya terutama di sekolah-sekolah yang belum menggunakan saya berharap buku ini bisa segera, bisa direalisasikan untuk bisa dugunakan di sekolah-sekolah dan memang buku ini sangat layak untuk digunakan.

Researcher : Terimakasih Pak atas waktunya.

The Third interview was done with Mrs. Walsini, S.Pd, an English teacher on MTsN Kendal.

Researcher : Apakah Ibu pernah meggunakan BRIGHT buku dari

Erlangga ini sebagai bahan ajar?

Teacher : Ya, saya mulai tahun ajaran baru ini sudah

menggunakan buku BRIGHT ini.

Researcher : Bagaimana menurut Ibu terkait kelengkapan materi dalam setiap chapter/unit di buku ini Bu?

Teacher : Ya ini bukunya sudah cukup lumayan bagus, Cuma

penjelasannya terlalu sedikit dan latihannya juga masih sedikit.

Researcher : Apakah buku ini mudah untuk dioperasikan oleh

Guru sehingga siswa dapat dengan mudah pula

memahami isi materi Bu?

Teacher : Ya menurut saya ini cukup mudah, untuk penjelasan

dan anak-anak bisa memahaminya dan anak-anak juga

bisa menjawabnya.

Researcher : Apakah menurut Ibu khususnya writing exercises

dalam buku sudah memadai? Artinya sudah tepat

dengan indikator pencapaian kompetensi?

Teacher : Ya ini sudah tepat dengan silabus yang saya gunakan

cuma ya ini memang latihannya masih kurang banyak.

Researcher : Selanjutnya, apakah menurut Ibu buku ini sudah

relevan dengan Kurikulum 2013?

Teacher : Ya sudah relevan, sudah bagus, sesuai dengan K13

dan sesuai dengan silabus yang ada.

Researcher : Baik, secara keseluruhan dari semua aspek yang saya

tanyakan tadi, menurut Ibu apakah buku ini memang layak untuk digunakan sebagai sumber belajar bagi

siswa?

Teacher : Ya menurut saya ini layak dan cukup bagus Cuma

mungkin tambah penjelasan sedikit sama latihannya.

Researcher : Terimakasih Bu.

Teacher : Ya.

The fourth interview was done with Mr. Ajib Wahyu Saputra, S.Pd, an English teacher on SMP Roudlotus Saiddiyah Semarang.

Researcher : Apakah Bapak pernah meggunakan BRIGHT buku

dari Erlangga ini sebagai bahan ajar?

Teacher : Ya pernah

Researcher : Bagaimana menurut Bapak terkait kelengkapan

materi dalam setiap chapter/unit dibuku ini Pak?

Teacher : Materi yang disediakan dibuku terbitan Erlangga ini sudah mencakup semua materi yang ada dalam

kompetensi inti di silabus kelas 9. Akan tetapi, menurut KD/KI terbaru penempatan materinya tidak

berurutan dengan KD/KI terbaru. Jadi, sebagai Guru kita harus menyesuaikan dengan KD/KI yang terbaru.

sehingga siswa dapat dengan mudah pula memahami

Researcher : Apakah buku ini mudah dioperasikan oleh Guru

isi materi Pak?

Teacher : Ya cukup mudah. Materi-materi yang tersaji dalam

buku ini menggunakan bahasa yang mudah dipahami. Begitu pula soal latihan yang tersedia dapat mudah

dipahami dan dikerjakan oleh siswa.

Researcher : Ok selanjutya, apakah menurut Bapak khususnya writing exercises dalam buku sudah memadai pak?

Artinya sudah tepat dengan indikator pencapaian

kompetensi?

Teacher : Iya writing exercises nya sudah memadai, writing exercises nya sudah mencapai indikator kompetensi yang ada didalam KI dan KD.

Researcher : Apakah menurut Bapak buku ini sudah relevan dengan Kurikulum 2013?

Teacher : Iya sudah relevan. Buku ini sudah tersedia latihan dan materi yang tujuannya untuk mengajar siswa lebih aktif didalam pembelajaran.

Researcher : Baik pak, secara keseluruhan dari semua aspek yang saya tanyakan tadi, menurut Bapak apakah buku ini memang layak untuk digunakan sebagai sumber belajar bagi siswa Pak?

Teacher : Buku ini sudah layak sebagai sumber belajar, akan tetapi sebagai Guru yang kreatif dan inovatif, seharusnya mempunyai buku-buku lain sebagai penunjang pembelajaran.

Researcher : Terimakasih Pak atas waktunya.

#### APPENDIX 4

#### ANGKET INSTRUMEN PENELITIAN

#### Identitas Responden

1.	Nama Responde	n:
2.	Jenis Kelamin	: Pria/Wanita
3.	Nama Sekolah	:
4.	Bidang Studi	:

# Kuesioner Penelitian Perspektif Guru Terhadap Writing Exercises Pada Buku BRIGHT Kelas 9 dari Erlangga Tahun 2015 Petunjuk Pengisian:

Berdasar atas pengalaman Bapak/Ibu, berilah tanda centang ( $\sqrt{}$ ) pada bobot nilai alternatif jawaban yang paling merefleksi persepsi Bapak/Ibu terkait penggunaan buku BRIGHT sebagai bahan ajar, khususnya pada writing exercises.

#### Keterangan Alternatif Jawaban:

- Jawaban Sangat Setuju (SS) diberi nilai 5
- Jawaban Setuju (S) diberi nilai 4
- Jawaban Ragu-ragu (RG) diberi nilai 3
- Jawaban Tidak Setuju (TS) diberi nilai 2
- Jawaban Sangat Tidak Setuju (STS) diberi nilai 1

	T					
				ATIF J		
NO	DAFTAR PERTANYAAN	SS	S	RG	TS	STS
		5	4	3	2	1
1.	Penjelasan: Ada 3 jenis test, yaitu: a. Discrete point testing, sel memberikan informasi kemampuan peserta didik dibidang bahasa tertentu. b. Communicative testing, untuk menemukan ker berkomunikasi dalam B menguji pengetahuan maspek bahasa tertentu. c. Combination between communicative testing	yang dalam sebua nampu ahasa ereka	sang n keter h latil ian p Inggri tentan	at spes ampilan han yar eserta is dan ng item	sifik to tertent ng dira didik bukan	entang tu atau ancang untuk untuk a atau
	Apakah menurut anda writing exercises dalam BRIGHT sudah termasuk dalam discrete point testing, communicative testing, atau combination between descrete and communicative?					
2.	Apakah menurut anda writing exercises dalam BRIGHT sudah relevan dengan Kurikulum 2013?					
3.	Penjelasan: Terdapat 3 macam kompetensi a. <i>Communication</i> , termasu menyesuaikan subjek tert b. <i>Composition</i> , termasuk paragraf, menggunakan p c. <i>Style</i> , termasuk writin descriptive, expository, desired degree of formal tone.	ik kon entu, n membi erangk g dal argui	nunika nenyaj uat ka tat pen am 4 mentat	si antar ikan gag limat, r ghubung l styles ive, ac	peroragasan. menggu g (kohe s: nar	nakan si). rative, g the

	Apakah menurut anda						
	writing exercises dalam						
	BRIGHT sudah sesuai						
	dengan 3 macam kompetensi						
	dasar diatas?						
	Penjelasan:						
	3 kategori 'classroom writing performance', yaitu;						
	a. Imitative or writing down, pada tingkat awal belajar						
	menulis, siswa hanya akan "menuliskan" surat berbahasa						
	Inggris, kata-kata, dan kemungkinan kalimat untuk						
	mempelajari konvensi kode ortografi.						
	b. Intensive or controlled, biasanya menulis digunakan						
4.	sebagai mode produksi untuk belajar, memperkuat, atau						
4.	memperlakukan konsep grammatikal.						
	c. Self-writing, menulis hanya dengan pikiran sendiri sebagai						
	penonton, menulis apa yang ingin ditulis.						
	Apakah semua writing						
	exercises dalam buku						
	BRIGHT sudah sesuai						
	dengan 3 kategori 'classroom						
	writing performance' diatas?						
	Penjelasan:						
	Types of writing exercise can be categorized as follow:						
	1) Arranging scrambled paragraphs into essays in form of						
	Procedural, report, and narrative.						
	2) Completing texts						
	3) Writing sentences dealing with grammar						
5.	4) Writing essays in form of procedural, report, and narrative.						
	5) Writing short functional texts						
	6) Revising sentences or essays						
	Apakah semua tipe writing						
	exercises diatas sudah sesuai						
	dengan yang ada dalam buku						
	BRIGHT ini?						
_	Apakah menurut anda						
6.	writing exercises dalam buku						
	BRIGHT mudah digunakan						

	untuk diajarkan kepada								
	siswa?								
	Apakah sudah tersedia								
7.	contoh disetiap activity								
7.	sehingga memudahkan siswa								
	dalam mengerjakan soal								
	latihan?								
	Apakah menurut anda setiap								
8.	writing exercises dalam buku								
	BRIGHT ini sudah								
	mempunyai tujuan yang								
	jelas?								
	Penjelasan:								
	Ada 2 macam 'practice exercise', yaitu:								
	a. Controlled exercise (free writing), siswa d								
		topik, yang memungkinkan mereka memanfaatkan dengan							
	bebas apa yang baru saja mereka praktikkan.								
	b. Guided exercise, siswa harus membuat apa y	ang ada	dalam						
9.	fikirannya sendiri.								
J.	Apakah semua writing								
	exercises dalam buku								
	BRIGHT sudah sesuai								
	dengan 2 macam 'practice								
	exercise' baik controlled								
	exercise (free writing)								
	maupun guided exercise?								





#### ANGKET INSTRUMEN PENELITIAN

#### Identitas Responden

1. Nama Responden: Ajib Wahyu Saputra, S.Pd

2. Jenis Kelamin : Pria/Wanita

3. Nama Sekolah : SMP Roudlotus Saiddiyah Semarang

4. Bidang Studi : B. Inggris

#### Kuesioner Penelitian Perspektif Guru Terhadap Writing Exercises Pada Buku BRIGHT Kelas 9 dari Erlangga Tahun 2015

#### Petunjuk Pengisian:

Berdasar atas pengalaman Bapak/Ibu, berilah tanda centang  $(\sqrt[4]{})$  pada bobot nilai alternatif jawaban yang paling merefleksi persepsi Bapak/Ibu terkait penggunaan buku BRIGHT sebagai bahan ajar, khususnya pada writing exercises.

#### Keterangan Alternatif Jawaban:

- Jawaban Sangat Setuju (SS) diberi nilai 5
- Jawaban Setuju (S) diberi nilai 4
- Jawaban Ragu-ragu (RG) diberi nilai 3
- Jawaban Tidak Setuju (TS) diberi nilai 2
- Jawaban Sangat Tidak Setuju (STS) diberi nilai 1

		ALTERNATIF JAWABAN							
NO	DAFTAR PERTANYAAN	SS	S	RG	TS	STS			
		5	4	3	2	1			
	Penjelasan:								
	Ada 3 jenis test, yaitu:								
	a. Discrete point testing, sebuah latihan yang bertujuan untuk memberikan informasi								
	yang sangat spesifik tentang kemampuan peserta didik dalam keterampilan tertentu								
1.	atau dibidang bahasa tertentu.								
	b. Communicative testing, sebuah latihan yang dirancang untuk menemukan								
	kemampuan peserta didik untuk berkomunikasi dalam Bahasa Inggris dan bukan								
	untuk menguji pengetahuan mereka tentang item bahasa atau aspek bahasa tertentu.								

	communicative testing, atau combination between descrete and communicative?
2.	Apakah menurut anda writing exercises dalam BRIGHT sudah relevan dengan Kurikulum 2013?
3.	Penjelasan: Terdapat 3 macam kompetensi dasar dalam writing, yaitu:  a. Communication, termasuk komunikasi antar perorangan, menyesuaikan subjek tertentu, menyajikan gagasan.  b. Composition, termasuk membuat kalimat, menggunakan paragraf, menggunakan perangkat penghubung (kohesi).  c. Style, termasuk writing dalam 4 styles: narrative, descriptive, expository, argumentative, achieving the desired degree of formality, creating the desired emotive tone.
	Apakah menurut anda writing exercises dalam BRIGHT sudah sesuai dengan 3 macam kompetensi dasar diatas?
4.	Penjelasan:  3 kategori 'classroom writing performance', yaitu;  a. Imitative or writing down, pada tingkat awal belajar menulis, siswa hanya akan "menuliskan" surat berbahasa Inggris, kata-kata, dan kemungkinan kalimat untuk mempelajari konvensi kode ortografi.  b. Intensive or controlled biasanya menulis digunakan sebagai mode produksi untuk belajar, memperkuat, atau memperlakukan konsep grammatikal.  c. Self-writing, menulis hanya dengan pikiran sendiri sebagai penonton, menulis apa yang ingin ditulis.
	Apakah semua writing exercises dalam buku BRIGHT sudah sesuai dengan 3 kategori 'classroom writing performance' diatas.

1) Arranging scrambled paragraphs into essays in form of Procedural, report, and

Apakah menurut anda writing exercises dalam BRIGHT sudah termasuk dalam discrete point testing.

Penjelasan:

narrative.

Types of writing exercise can be categorized as follow:



#### ANGKET INSTRUMEN PENELITIAN

Identitas Responden

1. Nama Responden: Walsini, S.pd

2. Jenis Kelamin : Pria/Wanita

3. Nama Sekolah : MTsH Kendal

4. Bidang Studi : B. Inggris

Kuesioner Penelitian Perspektif Guru Terhadap Writing Exercises Pada Buku BRIGHT Kelas 9 dari Erlangga Tahun 2015

#### Petunjuk Pengisian:

Berdasar atas pengalaman Bapak/Ibu, berilah tanda centang ( $\sqrt{}$ ) pada bobot nilai alternatif jawaban yang paling merefleksi persepsi Bapak/Ibu terkait penggunaan buku BRIGHT sebagai bahan ajar, khususnya pada writing exercises.

#### Keterangan Alternatif Jawaban:

- Jawaban Sangat Setuju (SS) diberi nilai 5
- Jawaban Setuju (S) diberi niiai 4
- Jawaban Ragu-ragu (RG) diberi nilai 3
- Jawaban Tidak Setuju (TS) diberi nilai 2
- · Jawaban Sangat Tidak Setuju (STS) diberi nilai 1

	DAFTAR PERTANYAAN		ALTERNATIF JAWABAI							
			S	RG	TS	STS				
		5	4	3	2	1				
1.	Penjelasan: Ada 3 jenis test, yaitu: a. Discrete point testing, sebuah latihan yang bertu yang sangat spesifik tentang kemampuan peserta atau dibidang bahasa tertentu. b. Communicative testing, sebuah latihan yang kemampuan peserta didik untuk berkomunikasi untuk menguji pengetahuan mereka tentang item c. Combination between discrete point testing and c	didik dal g diranca dalam Ba bahasa ata	am ke ang u ahasa au asp	eteramp untuk Inggris oek baha	ilan te mener dan	rtentu nukan bukan				

	Apakah menurut anda writing exercises dalam BRIGHT sudah termasuk dalam discrete point testing, communicative testing, atau combination between descrete and communicative?	J		
2,	Apakah menurut anda writing exercises dalam BRIGHT sudah relevan dengan Kurikulum 2013?	7		
3.	Penjelasan: Terdapat 3 macam kompetensi dasar dalam writing, yaitu:  a. Communication, termasuk komunikasi antar peror tertentu, menyajikan gagasan.  b. Composition, termasuk membuat kalimat, menggun perangkat penghubung (kohesi).  c. Style, termasuk writing dalam 4 styles: narratt argumentative, achieving the desired degree of fo emotive tone.  Apakah menurut anda writing exercises dalam BRIGHT sudah sesuai dengan 3 macam kompetensi dasar diatas?	akan para	agraf, n	nenggunakan expository,
4.	Penjelasan: 3 kategori 'classroom writing performance', yaitu; a. Imitative or writing down, pada tingkat awal belaja "menuliskan" surat berbahasa Inggris, kata-kata, dan mempelajari konvensi kode ortografi. b. Intensive or controlled, biasanya menulis digunakan belajar, memperkuat, atau memperlakukan konsep gra c. Self-writing, menulis hanya dengan pikiran sendiri se yang ingin ditulis.  Apakah semua writing exercises dalam buku BRIGHT sudah sesuai dengan 3 kategori 'classroom writing performance' diatas.	kemung sebagai n mmatikal	cinan k	alimat untuk oduksi untuk
5.	Penjelasan: Types of writing exercise can be categorized as follow:  1) Arranging scrambled paragraphs into essays in formarrative.	n of Pro	cedural,	report, and

	2) Completing texts								
	Writing sentences dealing with grammar								
	4) Writing essays in form of procedural, report, and nan	rative							
	5) Writing short functional texts								
	6) Revising sentences or essays								
	Apakah semua tipe writing exercises diatas sudah sesuai dengan yang ada dalam buku BRIGHT ini?			J					
	Apakah menurut anda writing exercises dalam buku								
6.	BRIGHT mudah digunakan untuk diajarkan kepada siswa?	J							
7.	Apakah sudah tersedia contoh disetiap activity sehingga		J						
	memudahkan siswa dalam mengerjakan soal latihan?		7						
8.	Apakah menurut anda setiap writing exercises dalam buku BRIGHT ini sudah mempunyai tujuan yang jelas?		7						
	Penjelasan:		-						
	Ada 2 macam 'practice exercise', yaitu:								
	a. Controlled exercise (free writing), siswa diberikan suatu topik, yabg								
	memungkinkan mereka memanfaatkan dengan bebas apa yang baru saja mereka								
9.	praktikkan.								
24	b. Guided exercise, siswa harus membuat apa yang ada dalam fikirannya sendiri.								
	Apakah semua writing exercises dalam buku BRIGHT								
	sudah sesuai dengan 2 macam 'practice exercise' baik								
	controlled exercise (free writing) maupun guided exercise?		7						

#### APPENDIX 6

### The Analysis of Writing Exercises in *BRIGHT* an English Course Book for Junior High School 9<sup>th</sup> Grade published by Erlangga

The analysis of writing exercises in *BRIGHT* an English course book for Junior High School 9<sup>th</sup> Grade published by Erlangga based on nine aspects, they are:

- 1. What kind of the test?
  - a. Discrete point tests
  - b. Communicative tests
  - c. Combination of both
- 2. Are the writing exercises relevant or not with the 2013 curriculum of Junior High School grade 9<sup>th</sup>?
- 3. Which basic competences of writing skills are taught?
  - a. Communication
  - b. Composition
  - c. Style
- 4. What kinds of classroom writing performance?
  - a. Imitative
  - b. Display writing
  - c. Real writing
  - d. Intensive, or controlled
  - e. Self-writing

- 5. What type of writing exercise?
  - a. Arranging scrambled paragraphs into essays in form of procedural, report, and narrative.
  - b. Completing texts
  - c. Writing sentences dealing with grammar
  - d. Writing essays in form of procedural, report, and narrative.
  - e. Writing short functional texts
  - f. Revising sentences or essays
- 6. Are the writing exercises teachable or not, it means that they are ready to use, well organized, easy to find in our way around?
- 7. Does the exercise present example or not?
- 8. What are the aims of the exercise?
- 9. What are the practices of exercises included on :
  - a. Controlled Exercise
  - b. Guided Exercise

The analysis of writing exercises in *BRIGHT* an English course book for Junior High School 9<sup>th</sup> Grade published by Erlangga are:

#### 1. Exercise of Activity 5 page 4-5 Unit 1 (Good Luck!)

Respond the following statements using the expressions you have learned earlier.

I'm launching my new novel next month.	
Look! Finally, the rose I've planted is blossoming.	
What a beautiful painting. You have a talent to be a painter.	
I'm taking a TOEFL test next month.	
We're moving to another city next year.	
I'm going to have my final test next week.	
Listen! I got the third position in this year's singing contest for Junior High School students.	
You know what? My proposal for the Go Green project has been approved. Oh, I'm very happy.	

1. Look! I got an A for my drawing.

2. It's late, but Nita has not got home yet. I'm worried

### Analysis of Writing Exercise of Activity 5 page 4-5 Unit

No.	Aspects of	Analysis	
NO.	Evaluation		
1.	Kind of the Test	Discrete point test	
2.	Relevance with the 2013 Curriculum	These exercises contain of expressions of wishes and congratulations. It stated in basic competence for students in the first semester of Junior High School 9 <sup>th</sup> Grade, so these exercises are relevance with the 2013 curriculum.	
3.	Basic Competence of Writing Skills	Composition	
4.	Kinds of Classroom Writing Performance	Imitative	
5.	Type of Writing Exercise	Writing sentence dealing with grammar	
6.	Teachable	This exercise is teachable, because the instructions is	

		clear
7.	Presence of	Present example in the
/.	Example	previous page
		To measure students
8.	Aims	understanding in expressing
		wishes and congratulations.
	Kinds of	
9.	Practice	Guided exercise
	Exercise	

# 2. Exercise of Activity 6 page 12 Unit 2 (I Agree With You)

Respond to the following statements. You may respond with "I don't know" if you haven't encountered them or haven't been there.

- 1. Padang food is very delicious.
- 2. Barelang Bridge in Batam is the longest bridge in the world.
- 3. All Indonesian films are bad.
- 4. Old cars should be banned from the street. They create pollution.
- Teenagers under seventeen should not ride a motorcycle.
- 6. The weather in Indonesia is always fine.
- 7. Local products are of low quality.

- 8. Children should not have access to social media.
- 9. Homework is boring.
- 10. Old trees along the sides of the street should be cut down.

Analysis of writing exercise of Activity 6 page 12 Unit 2

No.	Aspects of	Analysis
	Evaluation	
1.	Kind of the Test	Discrete point test
2.	Relevance with the 2013 Curriculum	These exercises contain of expressing Agreement and disagreement. It stated in basic competence for students in the first semester of Junior High School 9 <sup>th</sup> Grade, so these exercises are relevance with the 2013 curriculum.
3.	Basic Competence of Writing Skills	Composition
4.	Kinds of Classroom Writing Performance	Imitative
5.	Type of Writing	Writing sentence dealing with
5.	Exercise	grammar
6.	Teachable	This exercise is teachable because the instructions is

		clear
7.	Presence of Example	Present an example in the explanation on page 10
8.	Aims	To measure students understanding in expressing agreement and disagreement.
9.	Kinds of Practice Exercise	Guided exercise

#### 3. Exercise of activity 7 page 19 unit 3 (Let's Clean Up)

Give a response to the following statements. You must include *why don't*, or *let's* in your responses.

- 1. I've got a terrible headache.
- 2. Pelangi di Langit Mataram is the theater this week.
- 3. I've got an assignment to write a biography of one of Indonesia's heroes.
- 4. We're going to have a test next week.
- 5. Shhhhh. Tomorrow is Salma's birthday

Analysis of writing exercise of activity 7 page 19 unit 3

No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Discrete point test
2.	Relevance with the 2013 Curriculum	These exercises contain of expressing Necessity and making suggestions. It stated

		in basic competence for
		students in the first semester
		of Junior High School 9 <sup>th</sup>
		Grade, so these exercises are
		relevance with the 2013
		curriculum.
	Basic Competence of	
3.	Writing Skills	Composition
	Kinds of Classroom	
4.	Writing Performance	Imitative
	Type of Writing	Writing sentence dealing
5.	Exercise	with grammar
		This exercise is teachable
6.	Teachable	because the instruction is
		clear and easy to understand.
		There is no example in this
7.	Presence of Example	exercise, but the explanation
		easy to comprehend.
		To measure students in
8.	Aims	understanding of expressing
		necessity and suggestion.
	Kinds of Practice	
9.	Evereise	Guided exercise

Exercise

#### 4. Exercise of Activity 9 unit 3 (Let's Clean Up) page 21

Work in pairs. Take turn making a statement and response to it. Make at least 5 statements made by your partner.

I feel week. I think it's because I haven't had breakfast.

You *should* always have breakfast. It's very important.

Analysis of writing exercise of activity 9 unit 3 page 21

No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Communicative test
2.	Relevance with the 2013 Curriculum	These exercises contain of expressing Necessity and making suggestions. It stated in basic competence for students in the first semester of Junior High School 9 <sup>th</sup> Grade, so these exercises are relevance with the 2013 curriculum.
3.	Basic Competence of Writing Skills	Communication
4.	Kinds of Classroom Writing Performance	Intensive

	Type of Writing	Writing sentence dealing
5.	Exercise	with grammar
6.	Teachable	This exercise is teachable because it is easy and simple to understand, there is explanation in the previous page. Make the students creative with their own word.
7.	Presence of Example	Present an example in the task.
8.	Aims	The aim of this exercise is to know how much the student achieves in understanding of making a statement and a response about expressing of necessity and suggestion.
9.	Kinds of Practice Exercise	Controlled exercise (free writing)

# 5. Exercise of Activity 10 Unit 3 (Let's Clean Up) page 22

Write a short message asking for a suggestion. Submit it to your teacher. Your teacher will distribute the message to the students. Respond to the message given to you.

Response:	

Analysis of writing exercise of activity 10 unit 3 page 22

	Alialysis of writing exercise	e of activity 10 unit 3 page 22
No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Communicative test
2.	Relevance with the 2013 Curriculum	These exercises contain of asking suggestions. It stated in basic competence for students in the first semester of Junior High School 9 <sup>th</sup> Grade about expressing necessity and making suggestions, so these exercises are relevance with the 2013 curriculum.
3.	Basic Competence of Writing Skills	Communication

4.	Kinds of Classroom Writing Performance	Intensive
5.	Type of Writing	Writing sentence dealing
	Exercise	with grammar
		This exercise is teachable
6.	Teachable	because the instruction is
		clear.
7.	Presence of Example	Without the example in the
/.	Tresence of Example	task.
		The aim of this exercise is
0	Aims	to measure students in
8.		understanding expressing
		of necessity and suggestion.
0	Kinds of Practice	Controlled exercise (free
9.	Exercise	writing)

### 6. Exercise of Activity 3 Unit 4 (What For?) page 25

Complete the sentences by choosing the correct conjunctions.

- 1. The girl is studying very hard at the moment (so that/to) pass her exam next month.
- 2. I bought the dictionary (in order to/so that) help with my vocabulary.
- 3. I went to bed early (so that/to) I wouldn't be tired in the morning.

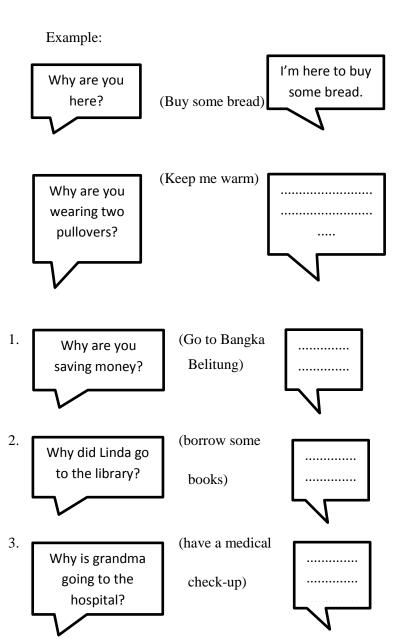
- 4. I have to get up early. I set the alarm for five o'clock (so that not/in order not to) oversleep.
- 5. I waited for an hour (so that/to) I could meet her.
- 6. Exercise regularly (to/so that) have excellent health and well-being.
- 7. My Sister gave English lessons (so that/in order to) earn some pin money.
- 8. Taufik is a very nice person. He is always prompt (to/so that) help her friends.
- 9. They took the bus (to/so that) save their money.
- 10. Make sure your bags are tagged (so that/in order to) you can identify them later.

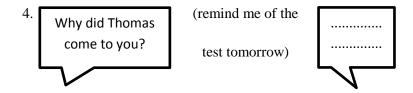
Analysis of writing exercise of activity 3 unit 4 page 25		
No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Discrete point test
2.	Relevance with the 2013 Curriculum	These exercises contain of conjunctions expressing purpose. It stated in basic competence for students in the first semester of Junior High School 9 <sup>th</sup> Grade, so these exercises are relevance with the 2013 curriculum.

3.	Basic Competence of Writing Skills	Composition
4.	Kinds of Classroom Writing Performance	Imitative
5.	Type of Writing Exercise	Writing sentences dealing with grammar
6.	Teachable	This exercise is teachable;
7.	Presence of Example	Present an example in the explanation.
8.	Aims	To measure students in understanding of conjunctions.
9.	Kinds of Practice Exercise	Guided exercise

### 7. Exercise of Activity 7 Unit 4 (What For?) Page 27-28

Use the word in the brackets to answer the following questions.





Analysis of writing exercise of activity 7 unit 4 page 27-28

No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Communicative test
2.	Relevance with the 2013 Curriculum	These exercises contain of conjunctions expressing purpose. It stated in basic competence for students in the first semester of Junior High School 9 <sup>th</sup> Grade, so these exercises are relevance with the 2013 curriculum.
3.	Basic Competence of Writing Skills	- Communication - Composition
4.	Kinds of Classroom Writing Performance	Imitative
5.	Type of Writing Exercise	Writing sentences dealing with grammar
6.	Teachable	These exercises is teachable

		because there is a brief
		explanation related to the
		exercise, and the instruction
		is clear.
7.	Presence of Example	Present example in the task.
		The aim of this exercise is
8.	Aims	to measure students in
		understanding conjunction.
9.	Kinds of Practice	Guided exercise
<i>)</i> .	Exercise	Guided exercise

8.	Exercise	of Activity 8	Unit 4 (What	For?) Page 28-29
----	----------	---------------	--------------	------------------

Complete the following sentences with the suitable verbs.

E.g. Mother is looking for a knife to cut the cake.

- 1. Andini is calling the doctor \_\_\_\_\_ ar appointment.
- 2. They are having a party Ivan's birthday.
- 3. I wish I had enough money \_\_\_\_\_ a new bike.
- 4. We don't have enough energy \_\_\_\_\_ the mountain.
- 5. Mother needs a plastic bag \_\_\_\_\_ her grocery in.
- 6. I didn't have enough time \_\_\_\_\_ the books today.

7.	"Is there something	in the refrigerator?
	I'm starving"	
8.	I need my glasses	the things properly.
9.	"Get me a broom	the floor. It's very
	dirty."	

10. The students use their dictionary \_\_\_\_\_ the meaning of the words.

Analysis of writing exercise of activity 8 unit 4 page 28-29

	29				
No.	Aspects of Evaluation	Analysis			
1.	Kind of the Test	Discrete point test			
2.	Relevance with the 2013 Curriculum	These exercises contain of conjunctions expressing purpose. It stated in basic competence for students in the first semester of Junior High School 9 <sup>th</sup> Grade, so these exercises are relevance with the 2013 curriculum.			
3.	Basic Competence of Writing Skills	Composition			
4.	Kinds of Classroom Writing Performance	Intensive			
5.	Type of Writing	Writing sentences dealing			

	Exercise	with grammar
6.	Teachable	This exercise is teachable because more explanation in the previous page and clear instructions.
7.	Presence of Example	Present example in the task.
8.	Aims	Measuring students in their achievements of conjunction and verb.
9.	Kinds of Practice Exercise	Guided exercise

#### 9. Exercise of Activity 9 Unit 4 (What For?) Page 29-30

Rewrite the sentences with so that.

#### Examples:

- ❖ I went to bed earlier last night. I didn't want to get up late.
- ❖ I'll go to bed earlier tonight so that I won't get up late.
- ➤ I'll give you my number. I want you to be able to call me.
- > I'll give you my number so that you can call me.

The	teacher	spoke	very	slowly.	She	want	ted	to
stude	nts to u	nderstan	d what	she said				
She lo	ocked th	e door.	Nobod	y could	disturb	her.		
Please	e arrive	early.	We wa	ant to be	able	to sta	art	the
meeti	ng on ti	me.						
They	wore v	warm cl	othes.	They d	idn't	want	to	gei
cold.								
	She le	She locked the Please arrive meeting on ti	She locked the door.  Please arrive early.  meeting on time.  They wore warm cl	She locked the door. Nobod  Please arrive early. We wa meeting on time.  They wore warm clothes.	She locked the door. Nobody could on the said what she said was she said what she said was she locked the door. Nobody could on the said was she sai	students to understand what she said.  She locked the door. Nobody could disturb  Please arrive early. We want to be able meeting on time.  They wore warm clothes. They didn't	students to understand what she said.  She locked the door. Nobody could disturb her.  Please arrive early. We want to be able to st meeting on time.  They wore warm clothes. They didn't want	She locked the door. Nobody could disturb her.  Please arrive early. We want to be able to start meeting on time.  They wore warm clothes. They didn't want to

\_\_\_\_\_

5. I've been reading a lot of books recently. I want to be

able to win Who Wants to Be Millionaire.

Analysis of writing exercise of activity 9 unit 4 page 29-30

No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Discrete point test
		These exercises contain of conjunctions expressing
2.	Relevance with the 2013 Curriculum	purpose. It stated in basic competence for students in the first semester of Junior High School 9 <sup>th</sup>

		Grade, so these exercises
		are relevance with the
		2013 curriculum.
3.	Basic Competence of Writing Skills	Composition
4.	Kinds of Classroom Writing Performance	Intensive
5.	Type of Writing	Writing sentence dealing
3.	Exercise	with grammar
6.	Teachable	This exercise is teachable because there are many examples in the task and the previous activity.
7.	Presence of Example	Present examples in the task, make student easy to comprehend.
8.	Aims	The aim of this exercise is to measure students in

Kinds of Practice

Exercise

9.

understanding expressing

conjunction.

Guided exercise

#### 10. Exercise of Activity 10 Unit 4 (What For?) Page 30

Work in pairs. Create the dialog that includes the conjunctions expressing purpose. Present your dialog before your friend.

Analysis of writing exercise of activity 9 unit 4 page 29-30

No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Communicative test
2.	Relevance with the 2013 Curriculum	These exercises contain of conjunctions expressing purpose. It stated in basic competence for students in the first semester of Junior High School 9 <sup>th</sup> Grade, so these exercises are relevance with the 2013 curriculum.
3.	Basic Competence of Writing Skills	Communication
4.	Kinds of Classroom Writing Performance	Intensive
5.	Type of Writing	Writing short functional

	Exercise	text
6.	Teachable	This exercise is teachable, because the instruction is clear.
7.	Presence of Example	Without the example.
8.	Aims	The aim of this exercise is to measure students in understanding expressing conjunctions.
9.	Kinds of Practice Exercise	Controlled exercise

### 11. Exercise of Activity 4 Unit 5 (You Must Not Do It) Page 34-35

Complete the following sentences with *must* or *have to* (in the correct forms). Sometimes it is possible to use either one; sometimes only *have to* is possible.

- 1. It's getting late. I <u>must/have to</u> go now.
- 2. Ramadan left before the end of the film. He *had to* go home early.
- 3. In Indonesia, children \_\_\_\_\_ wear a uniform when they go to school.
- 4. When you come to Cilacap again, you \_\_\_\_\_ come and see us.

	5. Last night Irma became	ill suddenly. We
	call a doctor.	
	6. You really	work harder if you want to
	pass the examination.	
	7. I'm afraid I couldn't co	ome tomorrow. I
	attend a course.	
	8. I'm sorry I couldn't co	ome yesterday. I
	attend a course.	
	9. We couldn't repair	the bicycle ourselves. We
	take it to th	ne garage.
	10.Ida wears glasses. She _	wear glasses since
	she was very young.	
	11.We han	d in our work tomorrow
	Otherwise, we will be pe	enalized.
	12.She be ver	y tired after the long and tiring
	day.	
	Analysis of writing exercis 35	e of activity 4 unit 5 page 34
No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Discrete point test
		These exercises contain of

Relevance with the 2013 expressing command, it

stated

in

competences for students

the

basic

2.

Curriculum

	Τ	
		in the first semester of
		Junior High School 9 <sup>th</sup>
		grade on writing skills, so
		these exercises are
		relevance with the 2013
		curriculum.
3.	Basic Competence of	Composition
٥.	Writing Skills	
	Kinds of Classroom	<b>T</b> . •
4.	Writing Performance	Intensive
5.	Type of Writing	Writing sentences dealing
	Exercise	with grammar
		This exercise is teachable
_	Teachable	because the instruction is
6.		clear and easy to
		understand.
7	Dragonas of Evanuela	Present the example in the
7.	Presence of Example	task.
		The aim of this exercise is
8.	Aims	to measure the student in
		understanding expressing

command.

Guided exercise

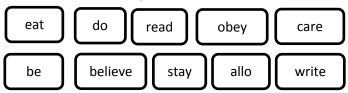
Kinds of Practice

Exercise

9.

### 12. Exercise of Activity 5 Unit 5 (You Must Not Do It) Page 35

Complete the sentences using *should* or *shouldn't* and a verb from the following list.



- 1. The visitors' graffiti on the trees.
- 2. Mom says I \_\_\_\_\_ more vegetables.
- 3. We \_\_\_\_\_ everything we see on television.
- 4. You \_\_\_\_\_ more about other people and less about yourself.
- 5. It's getting late. I home now.
- 6. You \_\_\_\_\_ your best.
- 7. You \_\_\_\_\_ letters that are addressed to other people.
- 8. Parents' \_\_\_\_\_ their children go out after dark.
- 9. Students' \_\_\_\_ outside the door until the teacher tells them to come in.
- 10. Children \_\_\_\_\_ the advice their parents give them.

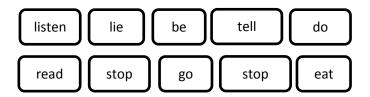
Analysis of writing exercise of activity 5 unit 5 page 37

<b>.</b>	7 Hidrysis of writing exercise	
No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Discrete point test
		These exercises contain of
		expressing command and
		prohibition, it stated in the
		basic competences for
2.	Relevance with the 2013	students in the first
۷.	Curriculum	semester of Junior High
		School 9 <sup>th</sup> grade on
		writing skills, so the
		exercises are relevance
		with the 2013 curriculum.
3.	Basic Competence of	Commonition
	Writing Skills	Composition
	Kinds of Classroom	Intensive
4.	Writing Performance	intensive
5.	Type of Writing	Writing sentences dealing
	Exercise	with grammar
		This exercise is teachable
6.		because the instruction is
	Teachable	clear and the lists are
		available to facilitate
		students.
7.	Presence of Example	Without the example in

		this exercise.
8.	Aims	The aim of this exercise is to measure the student in
		understanding expressing command and prohibition.
9.	Kinds of Practice Exercise	Guided exercise

### 13. Exercise of Activity 6 Unit 5 (You Must Not Do It) Page 36

Complete the sentences using *must* or *mustn't* with a verb from the following list.



- 1. You \_\_\_\_\_ at the curb and look before you cross the street.
- 2. Children \_\_\_\_\_ to the teacher if they want to learn.
- 3. You \_\_\_\_\_ everything your friends tell you.
- 4. You \_\_\_\_\_ the question carefully before you write the answer.
- 5. If you want to be healthy, you \_\_\_\_\_ a lot of fruits and vegetables.

- 6. You \_\_\_\_ out on your own at night.
- 7. We \_\_\_\_\_ because it is wrong.
- 8. Drivers \_\_\_\_\_ their cars in the middle of the road.
- 9. If you want people to be nice to you, you \_\_\_\_\_ nasty to them.
- 10. You \_\_\_\_\_ always \_\_\_\_ the truth.

Analysis of writing exercise of activity 6 unit 5 page 36

	Analysis of writing exercise	e of activity 6 unit 5 page 36
No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Discrete point test
2.	Relevance with the 2013 Curriculum	These exercises contain of expressing command and prohibition, it stated in the basic competences for students in the first semester of Junior High School 9 <sup>th</sup> grade on writing skills, so the exercises are relevance with the 2013 curriculum.
3.	Basic Competence of Writing Skills	Composition
4.	Kinds of Classroom Writing Performance	Intensive
5.	Type of Writing	Writing sentences dealing

	Exercise	with grammar
6.	Teachable	This exercise is teachable because the instruction is clear and the lists are available to facilitate students.
7.	Presence of Example	Present the example in the previous exercise.
8.	Aims	The aim of this exercise is to measure the student in understanding expressing command and prohibition.
9.	Kinds of Practice Exercise	Guided exercise

## 14. Exercise of Activity 7 Unit 5 (You Must Not Do It) Page 36-37

Complete these sentences with *mustn't* or *don't/doesn't* have to.

- I can get up late tomorrow morning because I \_\_\_\_\_ go to school.
- Whatever you do, you \_\_\_\_ change the channel.I'm waiting for very important flash news.
- 3. There's a lift in the building, so we \_\_\_\_\_ climb the stairs.

4.	You forget what he told you. It's very
	important.
5.	Dina get up early. She gets up early because
	she wants to.
6.	Don't make so much noise. We wake
	Grandma.
7.	I eat too much. I'm supposed to be on a diet.
8.	You be a good player to enjoy a game of
	badminton.
9.	You may keep the change. You give it to me.
10.	It's an adult film. Children under eighteen

Analysis of writing exercise of activity 7 unit 5 page 36-37

watch it.

No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Discrete point test
2.	Relevance with the 2013 Curriculum	These exercises contain of expressing command and prohibition, it stated in the basic competences for students in the first semester of Junior High School 9 <sup>th</sup> grade on writing skill, so the

	1	1
		exercises are relevance
		with the 2013 curriculum.
2	Basic Competence of	G :::
3.	Writing Skills	Composition
_	Kinds of Classroom	
4.	Writing Performance	Intensive
5.	Type of Writing	Writing sentences dealing
5.	Exercise	with grammar
		This exercise is teachable
6.	Teachable	because the instruction is
		clear.
7.	Presence of Example	Without the example in
7.		this exercise.
		The aim of this exercise is
0	Aims	to measure the student in
8.		understanding expressing
		command and prohibition.
0	Kinds of Practice	G : 1 1 ·
9.	Exercise	Guided exercise
	1	

# 15. Exercise of Activity 9 Unit 5 (You Must Not Do It) Page 37

Create a dialogue using must, mustn't, should, have to, and don't have to. The theme may vary (going to a tour,

visiting a museum, making a craft, visiting a friend in the hospital, etc.) act out the dialogue.

Analysis of writing exercise of activity 9 unit 5 page 37

1. Kind of the Test discrete point test and communicative test.  These exercises contain of expressing command and prohibition, it stated in the basic competences for students in the first semester of Junior High	1.
expressing command and prohibition, it stated in the basic competences for students in the first semester of Junior High	
School 9 <sup>th</sup> grade of writing skills, so the exercises are relevance with the 2013 curriculum	2.
3. Basic Competence of Writing Skills Communication	3.
4. Kinds of Classroom Writing Performance Intensive	4.
5. Type of Writing Writing sentences dealing with grammar	5.
6. Teachable This exercise is teachabl	6.

	because they have clear
	instruction and more
	explanation before, also
	easy to understand.
Presence of Example	Without the example in
Tresence of Example	this exercise.
	Measuring students in
Aims	their achievement of
	expressing command and
	prohibition.
Kinds of Practice	Controlled exercise (free
Exercise	writing)
	Kinds of Practice

# 16. Exercise of Activity 4 Unit 7 (How to Make Dessert) page 52

The following recipe is not complete. Complete it with the words in the boxes.



#### How to Make Chicken Soup

#### Ingredients:

- ¼ chicken
  1 garlic
  2 carrots
  1¼ cabbage
- 1 pinch pepper 1 pinch of salt
- 2 stalks of celery 4 glasses water
- 1 potato 1 tomato

#### Steps:

- Cut the chicken and wash it 1) \_\_\_\_\_
- Boil the water in a 2) \_\_\_\_\_ and cook the chicken until 3) \_\_\_\_
- 4) \_\_\_\_\_ all the vegetables and cut them into pieces.
- Grind pepper, 5) \_\_\_\_\_, and garlic.
- Put the spice 6) \_\_\_\_\_ into the pan.
- Put potatoes, carrots, and 7) \_\_\_\_\_ into the pot.
- Wait for ten minutes or until the vegetables are soft. 8) \_\_\_\_\_ the chopped celery and tomato into the pan.
- 9) \_\_\_\_\_ the stove.
- 10) \_\_\_\_\_ the chicken soup hot.

Analysis of writing exercise of activity 4 unit 7 page 52

No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Discrete point test
2.	Relevance with the 2013 Curriculum	These exercises contain of genre text of procedural, it stated in the basic competences for students in the first semester of Junior High School 9 <sup>th</sup> grade on writing skills, so the exercises are relevance with the 2013 curriculum.
3.	Basic Competence of Writing Skills	Composition
4.	Kinds of Classroom Writing Performance	Imitative
5.	Type of Writing Exercise	Completing text
6.	Teachable	This exercise is teachable, the instruction is clear. But, there is no explanation about the text.
7.	Presence of Example	Provides examples in the previous page.

		Measuring students in
8.	Aims	understanding procedural
		text.
0	Kinds of Practice	Cuidad arransisa
9.	Exercise	Guided exercise.

## 17. Exercise of Activity 11 Unit 7 (How to Make Dessert) Page 56

Write the results of the discussion neatly.

Analysis of writing exercise of activity 11 unit 5 page 56

No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Combination between discrete and communicative test.
2.	Relevance with the 2013 Curriculum	These exercises contain of genre text of procedural, it stated in the basic competences for students in the first semester of Junior High School 9 <sup>th</sup> grade on writing skill, so the exercises are relevance with the 2013

		curriculum.		
3.	Basic Competence of	- Composition		
3.	Writing Skills	- Style		
4.	Kinds of Classroom	Salf writing		
4.	Writing Performance	Self-writing		
5.	Type of Writing	Writing essay in form of		
3.	Exercise	procedural		
		This exercise is teachable,		
		because in this textbook		
6.	Teachable	provides much		
		explanation of procedural		
		and its example.		
7.	Presence of Example	Without the example		
		The aim of this exercise is		
8.	Aims	to check students'		
		comprehension.		
9.	Kinds of Practice	Controlled exercise (Free		
9.	Exercise	writing)		
	1			

## 18. Exercise of Activity 13 Unit 7 (How to Make Dessert) Page 56

Let's write a procedural text. You may do the following.

• Modify the procedure you find in this unit. For example, you modify the ingredients and steps.

### • Make your own procedure.

Analysis of writing exercise of activity 13 unit 7 page 56

No.	Aspects of Evaluation	Analysis		
110.	Aspects of Evaluation	,		
		Combination between		
1.	Kind of the Test	discrete and		
		communicative test.		
		These exercises contain of		
		genre text of procedural,		
		it stated in the basic		
		competences for students		
2.	Relevance with the 2013	in the first semester of		
2.	Curriculum	Junior High School 9 <sup>th</sup>		
		grade on writing skill, so		
		the exercises are		
		relevance with the 2013		
		curriculum.		
3.	Basic Competence of	- Composition		
3.	Writing Skills	- Style		
4.	Kinds of Classroom	Self-writing		
4.	Writing Performance	Sen-writing		
5.	Type of Writing	Writing essay in form of		
5.	Exercise	procedural		
6	Teachable	This exercise is teachable,		
6.	Теаспавіе	because in this textbook		

		provides much		
		explanation of procedural		
		and its example.		
7.	Presence of Example	Provides examples in the		
/.	Presence of Example	previous page.		
		Growing students'		
		creativity and		
8.	Aims	achievement in writing		
		essay in form of		
		procedural.		
0	Kinds of Practice	Controlled exercise (Free		
9.	Exercise	writing)		

## 19. Exercise of Activity 4 Unit 8 (I am Doing My Homework) Page 60

Complete the sentences with correct forms of the verb in the box.

E.g.

Ana: Shhhh! Don't make any noise. My sister is sleeping.

Look make study come try
Stay start work have get

	Ima	: Yes, I have a lot to do.
2.	Nona	: I for Salma. Do you know where
	she is?	
	Reno	: Sorry. I don't know.
3.	Ana	: It dark. Shall I turn on the light?
	Andin	: Yes, please.
4.	Salma	: the refugees haven't got anywhere to live
	at the m	oment. They with relatives or friends
	until the	y built a new home.
	Ivan	: I feel bad for them.
5.	Daddy	: It's six thirty. Are you ready, Salma?
	Salma	: Yes. I
6.	Ana	: You to much noise. Can you be a
	little qu	nieter? I to concentrate on my
	homewo	rk .
	Andin	: Sorry. I will.
7.	Mother	:Don't forget your umbrella. It to
	rain.	
	Salma	: OK, Mum. Thank you.

8. Dinda : Jessica called me last night. She is on

doesn't want to come back.

: What fun!

Alya

holiday in Yogyakarta. She \_\_\_\_\_ a great time. She

1. Ana : You \_\_\_\_ hard today.

9. Salma : Aliando is a university student.

Andin : Yeah. I know that. He \_\_\_\_\_ history.

Analysis of writing exercise of activity 4 unit 8 page 60

	Analysis of writing exercise	e of activity 4 unit 8 page 60		
No.	Aspects of Evaluation	Analysis		
1.	Kind of the Test	Communicative test		
2.	Relevance with the 2013 Curriculum	These exercises contain of short functional text, present continuous tense and past continuous tense. It stated in the basic competences for students of Junior High School 9 <sup>th</sup> Grade on writing skill. So, these exercises are relevance with the 2013 curriculum.		
3.	Basic Competence of Writing Skills	<ul><li>Communication</li><li>Composition</li></ul>		
4.	Kinds of Classroom Writing Performance	Intensive		
5.	Type of Writing Exercise	Writing sentences dealing with grammar.		
6.	Teachable	This exercise is teachable, because the exercise is		

		very simple and provides
		an example in the task in
		order to complete the text.
7.	Presence of Example	Provide an example in the
/.	7. Presence of Example	task.
	Aims	Measuring students in
8.		understanding present
0.		continuous and past
		continuous.
9.	Kinds of Practice	Guided exercise
	Exercise	Guided exercise

## 20. Exercise of Activity 5 Unit 8 (I am Doing My Homework) Page 61

Change the verbs into the correct forms. Sometimes you need a negative (*not*).

1.	I'm	tired.	I	 (go)	to	bed	now
	Good	dnight!					

- 2. We can go out now. It \_\_\_\_\_ (rain) any more.
- 3. Norman has just started evening class. She \_\_\_\_\_ (learn) Mandarin.
- 4. I want to lose weight, so this week I \_\_\_\_\_ (eat) lunch.
- I think Dina and Maya have had an argument. They
   \_\_\_\_ (speak) each other.

Analysis of writing exercise of activity 5 unit 8 page 61

No. | Aspects of Evaluation | Analysis

No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Discrete point test
2.	Relevance with the 2013 Curriculum	These exercises contain of short functional text, present continuous tense and past continuous tense. It stated in the basic competences for students of Junior High School 9 <sup>th</sup> Grade on writing skill. So, these exercises are relevance with the 2013 curriculum.
3.	Basic Competence of Writing Skills	Composition
4.	Kinds of Classroom Writing Performance	Intensive
5.	Type of Writing Exercise	Writing sentences dealing with grammar
6.	Teachable	This exercise is teachable, because the exercise is very simple and provides an example in the task in

		order to complete the text.				
7.	Presence of Example	Many examples in the previous page.				
8.	Aims	Measuring students in understanding present continuous and past continuous.				
9.	Kinds of Practice Exercise	Guided exercise				

## 21. Exercise of Activity 7 Unit 8 (I am Doing My Homework) Page 62

Change the verbs into the correct forms, either past continuous or simple past.

E.g. Mario was waiting (wait) for me when I arrived (arrive).

1.	Dinda	: What		(у	ou/do)	this	time
	yesterday	<sup>7</sup> ?					
	Reyhan	: I was sle	eeping.				
2.	Aliando	: How _		(yo	u/ride)	whe	n the
	accident_		(happe	en)?			
3.	Dinda	: I		(walk)	along	the	street
	when su	iddenly 1	[		(hear)	foot	tsteps

	behind	me (follow) me. I was
	frighten	ed and I (start) to run.
4.	Salma	: I haven't seen Ivan for ages.
	Dinda	: I haven't either. When I last (see)
		him, he (try) to open up an online
		shop.
5.		: Was Linda at the farewell party last
	night?	
	Yoga	: Yes. She (dance) a graceful dance
		when I came.

Analysis of writing exercise of activity 7 unit 8 page 62

No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Communicative test
2.	Relevance with the 2013 Curriculum	These exercises contain of short functional text, past continuous tense. It stated in the basic competences for students of Junior High School 9 <sup>th</sup> Grade on writing skill. So, these exercises are relevance with the 2013 curriculum.
3.	Basic Competence of Writing Skills	- Communication - Composition
4.	Kinds of Classroom Writing Performance	Intensive
5.	Type of Writing Exercise	Writing sentences dealing with grammar
6.	Teachable	This exercise is teachable.
7.	Presence of Example	Present the example in the task.
8.	Aims	Measuring students in understanding past continuous and simple past.

0	Kinds of Practice	Guided exercise
9.	Exercise	Guided exercise

## 22. Exercise of Activity 8 Unit 8 (I am Doing My Homework) Page 62-63

Fill in the blank spaces in the following passage with *was* or *were*.

Last Sunday 1) very nice. The sky 2)
very clear. Mom, Dad, and I 3) busy. Dad 4)
in the garden. He 5) planting cabbage,
tomato, and spinach. Mom and i 6) next to him.
We 7) hanging our laundry out to dry. It 8)
very hot as the sun 9) shining brightly. I 10)
starting to feel tired, but Mom and Dad 11) n't. It
took them a long time to finish. After a while, Dad called
out to us to go inside. He took out some drinks from the
refrigerator. Cold drinks on that hot day 12) very
refreshing.

Analysis of writing exercise of activity 8 unit 8 page 62-63

No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Discrete point test
2.	Relevance with the 2013	These exercises contain of
۷.	Curriculum	short functional text,

	simple past tense. It stated	
	in the basic competences	
	for students of Junior	
	High School 9 <sup>th</sup> Grade on	
	writing skill. So, these	
	exercises are relevance	
	with the 2013 curriculum.	
Basic Competence of	Commonition	
3. Writing Skills	Composition	
Kinds of Classroom	Intensive	
Writing Performance	Intensive	
Type of Writing	Writing sentences dealing	
Exercise	with grammar	
6. Teachable	This exercise is teachable.	
	Because, the instruction is	
	clear and there is much	
	explanation before.	
Dunganga of Events	explanation before.  There is no example in	
Presence of Example	_	
Presence of Example	There is no example in	
Presence of Example Aims	There is no example in the task.	
•	There is no example in the task.  Measuring students in	
•	There is no example in the task.  Measuring students in understanding simple past	
	Writing Skills Kinds of Classroom Writing Performance Type of Writing Exercise	

# 23. Exercise of Activity 10 Unit 8 (I am Doing My Homework) Page 64-65

Change the verbs into the correct forms, either past continuous or past simple.

Yesterday my brother 1) (ride) my bike home
when a little girl suddenly 2) (cross) the road in
front of him. Fortunately, he 3) (not go) fast
because he 4) (try) to enjoy the view. Both the
little girl and he 5) (are) lucky that he 6)
(manage) to stop just before he 7) (hit) her.
I 8) (meet) Dina and Yahya at the rain station a
few weeks ago. They 9) (go) to Surabaya and I 10)
(go) to Bandung. We 11) (have) a chat
while we 12) (wait) for our trains.

Analysis of writing exercise of activity 10 unit 8 page 64-65

No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Discrete point test
		These exercises contain of
		short functional text, past
2.	Relevance with the 2013	continuous or simple past
۷.	Curriculum	tense. It stated in the basic
		competences for students
		of Junior High School 9 <sup>th</sup>

		Grade on writing skill. So, these exercises are
		relevance with the 2013
		curriculum.
3.	Basic Competence of Writing Skills	Composition
4.	Kinds of Classroom Writing Performance	Intensive
5.	Type of Writing Exercise	Completing text
6.	Teachable	This exercise is teachable.  Because, the exercise is very simple, it only changes the verb into the correct forms.
7.	Presence of Example	Without example in the task.
8.	Aims	Measuring students in understanding past continuous or simple past

tense.

Guided exercise.

Kinds

Exercise

9.

of

Practice

# 24. Exercise of Activity 3 Unit 9 (Have You Done Your Homework?) Page 70

You're writing an e-mail to a friend. In the letter, you give news about yourself and/or other people.

#### Dear Ricky,

Many things have happened since the last time I wrote to you.

- 1. I/visit/the Maimun Palace. *I have visited the Maimun Palace*.
- 2. My mother /open /a bakery. \_\_\_\_\_
- 3. Diana/ go/ to Italy. \_\_\_\_\_
- 4. My puppies/ grow up. \_\_\_\_\_
- 5. My father/ give up/ smoking. \_\_\_\_\_
- 6. Zakiya/pass/her driving test. \_\_\_\_\_

Analysis of writing exercise of activity 3 unit 9 page 70

No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Discrete point test
		These exercises contain of short functional text,
2.	Relevance with the 2013 Curriculum	present perfect tense. It stated in the basic competences for students of Junior High School 9 <sup>th</sup>

		Grade on writing skill. So,
		these exercises are
		relevance with the 2013
		curriculum.
3.	Basic Competence of	Composition
٥.	Writing Skills	Composition
4.	Kinds of Classroom	Intensive
4.	Writing Performance	intensive
5.	Type of Writing	Writing sentences dealing
<i>J</i> .	Exercise	with grammar
		This exercise is teachable.
		Because it provides some
6.	Teachable	key words in the task. The
		students just rearrange the
		key words.
		The example is available
7.	Presence of Example	in the first number of the
		task.
		Measuring students in
8.	Aims	understanding present

perfect.

Guided exercise

Kinds of Practice

Exercise

9.

# 25. Exercise of Activity 7 Unit 9 (Have You Done Your Homework?) Page 72

What have you done today? Write ten things you have done today. Share them with your class. How many activities are the same?

Analysis of writing exercise of activity 7 unit 9 page 72

	Analysis of writing exercise	e of activity / unit 9 page /2
No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Discrete point test
2.	Relevance with the 2013 Curriculum	These exercises want to write ten things that you have done today. It contains of short functional text, present perfect tense. It stated in the basic competences for students of Junior High School 9 <sup>th</sup> Grade on writing skill. So, these exercises are relevance with the 2013 curriculum.
3.	Basic Competence of Writing Skills	Composition
4.	Kinds of Classroom Writing Performance	Self-writing

_	Type of Writing	Writing short functional
5.	Exercise	text
6.	Teachable	This exercise is teachable.  Because, to check
0.	Teachaoic	students understanding about the material.
7.	Presence of Example	Without example in this exercise
8.	Aims	The aim of this exercise is to check and measure students in understanding present perfect tense.
9.	Kinds of Practice Exercise	Controlled exercise

#### 26. Exercise of Activity 6 Unit 10 (I Exercise so that I Keep Fit) page 76

Complete the sentences with but, although, so, or because.

- 1. It was a lovely day \_\_\_\_\_ we decided to go swimming.
- 2. \_\_\_\_\_ the girl was tired, she insisted on cleaning the house.
- 3. I like Dimas very much, \_\_\_\_\_ I don't like his brother.

4.	She enjoys learning Japanese she took
	Japanese lessons.
5.	I'm very busy today I can't come and see
	you.
6.	We can't go out tonight it's raining heavily.
7.	I left the movie early the film was boring.
8.	It's beautiful place, the people are not
	friendly.
9.	the museum was interesting, not many people
	visited it.
10.	In the end, the restaurant had to close down
	very few people went there.

Analysis of writing exercise of activity 6 unit 10 page 76.

No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Discrete point test
2.	Relevance with the 2013 Curriculum	These exercises contain of conjunctions expressing. It stated in basic competence for students in the first semester of Junior High School 9 <sup>th</sup> Grade, so these exercises are relevance with the 2013 curriculum.
3.	Basic Competence of Writing Skills	Composition
4.	Kinds of Classroom Writing Performance	Imitative
5.	Type of Writing Exercise	Writing sentences dealing with grammar
6.	Teachable	This exercise is teachable; much explanation in the previous page.
7.	Presence of Example	Present an example in the explanation.
8.	Aims	To measure students in understanding of cause

		and effect (conjunctions).
9.	Kinds of Practice Exercise	Guided exercise

# 27. Exercise of Activity 7 Unit 10 (I Exercise so that I Keep Fit) page 77

Complete the sentences with so that, because, or although.

- 1. \_\_\_\_\_ you're my best friend, I'll lend you my new bike.
- 2. We left early we wouldn't be late.
- 3. Dad painted the wall white \_\_\_\_\_ the room looks brighter.
- 4. I didn't watch the film \_\_\_\_\_ I was working on my project last night.
- 5. The novel is sold out \_\_\_\_\_ it has just been published.
- 6. You have to study hard \_\_\_\_\_ you will do the test well.
- 7. \_\_\_\_\_ he likes computer games very much, he has rarely played them recently.
- 8. The teacher explains things clearly \_\_\_\_ we can understand her lesson.
- The classroom is empty \_\_\_\_\_ everybody is in the school yard.

10. I couldn't read the text clearly \_\_\_\_\_ the lamp had been switched on. The letters were too small.

Analysis of writing exercise of activity 7 unit 10 page 77

Analysis of writing exercise of activity 7 unit 10 page 7		
No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Discrete point test
2.	Relevance with the 2013 Curriculum	These exercises contain of conjunctions expressing. It stated in basic competence for students in the first semester of Junior High School 9 <sup>th</sup> Grade, so these exercises are relevance with the 2013 curriculum.
3.	Basic Competence of Writing Skills	Composition
4.	Kinds of Classroom Writing Performance	Imitative
_	Type of Writing	Writing sentences dealing
5.	Exercise	with grammar
6.	Teachable	This exercise is teachable; much explanation in the previous page.
7.	Presence of Example	Present an example in the explanation.

		To measure students in
8.	Aims	understanding of cause
		and effect (conjunctions).
9.	Kinds of Practice	Guided exercise
9.	Exercise	Guided exercise

# 28. Exercise of Activity 9 Unit 10 (I Exercise so that I Keep Fit) page 78-79

Complete the following dialog with so, so that, therefore, although, or because.

Doni : Hi Tantri! Do you want to join the chess club too?

Tantri : No. I am just accompanying my cousin, Yana.

Doni : Oh. By the way, which one is your cousin?

Tantri: The girl in the red blouse.

Doni : The little one?

Tantri: Yes. \_\_\_\_\_(1) she is still eight years old, she is

talented.

Doni : Really?

Tantri: She is very good at chess \_\_\_\_ (2) she

practices almost every day.

Doni : Well, I should have a match with her someday

\_\_\_\_\_(3) I know her skill.

Tantri	: That's a good idea(4) you have to hurry	у.
	She won't be here for long. She is moving to	tc
	Malang next year.	
Doni	: I'm thinking of challenging her next month	h,

Analysis of writing exercise of activity 9 unit 10 page 78-79.

\_\_\_\_\_(5) I still have two weeks to prepare.

/	9.	
No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Communicative
2.	Relevance with the 2013 Curriculum	These exercises contain of conjunctions expressing. It stated in basic competence for students in the first semester of Junior High School 9 <sup>th</sup> Grade, so these exercises are relevance with the 2013 curriculum.
3.	Basic Competence of Writing Skills	- Communication - Composition
4.	Kinds of Classroom Writing Performance	Imitative
5.	Type of Writing Exercise	Completing text

6.	Teachable	This exercise is teachable.  Because, the instruction is clear, and much explanation before.
7.	Presence of Example	Present an example in the explanation.
8.	Aims	To measure students in understanding of cause and effect (conjunctions).
9.	Kinds of Practice Exercise	Guided exercise

# 29. Exercise of Activity 10 Unit 10 (I Exercise so that I Keep Fit) page 79

Continue the following clauses with your own words.

1	I want to ge	. 1 1		41 C	
	I want to ge	t a high scoi	A in science	' theretore	
1.	I want to go	t a mgn scoi		, unciciore,	
	$\mathcal{C}$	$\mathcal{C}$		,	

- 2. The house is dirty because \_\_\_\_\_\_.
- 3. The students are studying hard so that \_\_\_\_\_\_.
- 4. Although it rained heavily, \_\_\_\_\_\_.
- 5. I was tired, so \_\_\_\_\_\_.

Analysis of writing exercise of activity 10 unit 10 page 79.

No.	Aspects of Evaluation	Analysis	
1.	Kind of the Test	Discrete point test	
2.	Relevance with the 2013 Curriculum	These exercises contain of cause and effect (conjunctions). It stated in basic competence for students in the first semester of Junior High School 9 <sup>th</sup> Grade, so these exercises are relevance with the 2013 curriculum.	
3.	Basic Competence of Writing Skills	Composition	
4.	Kinds of Classroom Writing Performance	Intensive	
5.	Type of Writing Exercise	Writing sentences dealing with grammar	
6.	Teachable	This exercise is teachable; much explanation in the previous page.	
7.	Presence of Example	Without the example.	
8.	Aims	To measure students in understanding of cause	

		and effect (conjunctions).
9	Kinds of Practice	Guided exercise
<i>)</i> .	Exercise	Guided exercise

# 30. Exercise of Activity 11 Unit 10 (I Exercise so that I Keep Fit) Page 80

Work in pairs. Create a short dialogue with at least five turns for each speaker. Use the conjunctions you have learned in this unit. Present the dialogue before the class.

Analysis of writing exercise of activity 11 unit 10 page 80

No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Combination between discrete test and communicative test.
2.	Relevance with the 2013 Curriculum	These exercises contain of conjunctions expressing. It stated in basic competence for students in the first semester of Junior High School 9 <sup>th</sup> Grade, so these exercises are relevance with the 2013 curriculum.

3.	Basic Competence of	- Communication	
	Writing Skills	- Composition	
4.	Kinds of Classroom	Solf writing	
4.	Writing Performance	Self-writing	
5.	Type of Writing	Writing sentences dealing	
3.	Exercise	with grammar	
		This exercise is teachable;	
6.	Teachable	much explanation in the	
		previous page.	
7.	Presence of Example	Present an example in the	
		explanation.	
		To check students	
8.	Aims	understanding in	
		conjunctions.	
9.	Kinds of Practice	Controlled exercise	
	Exercise	Controlled exercise	

# 31. Exercise of Activity 9 Unit 11 (I Love Indonesian Folktales) Page 88

Work in pairs. Write down parts of the story that fit the following structure.

**EVALUATION ORIENTATION COMPLICATION RESOLUTION** 

Analysis of writing exercise of activity 9 unit 11 page 88

No.	Aspects of Evaluation	Analysis
		Combination between
1.	Kind of the Test	discrete and
		communicative test.
2.	Relevance with the 2013 Curriculum	These exercises contain of genre text of narrative, it stated in the basic competence for students in the second semester of Junior High School 9 <sup>th</sup> grade on writing skill. So these exercises are relevance with the 2013
		curriculum
3.	Basic Competence of Writing Skills	<ul><li>Composition</li><li>Communication</li><li>Style</li></ul>
4.	Kinds of Classroom Writing Performance	Self-writing
5.	Type of Writing	Writing essay in form of
٥.	Exercise	narrative
6.	Teachable	This exercise is teachable.  Because ask the students work in pair, provides

		much explanation of
		narrative and its example.
		The examples are
7.	Presence of Example	available in the previous
		page.
8.	Aims	Growing students
		creativity and
		achievement in writing
		essay in form of narrative.
9.	Kinds of Practice	Controlled exercise (free
	Exercise	writing)
l		

# 32. Exercise of Activity 12 Unit 11 (I Love Indonesian Folktales) Page 90-91

Arrange the following paragraphs to make a good text

TIMUN MAS
After a few hours struggling to pass through the
thick bamboo field, the giant managed to finds his
way and chased Timun Mas as fast as he could.
Knowing that the giant was getting closer, Timun
Mas opened the second bag and found cucumber
seeds in it. she took a handful of the seeds and threw
it to the ground. The seeds magically grew very fast

and bore a lot of ripe cucumbers. The giant, being
tired and hungry after struggling with the bamboo,
couldn't help but stop and eat the tempting
cucumbers. He sat down on the ground and ate the
cucumbers up.

The next day, when she was picking up the cucumbers on her field, she found an enormous cucumber. She picked the cucumber and brought it home. At home, she opened up the cucumber and

found out that there was a baby girl inside the it. She was overjoyed and named the baby Timun Mas.

Timun meant cucumber in the Javanese language.

One morning, on Timun Mas seventeen birthday, the giant came. He demanded that the old women give Timun Mas to him. The old woman

ordered Timun Mas to run for her safety. She gave

the three little bags to Timun Mas.

The old lady treated her as her own daughter. Timun Mas grew up into a beautiful, energetic, and smart girl. Soon she was seventeen. The mother remembered her promise to the giant. She became worried. She decided to find help, so she went to a wise man. The wise man listened to her story, and at the end he gave three little bags to the old woman. He said, "give them to your daughter when she runs away

to save her life. Tell her to open one bag and throw
the things down each time the giant get closer to her."
Timun Mas ran as fast as she could. Knowing
that Timun Mas had run away, the giant quickly
chased her. Soon he got close to Timun Mas. The
poor girl quickly opened one of the bags and found
that it was filled with bamboo skewers. She threw the
bamboo skewers on the ground. Magic happened and
the skewers turned into a bamboo field. The giant had

to struggle hard to pass it.

Once upon a time, an old woman lived in a small village. She was very lonely that she prayed to God to give her companion. One day, a giant heard her prayer and knocked on her door, "I help you have a baby. But you must give the baby to me when she is seventeen years old." Too excited about the fact that she would have a companion, the old woman at once agreed to the condition.

After eating up the cucumbers, he chased Timun

ground; it was a piece of shrimp paste or *terasi* in bahasa Indonesia. Magically, the shrimp paste turned into a vast lake of quicksand. The giant didn't realize the danger of the sand. He was too eager to catch the girl. He stepped into the sand and it didn't take a long

Mas again. The girl threw her last weapon on the

time before it sucked all his big body down. The giant drowned in the lake.

Analysis of writing exercise of activity 12 unit 11 page 90-91

No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Discrete point test
2.	Relevance with the 2013 Curriculum	These exercises contain of genre text of narrative, it stated in the basic competence for students in the second semester of Junior High School 9 <sup>th</sup> grade on writing skill. So, these exercises are relevance with the 2013 curriculum
3.	Basic Competence of Writing Skills	- Composition - Style
4.	Kinds of Classroom Writing Performance	Imitative
5.	Type of Writing Exercise	Arranging scrambled paragraphs into essays in form of narrative.
6.	Teachable	This exercise is teachable.

		Because remind the
		students about the generic
		structure of narrative.
7.	Presence of Example	The examples are available
/.		in the previous page.
	Aims	The aim of this exercise is
		to measure students in
8.		understanding of narrative
		text and its generic
		structure.
	Kinds of Practice	Controlled exercise (free
9.	Exercise	writing)

# 33. Exercise of Activity 14 Unit 11 (I Love Indonesian Folktales) Page 92

Choose 5 (five) words from activity 13. Make one sentence for each word.

1.	
2.	
3.	

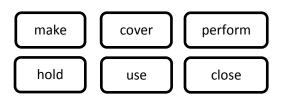
Analysis of writing exercise of activity 14 unit 11 page 92

No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Discrete point test
2.	Relevance with the 2013 Curriculum	These exercises contain of oral and written text to state and inquire about actions/ activities/ events without mentioning the object with looking at the social function, text structure, and linguistic elements It stated in the basic competences for students of Junior High School 9 <sup>th</sup> grade on writing skill, so the exercises are relevance with the 2013 curriculum.
3.	Basic Competence of Writing Skills	Composition
4.	Kinds of Classroom Writing Performance	Imitative
5.	Type of Writing Exercise	Writing sentences dealing with grammar
6.	Teachable	This exercise is teachable.

		Because, to train the
		students in making a
		sentence.
7.	Presence of Example	Without example in the
/.		task.
		The aim of this exercise is
8.	Aims	to measure students in
		understanding phrases.
9.	Kinds of Practice	Controlled exercise (free
<i>)</i> .	Exercise	writing)

#### 34. Exercise of Activity 4 Unit 12 (The Garden is Taken Care of) Page 103

Complete the sentences using am/are/is + one of these words in the passive voice. Number one has been done for you.



- 1. Most of the Earth's surface <u>is covered</u> by water.
- 2. The park gates \_\_\_\_\_ at 6 p.m. every evening.
- In Indonesia, presidential elections \_\_\_\_\_ every five years.

- 4. A theater is a place where drama \_\_\_\_\_.
- 5. Cheese \_\_\_\_\_ of milk.
- 6. This road \_\_\_\_\_ very often because it is very steep.

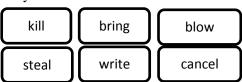
Analysis of writing exercise of activity 4 unit 12 page 103

	03	T
No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Discrete point test
2.	Relevance with the 2013 Curriculum	These exercises contain of oral and written text to state and inquire about actions/ activities/ events without mentioning the object with looking at the social function, text structure, and linguistic elements, it stated in the basic competences for students of Junior High School 9 <sup>th</sup> grade on writing skill, so the exercises are relevance with the 2013 curriculum.
3.	Basic Competence of Writing Skills	Composition

4.	Kinds of Classroom Writing Performance	Intensive
5.	Type of Writing	Writing sentences dealing
3.	Exercise	with grammar
6.	Teachable	This exercise is teachable because the instruction is clear and present the example for number one.
7.	Presence of Example	Present the example in the task.
8.	Aims	The aim of this exercise is to measure the student in understanding of passive voice (am/are/is).
9.	Kinds of Practice Exercise	Guided exercise

# 35. Exercise of Activity 5 Unit 12 (The Garden is Taken Care of) Page 104

Complete the sentences using was/were + one of these words in the passive voice. Number one has been done for you.



- 1. All flights <u>were cancelled</u> because of fog.
- 2. Nida: Was there any victims of the earthquake? Alfa: Yes. About twenty people \_\_\_\_\_
- 3. A tree \_\_\_\_\_ over in the storm yesterday.
- 4. While I was on holiday, my camera \_\_\_\_\_ from my hotel room.
- 5. Ali's parents died when he was very young. He and his sister \_\_\_\_ up by their grandparents.
- 6. Originally the book \_\_\_\_\_ in Spanish, but a few years ago it was translated in Indonesia.

Analysis of writing exercise of activity 5 unit 12 page 104

No.   Aspects of Evaluation   Analysis	
	No.
1. Kind of the Test Discrete point test	1.
These exercises contain oral and written text to state and inquire about action activities/ events without mentioning the object with looking at the soci function, text structure, are linguistic elements, it state in the basic competence for students of Junior High	2.

		School 9 <sup>th</sup> grade on writing
		skill, so the exercises are
		relevance with the 2013
		curriculum.
3.	Basic Competence of	Commonition
3.	Writing Skills	Composition
4.	Kinds of Classroom	Intensive
4.	Writing Performance	intensive
5.	Type of Writing	Writing sentences dealing
٥.	Exercise	with grammar
	Teachable	This exercise is teachable
6.		because the instruction is
0.		clear and presents the
		example for number one.
7.	Presence of Example	Present the example in the
7.		task.
		The aim of this exercise is
0	Aims	to measure the student in
8.		understanding of massive

Kinds of Practice

Exercise

9.

understanding of passive

voice (was/were).

Guided exercise

#### 36. Exercise of Activity 6 Unit 12 (The Garden is Taken Care of) Page 104-105

Change the word into the correct form, simple present or si fo

simple past, active or passive. Number 1 has been done		
for y	ou.	
1.	The letter was posted two weeks ago. It arrived	
	yesterday.	
2.	I was born in Malang, but I up in	
	Lampung.	
3.	Water most of the Earth's surface.	
4.	The ship quickly, fortunately	
	everybody	
5.	Many traffic accidents by careless drivers.	
6.	Soccer is very popular game. It up by almost	
	all countries.	
7.	The company by a famous celebrity.	
8.	While I was on holiday, my camera from my	
	hotel room.	
9.	Turtlesanimals.	
10.	The hunters a female elephant last week.	
11.	Where? In	

Pekanbaru?

Analysis of writing exercise of activity 6 unit 12 page 104-105

No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Discrete point test
2.	Relevance with the 2013 Curriculum	These exercises contain of oral and written text to state and inquire about actions/ activities/ events without mentioning the object with looking at the social function, text structure, and linguistic elements, it stated in the basic competences for students of Junior High School 9 <sup>th</sup> grade on writing skill, so the exercises are relevance with the 2013 curriculum.
3.	Basic Competence of Writing Skills	Composition
4.	Kinds of Classroom Writing Performance	Intensive
5.	Type of Writing Exercise	Writing sentences dealing with grammar
6.	Teachable	This exercise is teachable.

		Because the sentences are
		easy to understand and
		have clear instruction.
7.	Presence of Example	Present the example in the
		task.
8.	Aims	Measuring students in
		understanding of simple
0.	Alliis	present, active or passive
		voice.
9.	Kinds of Practice	Guided exercise
	Exercise	
1		

# 37. Exercise of Activity 7 Unit 12 (The Garden is Taken Care of) Page 105

Write questions using the passive. Some are *present* some are *past*.

- 1. Ask about television. (When/invent) when was television invented?
- 2. Ask about glass. (How/make) \_\_\_\_\_
- 3. Ask about Borobudur. (When/excavate) \_\_\_\_\_
- 4. Ask about silver. (What/use for) \_\_\_\_\_
- 5. Ask about telephone. (when/invent) \_\_\_\_\_
- 6. Ask about butter. (what/make of) \_\_\_\_\_

Analysis of writing exercise of activity 7 unit 12 page 105

No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Discrete point test.
2.	Relevance with the 2013 Curriculum	These exercises contain of oral and written text to state and inquire about actions/ activities/ events without mentioning the object with looking at the social function, text structure, and linguistic elements It stated in the basic competences for students of Junior High School 9 <sup>th</sup> grade on writing skill, so the exercises are relevance with the 2013 curriculum.
3.	Basic Competence of Writing Skills	Composition
4.	4. Kinds of Classroom Writing Performance	Intensive
5.	Type of Writing Exercise	Writing sentences dealing with grammar
6.	Teachable	This exercise is teachable.

		Ask students to write questions using passive, provide the keyword in every number.
7.	Presence of Example	Number one is the example.
8.	Aims	The aim of this exercise to measure students in understanding of passive voice (question form)
9.	Kinds of Practice Exercise	Guided exercise

# 38. Exercise of Activity 9 Unit 12 (The Garden is Taken Care of) Page 106

Read a sentence and write another with the same meaning.

Example:

People can't find the missing boy anywhere.

Many trees \_\_\_\_\_

The missing boy can't be found anywhere.

1.	A customs officer will check your luggage.	
	Your luggage	
2.	You must return the books within two days.	
	The books	
3.	People should plant many trees to prevent landslide.	

4.	The candidates may send the documents by e-mail.	
	The documents	
5.	The flight attendants are going to demonstrate about	
	the airline's safety.	
	The airline's safety	
6.	The students must submit the project at the	
	beginning of June.	
	The project	
7.	We have to wash fruit and vegetables thoroughly.	
	Fruit and vegetables	
8.	You must not spray too much pesticide on the	
	vegetables.	
	The vegetables	
9.	The mechanics can repair the car immediately.	
	The car	
10	. People have to save the stranded whale.	
	The stranded whale	

Analysis of writing exercise of activity 9 unit 12 page 106

No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Discrete point test
2.	Relevance with the 2013 Curriculum	These exercises contain of oral and written text to state and inquire about actions/

	1	1	<u> </u>
			mentioning the object with
			looking at the social
			function, text structure, and
			linguistic elements, it stated
			in the basic competences
			for students of Junior High
			School 9 <sup>th</sup> grade on writing
			skill, so the exercises are
			relevance with the 2013
			curriculum.
	3.	Basic Competence of	Composition
	٥.	Writing Skills	Composition
	4.	Kinds of Classroom	Intensive
	4.	Writing Performance	Intensive
	5.	Type of Writing	Writing sentence dealing
	5.	Exercise	with grammar
			This exercise is teachable.
	6.	Teachable	Much example in the
			previous page, so easy to
			understand.
	7.	Presence of Example	Present the example at the
			beginning of this exercise.
	8.	Aims	The aim of this exercise is
			measuring students

activities/ events without

		understanding in passive
		voice.
9.	Kinds of Practice Exercise	Guided exercise

# 39. Exercise of Activity 12 Unit 12 (The Garden is Taken Care of) Page 108

Make your own sentences in the passive (at least 5).

Analysis of writing exercise of activity 12 unit 12 pages 108

1,	00	
No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Discrete point test
2.	Relevance with the 2013 Curriculum	These exercises contain of oral and written text to state and inquire about actions/ activities/ events without mentioning the object with looking at the social function, text structure, and linguistic elements, it stated in the basic competences for students of Junior High School 9 <sup>th</sup> grade on writing skill, so the exercises are

		relevance with the 2013 curriculum.
3.	Basic Competence of Writing Skills	Composition
4.	Kinds of Classroom Writing Performance	Intensive
5.	Type of Writing Exercise	Writing sentence dealing with grammar
6.	Teachable	This exercise is teachable.  Ask the students to make passive voice by his/her own word. Its good.
7.	Presence of Example	Much example in the previous page.
8.	Aims	To check students comprehension about passive voice.
9.	Kinds of Practice Exercise	Controlled exercise (free writing)

## 40. Exercise of Activity 23 Unit 13 (What tan Amazing World!) Page 123-124

Work in pairs. Change the following sentences into passive.

- A lot of people visit Paris every year.
   Paris is visited by a lot of people every year.
- 2. Hunters are killing orangutans these days.
- 3. The fire in Sumatra endangers the life of a lot of animals.
- 4. The tsunami has killed a lot of people.
- 5. Miss Ruben teaches us English.
- 6. The boss will make a speech at the dinner.
- 7. John will play the role of the Prince in the play.
- 8. The zookeeper is feeding the animals.
- 9. The maids clean the hotel rooms every day.
- 10. Paint covers Joe's hands.

Analysis of writing exercise of activity 23 Unit 13 pages 123-124

No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Discrete point test
		These exercises contain of
2.	Relevance with the	oral and written text to state
۷.	2013 Curriculum	and inquire about actions/
		activities/ events without

		mentioning the object with
		looking at the social
		function, text structure, and
		linguistic elements It stated
		in the basic competences
		for students of Junior High
		School 9 <sup>th</sup> grade on writing
		skill, so the exercises are
		relevance with the 2013
		curriculum.
3. Basic Competence of Writing Skills	Basic Competence of	Composition
	Composition	
4.	Kinds of Classroom	Intensive
4.	Writing Performance	Intensive
5.	Type of Writing	Writing sentences dealing
3.	Exercise	with grammar
		This exercise is teachable.
	Teachable	Ask the students work in
6.	Teachable	pairs. Much explanation
		above the task.
7	Dunganga of Engangal	Present the example in the
7.	Presence of Example	task.
		The aim of this exercise is
8.	Aims	to check students
	1	1

understanding in passive

		voice.
9.	Kinds of Practice	Guided exercise
). 	Exercise	Guided excicise

## 41. Exercise of Activity 25 Unit 13 (What tan Amazing World!) Page 124

Think of three adjectives of your own to describe the orangutans.

1				
1.				

- 2. \_\_\_\_\_\_\_\_.
- 3. \_\_\_\_\_

Analysis of writing exercise or activity 25 unit 13 pages 124

No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Discrete point test
2.	Relevance with the 2013 Curriculum	These exercises contain of oral and written text to state and inquire about actions/ activities/ events with looking at the social function, text structure, and linguistic elements. It stated in the basic competences

		for students of Junior High
		School 9 <sup>th</sup> grade on writing
		skill, so the exercises are
		relevance with the 2013
		curriculum.
3.	Basic Competence of Writing Skills	Composition
4.	Kinds of Classroom Writing Performance	Intensive
	Type of Writing	Writing sentences dealing
5.	Exercise	with grammar
6.	Teachable	This exercise is teachable.  There is an exercise related this exercise before and explain about it.
7.	Presence of Example	Provide the example in previous task.
		The aim of this exercise is
8.	Aims	to check students in

Kinds of Practice

Exercise

9.

understanding adjective.

writing)

Controlled exercise (free

# 42. Exercise of Activity 26 Unit 13 (What tan Amazing World!) Page 125

Look at the following pictures. Write three adjectives to describe them.

1. Komodo Dragon	3. Sumatran Tiger
2. Indonesian Jungle	4. Volcanic Eruption
-	

Analysis of writing exercise of activity 26 unit 13 page 125

No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Discrete point test
2.	Relevance with the 2013 Curriculum	These exercises contain of oral and written text to state and inquire about actions/ activities/ events with looking at the social function, text structure, and linguistic elements. It stated in the basic competences for students of Junior High

		School 9 <sup>th</sup> grade on writing		
		skill, so the exercises are		
		relevance with the 2013		
		curriculum.		
3.	Basic Competence of	Composition		
3.	Writing Skills	Composition		
4.	Kinds of Classroom	Intensive		
	Writing Performance	Intensive		
5.	Type of Writing	Writing sentences dealing		
3.	Exercise	with grammar		
		This exercise is teachable.		
6.	Teachable	There is an exercise related		
0.		this exercise before and		
		explain about it.		
7.	Presence of Example	Provide the example in		
/.	Tresence of Example	previous task.		
		The aim of this exercise is		

check

writing)

understanding adjective.

Controlled exercise (free

students

8.

9.

Aims

Exercise

Kinds of Practice

## 43. Exercise of Activity 7 Unit 14 (Special Offer! Today Only!) Page 137-138

Effective advertisements aim at the appropriate target. Who would be most interested in the following products? Work in pairs and write the words or phrases you would use to advertise them

use to advertise them.
For example:
[SRX Sporty Bike]
Who might buy it?
Teenagers who like sport.
How would you describe it?
Sporty
Reliable
Strong, long-lasting
Stylish
['Dreamland' cozy sofa]
2. ['Cozy' jersey]
3. ['Optimus' headset]

4. [Z electric ca	r]
-------------------	----

-----

5. ['Speedy' In-line Skates]

\_\_\_\_\_

6. ['Smart' Cellphone]

\_\_\_\_\_\_

Smart	Unique	Elegant	Comfortable	Sophisticated	Reliable
Casual	Original	Efficient	Attractive	Luxurious	Tough
Green	Simple	Light	Durable	Bass	Excellent
Powerful	Strong	Cozy	Soft	Quiet	Compact

## Analysis of writing exercise of activity 7 unit 14 page 137-138

No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Communicative test
2.	Relevance with the 2013 Curriculum	These exercises contain of capturing meaning in the advertisement product and services, very short and simple. It stated in the basic competences for students of Junior High School 9 <sup>th</sup> grade on writing skill, so

		the exercises are relevance
		with the 2013 curriculum.
3.	Basic Competence of Writing Skills	Communication
4.	Kinds of Classroom Writing Performance	Self-writing
5.	Type of Writing Exercise	Completing text
6.	Teachable	This exercise is teachable.  Ask the students to work in pairs and make an advertisement.
7.	Presence of Example	Present the example in the task.
8.	Aims	The aim of this exercise is to measure students in understanding advertisement.
9.	Kinds of Practice Exercise	Controlled exercise (free writing)

# 44. Exercise of Activity 10 Unit 14 (Special Offer! Today Only!) Page 140

Using these notes, design some short advertisements for Tasty Island. For example:

Come to Tasty Island. Our friendly staff will welcome you. Taste the delights of food from all over Indonesia—at prices you can afford.

Analysis of writing exercise of activity 10 unit 14 page 140

No.	Aspects of Evaluation	Analysis
1.	Kind of the Test	Communicative test
2.	Relevance with the 2013 Curriculum	These exercises contain of capturing meaning in the advertisement product and services, very short and simple. It stated in the basic competences for students of Junior High School 9 <sup>th</sup> grade on writing skill, so the exercises are relevance

sic Competence of	- Communication	
riting Skills		
- 0 ·- ··	- Composition	
nds of Classroom riting Performance	Self-writing	
pe of Writing	Writing essay in form of	
rercise	advertisement	
achable	This exercise is teachable.  Connected with previous task.	
esence of Example	Present the example in the previous task.	
ms	The aim of this exercise is to measure students in understanding advertisement.	
nds of Practice	Controlled exercise (free writing)	
	riting Performance pe of Writing ercise achable esence of Example ms	

#### **CURRICULUM VITAE**

### A. Identity

1. Name : Muhammad Fathur Rohim

2. Place and Date of Birth : Bandung, 28 Januari 1995

3. Gender : Male

4. Religion : Islam

5. Address : Jl. Raya Ngabul KM. 09

RT. 06/03 Kec. Tahunan Kab. Jepara

6. Email : fathurmufaro@gmail.com

7. Handphone number : 085 6161 7147

### B. Education

1. MI Negeri Bawu Jepara (2001-2007)

2. MTs Negeri Bawu Jepara (2007-2010)

3. MA Negeri Bawu Jepara (2010-2013)

4. UIN Walisongo Semarang (2013-2018)