

CHAPTER IV

RESULT AND ANALYSIS

This chapter presents the analysis and result of it, which consist of two sections. The first section is the analysis of writing exercise in *Look Ahead 2*, an English course book for senior high school grade XI published by Erlangga. The second is the result of the writing exercises analysis in *Look Ahead 2*, an English course book for senior high school grade XI published by Erlangga to the some aspects criteria of writing exercise.

A. The Analysis of Writing Exercises in *Look Ahead 2* (English Course Book for Senior High School Students grade XI) Published by Erlangga.

The Analysis of writing exercises in the course book *Look Ahead 2*, an English course book for Senior High School students grade XI published by Erlangga based on the nine aspects, they are:

1. Are the test?
 - a. Discrete items tests
 - b. Communicative tests
 - c. Combination of both
2. Are the writing exercises relevance or not with the *KTSP* curriculum of Senior High School grade XI?
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. Intensive, or controlled
 - c. Self-writing

5. What type of writing exercise?
 - a. Arranging scrambled paragraphs into essays in form of report, narrative, analytical exposition, spoof and hortatory exposition.
 - b. Completing texts
 - c. Writing sentences dealing with grammar
 - d. Writing essays in form of report, narrative, analytical exposition, spoof and hortatory exposition
 - 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?
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

The Analysis of writing exercises in *Look Ahead 2* (English Course for Senior High School Students grade XI) Published by Erlangga are:

1. Exercise of Task D (Try This) page 9 - 10 unit 1

Do the following task.

1. Take a piece of paper.
2. Write on the paper about a problem you have now.
3. Exchange your paper with another student next to you.
4. Now, each student writes a suggestion/advice/recommendation of your friend's problem on another piece of paper.
5. Use the expressions of offering suggestion/advice/recommendation you have learned.
6. Return the paper to your partner.
7. In pairs, make a short dialog. Your partner will answer based on the suggestion/ advice/recommendation written on your paper.

Table 4.1 Analysis of writing exercise of Task D (Try This) page 9-10 unit 1

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Communicative test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>report</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Communication - Composition
d.	Kinds of classroom writing performance	<i>Intensive</i>
e.	Type of writing exercise	<i>Writing short functional texts</i>
f.	Teachable	This exercise is teachable because it easy to use in teaching learning writing process, teacher can organized students in a pairs to practice the task. But the direction of the exercise is unclear.
g.	Presence of Example	Present an example in the material, page 9.
h.	Aims	The aim of this exercise is to know how much the student achieves in understanding of asking and offering advice.
i.	Kinds of practice exercise	<i>Controlled exercise (free writing)</i>

2. Exercise of Task F (Your Turn) page 12 unit 1

- Write your own problem in a letter to Bridget. Begin your letter by introducing yourself.
- Now ask your friend to act as Bridget and write you the solution.

Table 4.2 Analysis of writing exercise of Task F (Your Turn) page 12 unit 1

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Communicative test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>report</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Communication - Composition
d.	Kinds of classroom writing performance	<i>Self-writing</i>
e.	Type of writing exercise	<i>Writing short functional texts</i>
f.	Teachable	This exercise is teachable because the instruction of the exercise is clear. Besides that, students will be more active in learning because it contains problem solving and role playing in their writing.
g.	Presence of Example	Present an example in the task, page 12.
h.	Aims	The aim of this exercise is to know how much the student achieves in

		understanding of asking and offering advice.
i.	Kinds of practice exercise	<i>Controlled exercise (free writing)</i>

3. Exercise of Task A (First Project) page 16 unit 1

Work in pairs. Make a report based on information in the following chart.

What kind of animal does a lion belong to?

- Carnivores
- Wild animals

Where can you find a lion?

- In the African jungle
- In the savannah
- It roams in forests

How does a lion move/live/survive?

- They hunt at their hunting area
- They can run fast like a horse
- Its fangs are very strong
- Its claws are sharp
- They can hear voices from 100 until 150 meters
- There are 6,000 lions remaining today

What does a lion look like?

- It resembles a cat
- The male lion has a mane
- The male is bigger than the female

What does lion feed on?

- Zebras
- Buffaloes
- Deer

How does a lion reproduces their young (cubs)?

- They are mammals
- They have babbies

Table 4.3 Analysis of writing exercise of Task A (First Project) page 16 unit 1

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>report</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Communication - Composition
d.	Kinds of classroom writing performance	<i>Imitative</i>
e.	Type of writing exercise	<i>Writing essays in form of report</i>
f.	Teachable	This exercise is teachable because it presents example in the previous task and teacher can show the steps how make it based on the guide on the exercise.
g.	Presence of Example	Present an example in the previous task, page 15.
h.	Aims	The aim of this exercise is to know how much the student achieves in understanding of making a report from particular information.
i.	Kinds of practice exercise	<i>Guided exercise</i>

4. Exercise of Task B (Second Project) page 17 unit 1

Make a similar chart about a particular thing. Then, give report like this.

An example of giving report:

Good morning, my friends. Today I'm going to tell you about a computer. Who has a computer at home? Raise your hands. Good! That's wonderful! Well, can I ask you what a computer is used for? You, Lina, can you answer my question? Yes, that's right! to process data, to store data, to type,. Can anyone else add anything? What about you, Aryo? etc.

Now, I'll tell you about a computer. A computer system is made up of a number of inter-connected systems. The heart of the computer is the central processing unit called CPU. Are you following me? Okay, let me continue. The CPU performs the necessary calculations and controls the input and output units. The CPU is divided into three parts. The memory unit stores the data and programs. The control unit selects data and instruction from the memory unit, interprets them, and controls the calculations. And the third is the arithmetic unit. It performs addition, subtraction, and compares data.

The input device _____

(Continued by yourself).

Well, I think that's all my short report about a computer. I hope you'll understand it very well. If you have any question, I'll be happy to answer it during the break time. Thank you very much.

Table 4.4 Analysis of writing exercise of Task B (Second Project) page 17 unit 1

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Combination between Discrete and</i>

		<i>communicative test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>report</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Composition - Communication
d.	Kinds of classroom writing performance	<i>Intensive</i>
e.	Type of writing exercise	<i>Writing essays in form of report</i>
f.	Teachable	This exercise is teachable because it is very easy and simple to understand because of presence of a clear example, but it is effective enough to stimulate student's ideas about the topic.
g.	Presence of Example	Present an example in the task, page 17.
h.	Aims	The aim of this exercise is to know how much the student achieves in understanding of making a report from particular information.
i.	Kinds of practice exercise	<i>Controlled exercise (Free Writing)</i>

5. Exercise of (Your Mission) page 18 unit 1

Give a report using a picture of an animal, a plant, or a thing.

<p>(Attach your picture of an animal)</p> <ul style="list-style-type: none"> • What is it? • Mention parts of the body. • Habit or behavior. 	<p>(Attach your picture of a plant/thing)</p> <ul style="list-style-type: none"> • What is it? • Mention parts of the thing. • Use.
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Table 4.5 Analysis of writing exercise of (Your Mission) page 18 unit 1

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>report</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Composition - Communication
d.	Kinds of classroom writing performance	<i>Imitative</i>
e.	Type of writing exercise	<i>Writing essays in form of report</i>

f.	Teachable	This exercise is teachable because there is an example or explanation related to the exercise in the previous section. Teacher might make the exercise as homework because students need look for pictures.
g.	Presence of Example	Present an example in the previous task, page 16
h.	Aims	The aim of this exercise is to know how much the student achieves in understanding of making a report from particular information.
i.	Kinds of practice exercise	<i>Guided exercise</i>

6. Exercise of Task B (Active Reading) page 23 unit 1

Fill in the blanks by changing the verbs in brackets into the correct form of passive (to be + verb 3).

A volcano is a mountain which _____ (1. *form*) by the eruption of material from the earth's interior through a central opening or groups of openings. Volcanoes _____ (2. *scatter*) over the world. Volcanoes _____ (3. *can divide*) into three categories based on volcano form and type of volcanic activity. They are shield, Composite, and Explosion volcanoes.

A shield volcano _____ (4. *build*) chiefly of layers of basalt (a dark, heavy lava). A few shield volcanoes _____ (5. *compose*) of andesite (a related, less dense type of lava).

A composite volcano has more frequent and violent explosive eruptions than shield volcanoes do. Lava _____ (6. *may extrude*) from either central or fissures on volcano's sides.

Explosion volcanoes _____ (7. *compose*) of inclined layers of pyroclastic debris and contain no lava. During an eruption, debris _____ (8. *eject*) from the crater. Most explosion volcanoes _____ (9. *build*) during one period of eruption.

(Adapted from: *Golden Home Encyclopedia*, V p. 185)

Table 4.6 Analysis of writing exercise of Task B (Active Reading) page 23 unit 1

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>report</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Imitative</i>
e.	Type of writing exercise	<i>Completing texts</i>
f.	Teachable	This exercise is teachable because there is brief explanation related to the exercise in the direction of the task.
g.	Presence of Example	Present an example in the task.
h.	Aims	The aim of this exercise is to measure students about making passive sentence.

i.	Kinds of practice exercise	<i>Guided exercise</i>
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7. Exercise of Task A page 24 unit 1

Change the verbs into the correct forms of Simple Present Tense.

Crocodiles _____ (1. *be*) rather 'lizard-like'. They _____ (2. *have*) long tails and the limbs _____ (3. *be*) short and straddled sideways. Crocodiles _____ (4. *belong*) to reptiles. The elongated crocodiles _____ (5. *be*) probably the most distinctive features. The head _____ (6. *be*) typically one-seventh the total body length of and the species _____ (7. *have*) a narrow or broad snout.

Crocodiles _____ (8. *have*) a 'minimum exposure' posture in water, in which only the eyes, ears, and nostrils _____ (9. *lie*) above the water's surface. This 'minimum exposure' posture _____ (10. *have*) obviously been important to crocodiles throughout their evolution.

Table 4.7 Analysis of writing exercise of Task A page 24 unit 1

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>report</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Imitative</i>
e.	Type of writing exercise	<i>Completing texts</i>

f.	Teachable	This exercise is teachable because there is brief explanation related to the exercise.
g.	Presence of Example	Present an example in the explanation page 24.
h.	Aims	The aim of this exercise is to measure students in understanding of simple present tense.
i.	Kinds of practice exercise	<i>Guided exercise</i>

8. Exercise of Task A (First Project) page 29 unit 1

Work in pairs. Create two meaningful paragraphs from the following text.

A flood an earthquake is a body of water that covers normally dry lands is a shaking, rolling or sudden shock of the earth because a sudden rock movement occurs when so much rain at one time and the sudden melting of snow and ice. It destroys homes and property even lives it causes falling rocks, brick falls, damages to gas, the cutting of electric time and also fires.

Table 4.8 Analysis of writing exercise of Task A (First Project) page 29 unit 1

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>report</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.

c.	Basic competence of writing skill	- Composition - Communication - Style
d.	Kinds of classroom writing performance	<i>Intensive</i>
e.	Type of writing exercise	<i>Writing essays in form of report</i>
f.	Teachable	This exercise is teachable, ask the students work in pairs and guide them. Show them some words are often used in report text.
g.	Presence of Example	Present an example in the explanation of previous page.
h.	Aims	The aim of this exercise is to practice of developing paragraphs from the main topic.
i.	Kinds of practice exercise	<i>Guided exercise</i>

9. Exercise of Task B (Second Project) page 29 unit 1

Work in pairs. Rearrange the jumbled paragraphs into a good and meaningful text. Then, put it into chart.

A common windmill consists of a high steel tower on top of which revolves an air motor. The parts of the air motor are fixed onto the wind shaft and are automatically held into the wind or furled according to whether water should be pumped or if the mill needs to be protected from the severity of the wind.

An ordinary 8-foot windmill develops less than 1/10 horsepower.

A windmill is a machine for converting wind energy into mechanical energy.

A windmill is used for grinding grain, pumping water for irrigation and in the past few years for generating electricity.

• Title	_____
• General Classification	_____
• Identification	_____

Table 4.9 Analysis of writing exercise of Task B (Second Project) page 29 unit 1

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>report</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Imitative</i>
e.	Type of writing exercise	<i>Arranging scrambled paragraphs into essays in form of report</i>

f.	Teachable	This exercise is teachable; ask the students work in pairs. Remind them about the generic structure of <i>report</i> .
g.	Presence of Example	Present example in the previous task page 27.
h.	Aims	The aim of this exercise is to measure students in understanding of <i>report</i> text and its generic structure.
i.	Kinds of practice exercise	<i>Guided exercise</i>

10. Exercise of Task C (Third Project) page 30 unit 1

Correct the spelling of the following text so that the text can be meaningful. Then, find out which paragraph refers to general classification and identification.

It is possible to find mosquitoes an almost every part of the world except in the places where is extremely cold or where it is very dry. During the summer, it is almost certain that you can find many mosquitoes near swumps, pounds, and lake.

Mosquitoes have an interesting life cicel. The female mosquito bites a person or animal in order to get some blod. She need it before she can lay her eggs. Second, she fleis to an area of water and despotis her eggs in the water. In a few days. The eggs open and the baby mosquitoes, called larve, come out. In a short time, they will mature and fly away.

It is interesting to note that only the female will beet for blood. She has a special moth which can go to into an animal's skine or person skine. On the other hand, the male mosquito can only drink plan juis with his mouth.

Table 4.10 Analysis of writing exercise of Task C (Third Project) page 30 unit 1

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>report</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Composition
d.	Kinds of classroom writing performance	<i>Imitative</i>
e.	Type of writing exercise	<i>Revising sentences or essays</i>
f.	Teachable	This exercise is teachable; there is a clear direction which students have to do and actually it is almost the same with the previous task.
g.	Presence of Example	Without example.
h.	Aims	The aim of this exercise is to measure students in understanding of <i>report</i> text and its generic structure.
i.	Kinds of practice exercise	<i>Guided exercise</i>

11. Exercise of Task (Your Mission) page 31 unit 1

1. Plan a certain text of report.
2. Show the draft to your teacher.

3. Copy the correct text on a piece of paper.
4. Let your friends evaluate your composition.

Table 4.11 Analysis of writing exercise of Task (Your Mission) page 31 unit 1

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Combination between Discrete and communicative test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>report</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Composition - Communication - Style
d.	Kinds of classroom writing performance	<i>Self-writing</i>
e.	Type of writing exercise	<i>Writing essays in form of report</i>
f.	Teachable	This exercise is not teachable; the direction/instruction is not clear.
g.	Presence of Example	Present an example in the task.
h.	Aims	The aim of this exercise is to measure students in understanding of <i>report</i> text and its generic structure.
i.	Kinds of practice exercise	<i>Controlled exercise (free writing)</i>

12. Exercise of Task A (Think About It) page 37 unit 2

Study and complete the following sentences. See the examples.

1. What would happen if there were no stars?
If _____ .
2. What would happen if there were no schools?
If _____ .
3. What would happen if you had wings and could fly?
If _____ .
4. What would happen if you were the President of Indonesia?
If _____ .
5. What would happen if _____?
If _____ .
6. What would happen if _____?
If _____ .

Table 4.12 Analysis of writing exercise of Task A (Think About It) page 37 unit 2

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable in a daily life context, it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Composition - Style

d.	Kinds of classroom writing performance	<i>Imitative</i>
e.	Type of writing exercise	<i>Writing sentence dealing with grammar</i>
f.	Teachable	This exercise is teachable; the instruction is very clear and it presents examples.
g.	Presence of Example	Present an example in the task.
h.	Aims	The aim of this exercise is to measure students in understanding of conditional sentence.
i.	Kinds of practice exercise	<i>Guided Exercise</i>

13. Exercise of Task B (Try This) page 38 unit 2

Correct the following sentences

1. If the children be healthy, they will learn to walk at about eighteen months old.
2. If the trajectory of a satellite will be slightly off at launch, it will get worse as the flight progresses.
3. If light strikes a rough surface, it is diffused.
4. If they have a good sale, I would have stopped by on my home.
5. We will wait if you wanted to go.
6. If Jim's family meet Karen, I am sure that they would like her.
7. If you made your bed in the morning, your room looks better when you got back in the afternoon.
8. If you didn't drink so much coffee, you wouldn't have been so nervous.
9. If you wouldn't go to bed early, you would be so sleepy in the morning.
10. If I was her mother, I will let her go.

Table 4.13 Analysis of writing exercise of Task B (Try This) page 38 unit 2

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable in a daily life context, it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Imitative</i>
e.	Type of writing exercise	<i>Revising sentences or essays</i>
f.	Teachable	This exercise is teachable; before asking students to work the exercise, explain them the conditional sentence.
g.	Presence of Example	Present an example in the explanation.
h.	Aims	The aim of this exercise is to measure students in understanding of conditional sentence.
i.	Kinds of practice exercise	<i>Guided Exercise</i>

14. Exercise of Task C (Enjoy This) page 39 unit 2

Complete the following sentences.

1. If I wrote something on the board, she _____ .
2. If I were the teacher of that naughty students, I _____ .
3. She would run round the classroom if I _____ .
4. She would kick me if I _____ .
5. I always give a reward if _____ .
6. The head of the school will punish me if _____ .
7. She would throw things in front of her if _____ .
8. The children are amazing if _____ .

Try to find out the facts of the sentences above.

- The fact is _____ .
- It means _____ .
- The real fact is _____ .
- etc.

Table 4.14 Analysis of writing exercise of Task C (Enjoy This) page 39 unit 2

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable in a daily life context, it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.

c.	Basic competence of writing skill	- Composition - Style
d.	Kinds of classroom writing performance	<i>Imitative</i>
e.	Type of writing exercise	<i>Writing sentences dealing with grammar</i>
f.	Teachable	This exercise is teachable; it is actually almost the same with the previous one, it is only has a different style.
g.	Presence of Example	Present an example in the explanation.
h.	Aims	The aim of this exercise is to measure students in understanding of conditional sentence.
i.	Kinds of practice exercise	<i>Guided Exercise</i>

15. Exercise of Task A (First Project) page 55 unit 2

Work in groups. Put the correct punctuation and capitalization for the following story. Then, identify part of the story based on its text structure suggested in the box provided.

long long ago mosquitoes didn't buzz they talked and they talked one day a mosquito was talking to an iguana telling him about his vacation about every minute of his vacation a mosquito would not let the iguana say one word the iguana was so annoyed that he walked away leaving the mosquito still talking the iguana grumbled and waved her tail she was still grumbling when she passed her friend the snake and forgot all about saying hello the snake was feeling hurt he felt so sad that she slithered

down a rabbit hole help yelled a rabbit as she scurried out of the hole terrified of the snake what's wrong cawed a crow heard crow's warning and took off through the treetops leaping branch to branch when the monkey landed on owl's branch high up in a leafy tree an owl's nest tipped off the branch and fell to ground breaking the owl's eggs the owl was heartbroken so much that she didn't shoot for the sun to come up and when it did the mosquito lost his voice all he could do was buzzing in everyone's ears zzzzzz! is everyone still mad at me

(Adapted from: www.storytell.com)

Table 4.15 Analysis of writing exercise of Task A (First Project) page 55 unit 2

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>narrative</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Intensive</i>
e.	Type of writing exercise	<i>Completing texts</i>
f.	Teachable	This exercise is teachable; asking the students work in groups, but first of all explain them about <i>narrative</i> text.
g.	Presence of Example	Present an example in the task.

h.	Aims	The aim of this exercise is to measure students in understanding of <i>narrative</i> text.
i.	Kinds of practice exercise	<i>Guided Exercise</i>

16. Exercise of Task B (Second Project) page 56 unit 2

Work in groups of four. Choose one of the following tasks:

1. Create a *pourquoi* tale.
2. Create a historical story.

Table 4.16 Analysis of writing exercise of Task B (Second Project) page 56 unit 2

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Combination between Discrete and communicative test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>narrative</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Composition - Communication - Style
d.	Kinds of classroom writing performance	<i>Self-writing</i>
e.	Type of writing exercise	<i>Writing text in form of narrative</i>
f.	Teachable	This exercise is teachable; asking the students work in groups, but first of all explain them about <i>narrative</i> text

		and show them several things has to be considered provided in the task.
g.	Presence of Example	Present an example in the task.
h.	Aims	The aim of this exercise is to practice in making <i>narrative</i> .
i.	Kinds of practice exercise	<i>Guided Exercise</i>

17. Exercise of Task D (Enjoy This) page 61 unit 2

Look at the pictures and complete the pictures and the sentences with words and expression from the box.

1. If _____ a black cat, you'll have good luck.
2. If _____ some wine, _____ some salt over your left shoulder to keep bad luck away.
3. If the sky _____ this evening, the weather is going to be fine tomorrow.
4. If your first visitor in the New Year _____ dark hair, _____ good luck all year.
5. You'll have bad luck if you: _____ under a ladder, _____ an umbrella in the house, or _____ a hat on bed. If you _____ a mirror, you'll have seven years' _____.
6. If the palm of your _____ hand itches, you're going to _____ some money.

bad luck	break	get	has
left	open	see	throw is red
you'll have	you see	you spill	walk

Table 4.17 Analysis of writing exercise of Task D (Enjoy This) page 61 unit 2

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable in a daily life context, it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Imitative</i>
e.	Type of writing exercise	<i>Writing sentences dealing with grammar</i>
f.	Teachable	This exercise is teachable; before asking students to work the exercise, remind them the conditional sentence.
g.	Presence of Example	Without example.
h.	Aims	The aim of this exercise is to measure students in understanding <i>conditional sentence</i> .
i.	Kinds of practice exercise	<i>Guided Exercise</i>

18. Exercise of Task A page 62 unit 2

Join up the following sentences using the suitable conjunctions, leaving out words where necessary.

1. She would not agree to do it. We persuaded her. We even begged her.

2. She is an intelligent girl. She failed in the examination. She is lazy.

3. I was hot. I was tired. I had been walking under the Sun for two kilometers!

4. Rommie fell off his bicycle. He hurt himself. He did not cry.

5. We could not come on time. We started early. There was a traffic jam on the highway.

Table 4.18 Analysis of writing exercise of Task A page 62 unit 2

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable in a daily life context, it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	Composition

d.	Kinds of classroom writing performance	<i>Imitative</i>
e.	Type of writing exercise	<i>Writing sentences dealing with grammar</i>
f.	Teachable	This exercise is teachable; the instruction is clear. There is a brief explanation related to the exercise.
g.	Presence of Example	Present examples in the task.
h.	Aims	The aim of this exercise is to measure students in understanding <i>conjunction</i> .
i.	Kinds of practice exercise	<i>Guided Exercise</i>

19. Exercise of Task B page 64 unit 2

Join the following sentences using Conjunctions or Relative Pronouns where suitable.

1. They cut down a tree. The tree grows in front of our house. More light can come in.

2. It started to rain. The boys continued the game. They needed the last goal to determine the winner.

3. The bull dashed to the matador. The bull was feeling very angry. The matador quickly swerved to one side.

4. He was sitting under the tree. His faithful dog was buried there. The dog had been more than friend to him.
-
-

5. Edmund did not win the single tennis competition. He tried his best. That is more important.
-
-

6. The maid found the key. She was sweeping the floor. It was hidden under the cupboard.
-
-

Table 4..19 Analysis of writing exercise of Task B page 64 unit 2

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable in a daily life context, it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Imitative</i>

e.	Type of writing exercise	<i>Writing sentences dealing with grammar</i>
f.	Teachable	This exercise is teachable; the instruction is clear. There is a brief explanation related to the exercise.
g.	Presence of Example	Present examples in the task.
h.	Aims	The aim of this exercise is to measure students in understanding <i>conjunction</i> and <i>relative pronouns</i> .
i.	Kinds of practice exercise	<i>Guided Exercise</i>

20. Exercise of Task C page 65 unit 2

Join the following sentences using Present Participle, Past Participle, or Relative Pronouns.

1. She became tired of my complaints about the program. She turned off the TV.

2. People were sleeping in the next room. They were awakened by the sound of the breaking glass.

3. One day you will be sitting by the window. You will read my book.

4. I was sitting in the garden. Suddenly I got a brilliant idea.

5. We saw the first star. It was shining brightly in the darkness of the night.

6. He was weakened by his cancer. He felt sure that he would die soon.

7. The prisoner was tied to a tree. He tried hard to free himself and run.

8. The big tree was uprooted by a storm. It blocked the street.

9. The car was towed by a truck. It was taken to a garage for repair.

10. The boy threw a stone at his friend. He cried loudly.

Table 4.20 Analysis of writing exercise of Task C page 65 unit 2

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable in a daily life context, it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Imitative</i>
e.	Type of writing exercise	<i>Writing sentences dealing with grammar</i>

f.	Teachable	This exercise is teachable; the instruction is clear. There is a brief explanation related to the exercise.
g.	Presence of Example	Present examples in the task.
h.	Aims	The aim of this exercise is to measure students in understanding <i>present participle, past participle</i> and <i>relative pronouns</i> .
i.	Kinds of practice exercise	<i>Guided Exercise</i>

21. Exercise of Task E page 67 unit 2

Arrange the adverbs normally in MPT / PMT position. Number one has been done for you.

1. John worked (*at his office, yesterday, very hard*)
 - a. John worked very hard at his office yesterday.
 - b. At his office, John worked very hard yesterday.
 - c. Yesterday, John worked very hard.
2. Rado arrived (*at 7p.m. in London, on Saturday, by train*).
3. Our teacher spoke to us (*rudely, during the first session, in front of the class*).
4. She went (*at 6 o'clock, this morning, to school, hurriedly*).
5. A bomb exploded (*in this place, loudly, at 5 o'clock, on Sunday, last summer*).

Table 4.21 Analysis of writing exercise of Task E page 67 unit 2

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable

		in a daily life context, it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Imitative</i>
e.	Type of writing exercise	<i>Writing sentences dealing with grammar</i>
f.	Teachable	This exercise is teachable; the instruction is clear. There is a brief explanation related to the exercise.
g.	Presence of Example	Present examples in the task.
h.	Aims	The aim of this exercise is to measure students in understanding <i>adverb manner, place, and time</i> .
i.	Kinds of practice exercise	<i>Guided Exercise</i>

22. Exercise of Task (Your Project) page 71 unit 2

Work in groups of four to continue the following story.

An Unforgettable Night

I shouldn't have turned off the highway while driving alone at night. But my best friend John told me that this was the fastest way home. A few minutes ago it had started raining, and now it was coming down so hard that I could hardly see the bumpy gravel road ahead of me. The highway

was very dark and quiet. There were no other cars except me and my 1972 Ford Pinto trying to reach home as fast as I could.

All of sudden there was a sharp streak lightning that spread out like a large tree branch. A deafening burst of thunder followed it.

Then my car broke down. My heart was pounding quickly. Beads of clammy sweat rolled down my neck and back. “Now what am I going to do?” I thought.

I got out of the car to walk for help, I was getting scared. I didn’t really know for sure where I was. I began to feel terrified.

Suddenly, _____

(Adapted from: *Communication Through Writing, Prentice Hall Regent, 2001*)

Table 4.22 Analysis of writing exercise of Task (Your Project) page 71 unit 2

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Combination between discrete and communicative test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>narrative</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Composition - Communication - Style

d.	Kinds of classroom writing performance	<i>Self-writing</i>
e.	Type of writing exercise	<i>Completing text</i>
f.	Teachable	This exercise is teachable; the instruction is clear. There are many examples related to the exercise in the previous pages.
g.	Presence of Example	Present examples in the previous page.
h.	Aims	The aim of this exercise is to grow students' ideas and creativity through <i>narrative</i> .
i.	Kinds of practice exercise	<i>Controlled exercise (Free Writing)</i>

23. Exercise of Task A (First Mission) page 72 unit 2

Make your own narrative. Choose one of these options.

1. Write about the scariest experienced you have ever had.
2. Write about a mystery story in which something very valuable was stolen.
3. Write about a mystery story in which someone was murdered. Create your own detective to unveil the case.
4. Write a story about a ghosts, haunted houses/places. Your purpose in writing a story is to frighten your reader. Create your own participants.

Table 4.23 Analysis of writing exercise of Task A (First Mission) page 72 unit 2

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Combination between Discrete and communicative test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>narrative</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Composition - Communication - Style
d.	Kinds of classroom writing performance	<i>Self-writing</i>
e.	Type of writing exercise	<i>Writing essays in form of narrative</i>
f.	Teachable	This exercise is teachable; the instruction is clear. There are many examples related to the exercise in the previous pages.
g.	Presence of Example	Present examples in the previous page.
h.	Aims	The aim of this exercise is to grow students' ideas and creativity through <i>narrative</i> .
i.	Kinds of practice exercise	<i>Controlled exercise (Free Writing)</i>

24. Exercise of Task F (Fifth Mission) page 85 unit 3

Complete the following questionnaire of satisfaction or dissatisfaction in a hotel's service.

		To:
		Senior Vice President
		Hotel Operations
		Genting Highlands Resort
		69000 Genting Highlands
		Pahang-Malaysia
<i>Dear Valued Guest,</i>		
<p>Thank you for staying with us. In our endeavor to give you our best in our services and our facilities, your comments and feedback are important to us. We could be grateful if you could fill out this questionnaire and leave it at the Reception Counter or suggestion box.</p>		
Full Name	:	
Room Number	:	
Check-in Date	:	
Check-out Date	:	
Contact No.	:	
Correspondence Address	:	
1.	Front office services (greetings, luggage service, front desk service, accuracy of reservation, information on the usage of room key cards)	
	Your comments:	
2.	Food and beverage services (Restaurant, quality of food and beverage, service quality)	
	Your comments:	
3.	Hotel Facilities (safe deposit box, spa/fitness center, swimming pool, beauty parlor, transport/limousine service, meeting center, bar and pub)	
	Your comments:	
4.	Guest Room (room cleanliness, room comfort, information and emergency escape in the room, laundry service, telephone, refrigerator, bathroom, room service)	
	Your comments:	
5.	Staff (smile, courtesy, helpfulness, efficiency, proactive in responding your needs)	
	Your comments:	

Table 4.24 Analysis of writing exercise of Task F (Fifth Challenge) page 85 unit 3

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Communicative test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable in a daily life context, it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Composition - Communication - Style
d.	Kinds of classroom writing performance	<i>Imitative</i>
e.	Type of writing exercise	<i>Writing short functional text</i>
f.	Teachable	This exercise is teachable; first of all, explain students about the topic and give them some examples.
g.	Presence of Example	Present examples in the previous page.
h.	Aims	The aim of this exercise is to measure students' understanding in expressing satisfaction and dissatisfaction.
i.	Kinds of practice exercise	<i>Guided exercise</i>

25. Exercise of Task A (First Project) page 87 unit 3

Work in pairs. Rearrange the following cues into good complete sentences. Use some useful expressions provided in the box to connect each sentence. Begin your paragraph with the following sentence:

The date tree is called 'the queen of trees' because of its many uses.

1. shade – Sun – gives – the - its – desert – protection – from.
2. its – are – fibers – from – baskets, ropes, and threads – made.
3. from – are – wood – made – boats, houses, and fences – its.
4. food – fruit – important – its – is – an
5. a – juice – the – delicious – drink – is
6. are – as eaten – leaves – tender – the – salad
7. no – tree – in fact – of – the – is – wasted – part

in the first place	additionally	first of all	finally
second	furthermore	also	last of all

Table 4.25 Analysis of writing exercise of Task A (First Project) page 87 unit 3

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>analytical exposition</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	Composition

d.	Kinds of classroom writing performance	<i>Intensive</i>
e.	Type of writing exercise	<i>Writing sentences dealing with grammar</i>
f.	Teachable	This exercise is teachable; there is a clear instruction or explanation related to the task.
g.	Presence of Example	Without example.
h.	Aims	The aim of this exercise is as a brainstorming before students learn <i>analytical exposition</i> .
i.	Kinds of practice exercise	<i>Guided exercise</i>

26. Exercise of Task F (Your Turn) page 96 unit 3

Work with a partner. Discuss the story in the pictures. Then, write your opinion about smoking. Don't forget to state the topic sentence and support it with some details.

Table 4.26 Analysis of writing exercise of Task F (Your Turn) page 96 unit 3

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Combination between Discrete and communicative test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>analytical exposition</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.

c.	Basic competence of writing skill	- Composition - Communication - Style
d.	Kinds of classroom writing performance	<i>Intensive</i>
e.	Type of writing exercise	<i>Writing essays in form of analytical exposition</i>
f.	Teachable	This exercise is teachable; the instructions are provided in the task in order to give guidance what students have to do.
g.	Presence of Example	Present example in the previous page.
h.	Aims	Measuring students in their achievement of <i>analytical exposition</i> .
i.	Kinds of practice exercise	<i>Guided exercise</i>

27. Exercise of Task A page 97 unit 3

Read the text below. Underline the passive sentences as shown in the example given. Then, fill in the chart.

It was announced today that oil had been discovered off the coast of a small island nation in the Caribbean. This is considered a very important development. It came as a surprise, since it had been believed that no oil existed there. The prime minister declared that drilling rights would be given to private companies.

The oil companies will be required to give proof of their capability of extracting the oil economically. Applications will be accepted for a period of sixty days, beginning March 1. The oil companies will be asked to sign an agreement to pay a percentage of their profits to the

Departments of Transportation. Some of these funds will be used to build highways; some will be spent on the study of solar energy. With the world's oil supply becoming scarce, other kinds of fuel will have to be utilized.

Subject	To be + Past Participle (V3)	Complement
<i>It</i>	<i>was announced</i>
<i>Oil</i>	<i>had been discovered</i>
<i>This</i>	<i>Is considered</i>	<i>an important development</i>
.....
.....

Table 4.27 Analysis of writing exercise of Task A page 97 unit 3

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>analytical exposition</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Intensive</i>
e.	Type of writing exercise	<i>Writing sentences dealing with grammar</i>

f.	Teachable	This exercise is teachable; the exercise is very simple and provides the examples in the task.
g.	Presence of Example	Provide example in the task.
h.	Aims	Measuring students in their achievement of <i>passive sentence</i> .
i.	Kinds of practice exercise	<i>Guided exercise</i>

28. Exercise of Task B page 97 unit 3

Fill in the charts below.

To be:

Simple Present	is,
Simple Past	was,
Present Perfect	has been,
Past Perfect
Future, is going to be,
can, may, must	can be,,
could, should, would	could be,,
ought to, might	ought to be,

Table 4.28 Analysis of writing exercise of Task B page 97 unit 3

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>analytical exposition</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.

c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Intensive</i>
e.	Type of writing exercise	<i>Writing sentences dealing with grammar</i>
f.	Teachable	This exercise is teachable; the exercise is very simple and provides the examples in the task.
g.	Presence of Example	Present example in the task.
h.	Aims	Measuring students in their achievement of <i>to be</i> .
i.	Kinds of practice exercise	<i>Guided exercise</i>

29. Exercise of Task C page 98 unit 3

Use the following idea and time expression to make passive statements.

The classroom sweep

1. everyday
The classroom are swept everyday
2. before I arrive every morning
3. yesterday
4. once a day
5. twice a week
6. already
7. now
8. by the time I arrive
9. before I returned home

10. tomorrow

Table 4.29 Analysis of writing exercise of Task C page 98 unit 3

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable in a daily life context, it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Composition - Style
d.	Kinds of classroom writing performance	<i>Intensive</i>
e.	Type of writing exercise	<i>Writing sentences dealing with grammar</i>
f.	Teachable	This exercise is teachable; the exercise is very simple and provides the examples in the task.
g.	Presence of Example	Provide example in the task.
h.	Aims	Measuring students in their achievement of <i>passive sentence</i> .
i.	Kinds of practice exercise	<i>Guided exercise</i>

30. Exercise of Task D page 99 unit 3

Change the verbs in bracket into the passive or the active forms. See the examples.

When hydrologists **succeed** (1. *succeed*), most of the earth's serious water problems are **brought** (2. *bring*) under control. Even desert areas _____ (3. *tame*) and cultivated. This _____ (4. *eliminate*) a major cause of war and conflict between peoples, since it _____ (5. *make*) thousands of square miles available for productive and comfortable living by people who presently _____ (6. *suffer*) from crowded condition and limited resources. Until the time _____ (7. *come*) when our water resources _____ (8. *utilize*) effectively, it _____ (9. *be*) necessary for governments, industries, and private individuals to encourage and support hydrological experimentation. Hydrologists _____ (10. *make*) a better world possible for the earth's growing population.

Table 4.30 Analysis of writing exercise of Task D page 99 unit 3

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>analytical exposition</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Intensive</i>

e.	Type of writing exercise	<i>Completing text</i>
f.	Teachable	This exercise is teachable; the exercise is very simple and provides the examples in the task.
g.	Presence of Example	Present example in the task.
h.	Aims	Measuring students in their achievement of <i>passive sentence</i> .
i.	Kinds of practice exercise	<i>Guided exercise</i>

31. Exercise of Task E page 100 unit 3

Use the appropriate pronouns to replace phrases in the previous sentences.

1. Have you ever been caught in a traffic jam? _____ is a very frustrating experience and one you are unlikely to forget.
2. Traffic control is the science of keeping traffic moving smoothly. _____ involves making sure that there are enough roads to carry traffic, even at peak hours.
3. Almost all countries use international traffic signs. By their shape, color, size and design, _____ tell the motorist all the things _____ need to know about highway regulations.
4. If one learns the meaning of such signs, _____ can safely drive in almost any country.

Table 4.31 Analysis of writing exercise of Task E page 100 unit 3

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable in a daily life context, it stated in the

		basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Intensive</i>
e.	Type of writing exercise	<i>Writing sentences dealing with grammar</i>
f.	Teachable	This exercise is teachable; firstly, explain students the pronoun reference and give them some examples before asking to work the task.
g.	Presence of Example	Without example.
h.	Aims	Measuring students in their achievement of <i>pronoun reference</i> .
i.	Kinds of practice exercise	<i>Guided exercise</i>

32. Exercise of Task G page 101 unit 3

Complete this text using the appropriate connective provided.

The Trial of Lindy Chamberlain

In 1982 Lindy Chamberlain was convicted of murdering her baby Azaria while camping at Ayer's Rock. In my opinion, Lindy should not have been convicted for Azaria's murder (1) _____ there is too much conflicting evidence.

(2) _____ there is the question of the blood found in the car. It was claimed that it was the baby's blood. (3) _____, the tests used to identify the blood were later found to be unreliable and the blood could have come from an adult.

(4) _____ piece of conflicting evidence concerns a dingo. Lindy claimed that Azaria was taken by a stray dingo. Some of other campers said that they saw no dingo, (5) _____ there were several who confirmed Lindy's story, and who stated that they heard a dingo's cry before Azaria went missing.

And (6) _____ there is the matter of the baby's jumpsuit which was later found with holes in it. The prosecution maintained that these holes could only have been made by a pair of nail scissors the ones they claimed Lindy used to kill her baby. The defence (7) _____ demonstrated that the holes could just as easily have been made by a dingo's teeth.

In the light of such conflicting evidence, I believe that it was wrong to convict Lindy Chamberlain without finding more definite proof of her guilt.

(Adapted from: How Text Works, Beverly Derewianka)

finally as another firstly
whereas however on the other hand

Table 4.32 Analysis of writing exercise of Task G page 101 unit 3

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>analytical exposition</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so

		this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Imitative</i>
e.	Type of writing exercise	<i>Completing text</i>
f.	Teachable	This exercise is teachable; the exercise is very simple and provides connective words in the task in order to complete the text.
g.	Presence of Example	Without example.
h.	Aims	Measuring students in their achievement of <i>connective word</i> .
i.	Kinds of practice exercise	<i>Guided exercise</i>

33. Exercise of Task H page 101 unit 3

Complete the following paragraph with the transition given.

Let me tell you about my Aunt Frances. She had an interesting life. She became a secretary (1) _____ she finished high school. She didn't like that work, so she entered university (2) _____, she wanted to be a teacher (3) _____, she decided to a nurse (4) _____, she thought about being an engineer (5) _____, she decided to be a doctor. She married (6) _____ she received her M.D. degree and she (7) _____ had five children. However, she continued to work (8)

_____ some years of experience, she became a medical researcher.
She devoted her career to cancer research.

finally	after	at first
then	soon	next
next	after	after

Table 4.33 Analysis of writing exercise of Task H page 101 unit 3

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>analytical exposition</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Imitative</i>
e.	Type of writing exercise	<i>Completing text</i>
f.	Teachable	This exercise is teachable; the instruction of the exercise is clear. It is brief, simple to understand and not ambiguous. It provides <i>transitions</i> in the task in order to complete the text.
g.	Presence of Example	Without example.
h.	Aims	Measuring students in their

		achievement of <i>transition</i> . .
i.	Kinds of practice exercise	<i>Guided exercise</i>

34. Exercise of Task I page 102 unit 3

Complete this letter with *and, so, but, or because*

Dear Sir,

I teach English to transmigrant children in Sumatra. And I do not agree that watching television is bad for children. In my opinion, watching television helps children from other countries.

First, children often appear in shows such as 'Mr. Rogers' and 'Sesame Street'. Transmigrant children learn body language and idioms from these shows (1) _____ kids imitate other kids quickly.

Second, television commercials advertise the latest toys and video games. (2) _____ kids talk about these products all the time. Information about the latest 'Ninja Turtle' figure and 'Super Nintendo' game may not be important to adults. (3) _____ it is very important to children. (4) _____ it keeps them in touch with other kids.

Third, many children do not speak English in their families. (5) _____ they need chances to listen to English. Finally, they enjoy learning from television (6) _____ the stories are funny and exciting. For example, my students love watching 'The Simpsons', (7) _____ they discuss it in school. For my transmigrant students, television is one bridge to English culture.

Sincerely yours,

Prasetyo

Table 4.34 Analysis of writing exercise of Task I page 102 unit 3

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>

b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>analytical exposition</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Imitative</i>
e.	Type of writing exercise	<i>Completing text</i>
f.	Teachable	This exercise is teachable; there is a brief explanation about the topic on the same page. Give students more examples related to the task before asking them work the exercise.
g.	Presence of Example	Provides examples in the explanation (page 102).
h.	Aims	Measuring students in their achievement of <i>coordinate conjunction</i> .
i.	Kinds of practice exercise	<i>Guided exercise</i>

35. Exercise of Task J page 104 unit 3

Combine the two sentences to make complex sentences. See the example.

1. You go to the dentist for an appointment.
You brush your teeth.

2. Julie studied hard for the test.
Julie did not pass the test.
3. You put the money into a saving account.
The money will earn interest every year.
4. I don't like to watch the broadcasters on television.
This broadcaster on television never smiles.
5. The pilot refused to fly the jet.
The jet hadn't been checked by the mechanics.
6. The doctor examined the patient in her office.
The doctor sent the patient to the hospital for more test.
7. The little girl pretended to be sick.
The little girl could stay home from school.
8. Alex was reading a murder mystery.
Sam was watching a murder mystery on television.
9. I'd like to buy an oven.
The oven cleans itself automatically.
10. I got out of the car
I realized I had locked my keys inside the car.

Table 4.35 Analysis of writing exercise of Task J page 104 unit 3

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable in a daily life context, it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.

c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Intensive</i>
e.	Type of writing exercise	<i>Writing sentences dealing with grammar</i>
f.	Teachable	This exercise is teachable; explain students the topic related to the task before asking them work the exercise.
g.	Presence of Example	Provides examples in the task.
h.	Aims	Measuring students in their achievement of <i>complex sentence</i> .
i.	Kinds of practice exercise	<i>Guided exercise</i>

36. Exercise of Task K page 105 unit 3

Put the verbs in brackets into the correct forms. See the example.

1. The luggage (*not weigh*) much. There (*be*) only clothing in it.
The luggage doesn't weigh much. There is only clothing in it.
2. The colony of ants (*keep*) coming nearer.
3. Each of these boxes (*contain*) ammunition.
4. Both cars (*go*) very but one of them (*be*) quicker than the other.
5. The exercise (*make*) him feel relaxed.
6. One of these estates (*belong*) to my uncle in 1988.
7. Although the old man was 80 years old, he (*stay*) healthy.
8. The way they dress (*portray*) that they are from rural areas.
9. This symbol (*denote*) the high and low capability of this machine.
10. The hijackers (*keep*) the hostages alive until their demands were fulfilled.

Table 4.36 Analysis of writing exercise of Task K page 105 unit 3

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable in a daily life context, it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Intensive</i>
e.	Type of writing exercise	<i>Writing sentences dealing with grammar</i>
f.	Teachable	This exercise is teachable; explain students the topic related to the task before asking them work the exercise.
g.	Presence of Example	Provides examples in the task.
h.	Aims	Measuring students in their achievement of <i>linking verbs</i> .
i.	Kinds of practice exercise	<i>Guided exercise</i>

37. Exercise of Task A (First Project) page 111 unit 3

Follow these instructions:

1. Work in groups of four.
2. Put the correct punctuation and capitalization in this text.
3. Separate parts of the text into the correct analytical exposition text organization.
4. Provide the title and the conclusion for the text.

pop stars today enjoy a style of living which once belonged to rich people only. Once they are famous, they may enjoy the lives of millionaires in the first place wherever they go people will greet them cheerfully the crowd go wild trying to catch a brief a glimpse of their smiling colorfully dressed idols second the stars are driven in Rolls Royce private helicopters or executive aero planes they cannot enjoy the freedom of going alone anymore furthermore they are surrounded by managers, body guards and press agents photograph of them appear regularly in newspapers, magazines and TVs and all their comings, goings and doings are reported it is obvious that the lives of pop stars

Table 4.37 Analysis of writing exercise of Task A (First Project) page 111 unit 3

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>analytical exposition</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Composition - Communication - Style

d.	Kinds of classroom writing performance	<i>Intensive</i>
e.	Type of writing exercise	<i>Completing text</i>
f.	Teachable	This exercise is teachable; the instruction is clear.
g.	Presence of Example	Provides examples in the previous page.
h.	Aims	Measuring students in their achievement of <i>analytical exposition</i> .
i.	Kinds of practice exercise	<i>Guided exercise</i>

38. Exercise of Task B (Second Project) page 111 - 112 unit 3

1. Work in groups. Choose one of the topics.
 - Basketball is a popular game.
 - Stamp collecting is an interesting hobby.
 - Bungee jumping can be extremely dangerous.
 - Soccer is a great game.
 - Camping is a good activity in school holidays.
2. With your groups, got to the library to get information about the topic you have chosen. List all the reasons for your topic.
3. After you have listed the reasons, write the text.

Table 4.38 Analysis of writing exercise of Task B (Second Project) page 111 - 112 unit 3

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Combination between discrete and communicative test</i>

b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>analytical exposition</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Composition - Communication - Style
d.	Kinds of classroom writing performance	<i>Self-writing</i>
e.	Type of writing exercise	<i>Writing essays in form of analytical exposition.</i>
f.	Teachable	This exercise is not teachable; the direction/instruction is not clear.
g.	Presence of Example	Provides examples in the task.
h.	Aims	Growing student's creativity and achievement in writing essays in form of <i>analytical exposition</i> .
i.	Kinds of practice exercise	<i>Controlled exercise (Free writing)</i>

39. Exercise of Task C (Third Project) page 113 unit 3

Follow these instructions:

1. You probably have watched an exceptional TV show: AFI (*Akademi Fantasi Indosiar*), Indonesian Idol, Who Wants To Be a Millionaire, *Dunia Lain*, Fear Factor, or a controversial movie such as Harry Potter, Charmed, Bay Watch, etc. Choose one that many people enjoy.

2. In groups of four, write an essay telling the reader why many people enjoy it.
3. Before writing, gather information. Make a list of reasons.

Table 4.39 Analysis of writing exercise of Task C (Third Project) page 113 unit 3

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Combination between discrete and communicative test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>analytical exposition</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Composition - Communication - Style
d.	Kinds of classroom writing performance	<i>Self-writing</i>
e.	Type of writing exercise	<i>Writing essays in form of analytical exposition.</i>
f.	Teachable	This exercise is teachable; in this textbook provides much explanation of <i>analytical exposition</i> and its example.
g.	Presence of Example	Provides examples in the task.
h.	Aims	Growing student's creativity and achievement in writing essays in form of <i>analytical exposition</i> .
i.	Kinds of practice exercise	<i>Controlled exercise (Free writing)</i>

40. Exercise of Task A (First Mission) page 114 unit 3

Make your own analytical text. These are additional persuasion topics that you may consider to write about.

1. Think of an important life choice a friend or a family member is about to make (getting married, buying a house in an estate, buying a car, investing capital for a promising business, changing jobs, etc.) in the form of a letter. Persuade that person that he or she is making the right or the wrong decision. List all your reasons.
2. Write an article in a newspaper in which you persuade the readers that a person should not be allowed to have a handgun unless he is a law enforcement person.
3. The government of Indonesia has begun to think of using a nuclear power plants to help supply energy to the community. Present your arguments to the society to persuade them to build the plant by mentioning the advantages.

Table 4.40 Analysis of writing exercise of Task A (First Mission) page 114 unit 3

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Combination between discrete and communicative test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>analytical exposition</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Composition - Communication - Style

d.	Kinds of classroom writing performance	<i>Self-writing</i>
e.	Type of writing exercise	<i>Writing essays in form of analytical exposition.</i>
f.	Teachable	This exercise is teachable; in this textbook provides much explanation of <i>analytical exposition</i> and its example.
g.	Presence of Example	Provides examples in the task.
h.	Aims	Growing student's creativity and achievement in writing essays in form of <i>analytical exposition</i> .
i.	Kinds of practice exercise	<i>Controlled exercise (Free writing)</i>

41. Exercise of Task B (First Challenge) page 127 unit 4

Change the verbs in brackets into the correct past form.

One Sunday, Putri Sidharta visited her friend, Rita Arvi's house in Tuntang. Her house is facing a big lake. People call it Rawa Pening Lake. Rita told Putri the story of Rawa Pening Lake.

It (1. *happen*) _____ that Ki Ajar (2. *have*) _____ a baby son, but amazingly the baby (3. *be*) _____ a snake. He (4. *name*) _____ his son *Baruklinting*. He (5. *order*) _____ the snake to meditate in Mount Sileker to become a human.

One day, the people of Benerawa (6. *go*) _____ hunting. They (7. *find*) _____ a big snake and cut it into pieces. They (8. *not know*) _____ that it (9. *be*) _____ *Baruklinting*.

The soul of *Baruklinting* (10. *turn*) _____ into a small boy. He (11. *beg*) _____ for food in the village of Benerawa. But no one (12. *care*) _____ of him and some boys even (13. *mock*) _____ him. The little boy, then (14. *plant*) _____ a stick. When he (15. *pull*) _____

_____ the stick out of the ground, water (16. *spring*) _____ out of the hole. Gradually it (17. *become*) _____ a big flood. All the Benerawa villagers (18. *be drown*) _____. Only an old poor widow (19. *be save*) _____ because she (20. *help*) _____ the boy by giving him some porridge and drink.

Nowadays the area is a big lake called Rawa Pening. It is located in Semarang regency.

Table 4.41 Analysis of writing exercise of Task B (First Challenge) page 127 unit 4

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>narrative</i> , it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Intensive</i>
e.	Type of writing exercise	<i>Completing text</i>
f.	Teachable	This exercise is teachable; it is very simple and easy to work. Firstly explain the past form (verb) and give some examples both in regular and irregular.
g.	Presence of Example	Provides examples in the previous

		page.
h.	Aims	Measuring students in understanding past form (verb 2).
i.	Kinds of practice exercise	<i>Guided exercise</i>

42. Exercise of Task C page 139 unit 4

Put the verbs into the correct form of past perfect or simple past.

1. The house was very quiet when I got home. Everybody _____ (*go*) to bed.
2. I felt very tired when I got home, so I _____ (*go*) straight to bed.
3. Sorry, I am late. The car _____ (*break*) down on my way here.
4. There was a car by the side of the road. It _____ (*break*) down and the driver was trying to repair it. So we _____ (*stop*) to see if we could help.
5. The king was very pleased to see the princess again. They _____ (*not meet*) for a long time.
6. The fox invited the stork for a dinner but the stork couldn't come as she _____ (*plan*) to do something else.

Table 4.42 Analysis of writing exercise of Task C page 139 unit 4

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable in a daily life context, it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the

		<i>KTSP</i> curriculum.
c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Intensive</i>
e.	Type of writing exercise	<i>Writing sentences dealing with grammar</i>
f.	Teachable	This exercise is teachable; there is a summary of explanation about the topic in the textbook, explain the topic based on it before asking to work the exercise
g.	Presence of Example	Provides examples in the task.
h.	Aims	Measuring students in understanding past perfect and simple past.
i.	Kinds of practice exercise	<i>Guided exercise</i>

43. Exercise of Task D page 140 unit 4

Put the verbs into the correct form of past continuous or simple past.

- The fox _____ (*come*) when the crow _____ (*eat*) a piece of meat.
- The dog _____ (*see*) his own shadow while he _____ (*walk*) across the bridge.
- The ant _____ (*bit*) the hunter's leg while he _____ (*aim*) at the dove.

4. While the girl _____ (*carry*) a pail of milk on her head, she _____ (*stumble*) over a stone.
5. When the hunters _____ (*trap*) the lion, the mouse _____ (*go*) somewhere.
6. The wolf _____ (*kill*) the lamb, when the shepherd _____ (*come*).

Table 4.43 Analysis of writing exercise of Task D page 140 unit 4

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable in a daily life context, it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Intensive</i>
e.	Type of writing exercise	<i>Writing sentences dealing with grammar</i>
f.	Teachable	This exercise is teachable; there is a summary of explanation about the topic in the textbook, explain the topic based on it before asking to

		work the exercise
g.	Presence of Example	Provides examples in the task.
h.	Aims	Measuring students in understanding past continuous and simple past.
i.	Kinds of practice exercise	<i>Guided exercise</i>

44. Exercise of Task E page 140 unit 4

Put the verbs into the correct form of future in the past or simple past.

1. The mouse promised to himself that when the lion _____ (*be*) in troubled he _____ (*help*) him.
2. The girl smiled to herself thinking that she _____ (*sell*) all the chickens and _____ (*buy*) fine clothes for herself.
3. The general often told everyone if he _____ (*meet*) anybody stronger than him _____ (*give*) all his money in his purse of money to him.
4. The fox smiled wickedly and said to himself if the stork _____ (*can drink*) the soup from bowl he _____ (*have*) the soup for himself.
5. The stork swore to herself that one day she _____ (*make*) the fox repay his deed.
6. The people in the village promised that they _____ (*kill*) the fox if he _____ (*steal*) a lamb again.

Table 4.44 Analysis of writing exercise of Task E page 140 unit 4

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>

b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable in a daily life context, it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Intensive</i>
e.	Type of writing exercise	<i>Writing sentences dealing with grammar</i>
f.	Teachable	This exercise is teachable; there is a summary of explanation about the topic in the textbook, explain the topic based on it before asking to do the exercise.
g.	Presence of Example	Provides examples in the task.
h.	Aims	Measuring students in understanding past future and simple past.
i.	Kinds of practice exercise	<i>Guided exercise</i>

45. Exercise of Task G page 142 unit 4

Do the following instructions.

1. Find the thinking verbs in the text.

- *The farmer thought a lot.*
 - _____
2. Find the sentences that consist of feeling verbs in the text.
- *The farmer felt very sad about it.*
 - _____
3. Find the saying verbs in the text above.
- *The farmer ordered them, "Bring me a few sticks."*
 - _____
4. Complete the following sentences with direct speech.
- The farmer often boasted about his three sons to the villagers,
" _____ "
 - The farmer always advised his sons,
" _____ "
 - The farmer always complained about his sons,
" _____ "
 - When they understood their father's advice, they promised to his father, " _____ "
 - When they could not break the bundle of the sticks, they said,
" _____ "

Table 4.45 Analysis of writing exercise of Task G page 142 unit 4

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable in a daily life context, it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so

		this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Composition - Style
d.	Kinds of classroom writing performance	<i>Intensive</i>
e.	Type of writing exercise	<i>Writing sentences dealing with grammar</i>
f.	Teachable	This exercise is teachable; there are some examples about the topic in the textbook, and also many examples in the text story. Ask the students to read the text before doing the exercise.
g.	Presence of Example	Provides examples in the task.
h.	Aims	Measuring students in understanding <i>thinking, feeling, saying verbs</i> and also direct speech.
i.	Kinds of practice exercise	<i>Guided exercise</i>

46. Exercise of Task H page 144 unit 4

Develop the following nouns into noun phrases.

1. River	6. Mountain
2. Meat	7. Palace
3. Doll	8. Key
4. Paper	9. Teacher
5. Cupboard	10. Rabbit

Table 4.46 Analysis of writing exercise of Task H page 144 unit 4

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable in a daily life context, it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Intensive</i>
e.	Type of writing exercise	<i>Writing sentences dealing with grammar</i>
f.	Teachable	This exercise is teachable; there is a summary of explanation about the topic in the textbook, explain the topic based on it before asking to do the exercise.
g.	Presence of Example	Provides examples in the task.
h.	Aims	Measuring students in understanding noun and noun phrases.
i.	Kinds of practice exercise	<i>Guided exercise</i>

47. Exercise of Task I page 145 unit 4

Develop the following sentences with adverbs of manner, place, and time.

- | | |
|----------------------------------|--|
| 1. The ant worked. | 5. The girl was carrying a pail of milk. |
| 2. The crow ate a piece of meat. | 6. The dog was walking. |
| 3. The rabbit ran. | 7. The stork drank. |
| 4. The wind blow. | 8. The tiger killed a lamb. |

Table 4.47 Analysis of writing exercise of Task I page 145 unit 4

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable in a daily life context, it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Intensive</i>
e.	Type of writing exercise	<i>Writing sentences dealing with grammar</i>
f.	Teachable	This exercise is teachable; there is a summary of explanation about the topic in the textbook, explain the topic based on it before asking to do

		the exercise.
g.	Presence of Example	Provides examples in the task.
h.	Aims	Measuring students in understanding adverbs.
i.	Kinds of practice exercise	<i>Guided exercise</i>

48. Exercise of Task J page 145 unit 4

Put the appropriate time connectives in the following story.

The Ant and the Dove

_____, an ant fell into a river accidentally. The poor ant struggled in the water. _____, a dove up in the tree saw the ant. She picked a big leaf from the tree, and _____ she dropped it to the ant. _____ the little ant saw this, she climbed onto the leaf and she escaped from drowning. _____, she thanked the dove. _____, a hunter came into the jungle. He saw the dove and raised his rifle to shoot it. _____ the little ant saw this, she crawled over and bit him in the leg. The hunter jumped in pain and missed the dove. The grateful dove thanked the ant. _____, the dove and the ant become faithful friends.

Table 4.48 Analysis of writing exercise of Task J page 145 unit 4

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>narrative</i> , it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the

		<i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Composition
d.	Kinds of classroom writing performance	<i>Imitative</i>
e.	Type of writing exercise	<i>Completing text</i>
f.	Teachable	This exercise is teachable; there is a summary of explanation about the topic in the textbook, explain the topic based on it before asking to do the exercise.
g.	Presence of Example	Provides examples in the explanation.
h.	Aims	Measuring students in understanding time connectives.
i.	Kinds of practice exercise	<i>Guided exercise</i>

49. Exercise of Task K page 146 unit 4

Continue the following sentences.

1. The farmer always gave advice to his sons but ...
2. The hunter saw the dove and ...
3. The monkey wanted to eat the chestnuts but ...
4. The fox was terrified to meet the lion because ...
5. The fox could not reach the grapes because ...
6. The dog thought whether he plunged into the water or ...

7. The grapes were sour so ...
8. The countryman wanted a bit of gold from the goose so ...

Table 4.49 Analysis of writing exercise of Task K page 146 unit 4

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable in a daily life context, it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Composition - Style
d.	Kinds of classroom writing performance	<i>Intensive</i>
e.	Type of writing exercise	<i>Writing sentences dealing with grammar</i>
f.	Teachable	This exercise is teachable; there is a summary of explanation about the topic in the textbook, explain the topic based on it before asking to do the exercise.
g.	Presence of Example	Provides examples in the explanation.
h.	Aims	Measuring students in understanding

		conjunctions.
i.	Kinds of practice exercise	<i>Guided exercise</i>

50. Exercise of Task L page 147 unit 4

Supply the correct punctuations for this text.

The lamb and the wolf once a wolf was drinking water at a hilly stream suddenly he saw a lamb drinking water at some distance down the stream seeing the tender lamb the wolf's mouth began to water the wolf thought what a delicious meal the lamb would make I must catch and kill the lamb for my feast the wolf approached the lamb saying how dare you make my water dirty the poor lamb answered no sir how can it be the stream is flowing down to me from your end the wolf got angry and snarling said you are too arrogant to argue like this then why did you rebuke me the last month the lamb said excuse me sir I was not even born last month I'm just ten days old the wolf replied well then or was your mother who rebuked and insulted me saying so the wicked wolf pounced upon the little lamb and killed it for his food.

Table 4.50 Analysis of writing exercise of Task L page 147 unit 4

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>narrative</i> , it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Composition

d.	Kinds of classroom writing performance	<i>Imitative</i>
e.	Type of writing exercise	<i>Completing text</i>
f.	Teachable	This exercise is teachable; there is a summary of explanation about the topic in the textbook, explain the topic based on it before asking to do the exercise.
g.	Presence of Example	Provides examples in the explanation.
h.	Aims	Measuring students in understanding punctuations.
i.	Kinds of practice exercise	<i>Guided exercise</i>

51. Exercise of Task page 152 (Your Project) unit 4

Work in pairs. Rearrange the following jumbled paragraphs, so they can make a good and meaningful fable.

The Tyrant Who Became A Just Ruler

(by: Bidpai)

The king kept his word so well that soon he was known throughout the land as the Just King. By and by, one of the favorites came to him and said, “Your Majesty, I beg of you to tell me how it was that you had this change of heart towards your people?”

One day, much to their surprise, he called his people together and said to them, “My dear people, the days of my tyranny are over. Therefore you shall live in peace and happiness, for I have decided to try to rule justly and well.”

In old times there lived a King, who was so cruel and unjust towards his people that he was always called the Tyrant. So heartless was he that his people used to pray night and day that they might have a new king.

And the King replied, “As I was galloping through my forests one afternoon, I caught sight of hound chasing a fox. The fox escaped into his hole, but not until he had been bitten by the dog so badly that he would be lame for life.”

Returning home, the hound met a man who threw a stone at him, which broke his leg. The man had not gone far when a horse kicked him and broke his leg. Here I came to my senses, and resolved to change my rule. “For surely,” I said to myself, “he who does evil will sooner or later be overtaken by evil.”

Table 4.51 Analysis of writing exercise of Task page 152 unit 4

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>narrative</i> , it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Composition
d.	Kinds of classroom writing performance	<i>Imitative</i>
e.	Type of writing exercise	<i>Arranging scrambled paragraphs into essays in form of report</i>
f.	Teachable	This exercise is teachable; ask the students work in pairs. Remind them about the generic structure of <i>narrative</i> .
g.	Presence of Example	Provides examples in the previous

		page.
h.	Aims	The aim of this exercise is to measure students in understanding of <i>narrative</i> text and its generic structure.
i.	Kinds of practice exercise	<i>Guided exercise</i>

52. Exercise of Task page 153 (Your Mission) unit 4

Plan a draft of a story from classic or modern fable (Mickey Mouse, Donald Duck, Sponge Bob, Winnie the Pooh, etc.).

Table 4.52 Analysis of writing exercise of Task page 153 unit 4

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Combination between discrete and communicative test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>narrative</i> , it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Composition - Communication - Style
d.	Kinds of classroom writing performance	<i>Self-writing</i>
e.	Type of writing exercise	<i>Writing essays in form of narrative</i>

f.	Teachable	This exercise is teachable; in this textbook provides much explanation of <i>narrative</i> and its example.
g.	Presence of Example	Provides examples in the previous page.
h.	Aims	Growing student's creativity and achievement in writing essays in form of <i>narrative</i> .
i.	Kinds of practice exercise	<i>Controlled exercise (Free writing)</i>

53. Exercise of Task D (Enjoy This) page 168 unit 5

Complete the story with the words provided in the box.

One day Nasreddin went to a (1) _____. He was (2) _____ old (3) _____. When he came, nobody looked at him and nobody gave him (4) _____ so Nasreddin went home and (5) _____ his best clothes and went back to the party.

The (6) _____ at once got up and came to meet him. He (7) _____ him to the best table and gave him a good seat and (8) _____ him the (9) _____.

Nasreddin sat and (10) _____ this coat in the food and said, "Eat Coat!" The guests were very (11) _____ and asked him, "What are you doing Nasreddin?"

"When I came here with my old clothes, nobody looked at me. Then, I went home and came back in my best clothes and you gave me the (12) _____ so you gave food to my clothes instead of me."

wearing	dinner party	offered	best food and drink
put off	clothes	surprised	best food
a seat	offered	host	best food put on

Table 4.53 Analysis of writing exercise of Task D (Enjoy This) page 168 unit 5

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>spoof</i> , it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Imitative</i>
e.	Type of writing exercise	<i>Completing text</i>
f.	Teachable	This exercise is teachable; the exercise is very simple and provides some words in the task in order to complete the text.
g.	Presence of Example	Without example.
h.	Aims	As an introduction or brainstorming about <i>spoof</i> .
i.	Kinds of practice exercise	<i>Guided exercise</i>

54. Exercise of Task A page 168 unit 5

Look at these pictures. Where were these people at 3 p.m. yesterday? See the example.

1. *Pat was in bed.*

2. Ann and Jack _____ .

3. Mr. Mrs. Smith _____ .

4. And you? I _____ .

Table 4.54 Analysis of writing exercise of Task A page 168 unit 5

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable in a daily life context, it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Intensive</i>
e.	Type of writing exercise	<i>Writing sentences dealing with grammar</i>
f.	Teachable	This exercise is teachable; the exercise is very simple and provides an example in the task in order to complete the text.
g.	Presence of Example	Provide an example in the task.
h.	Aims	Measuring students in understanding <i>simple past (was/were)</i> .

i.	Kinds of practice exercise	<i>Guided exercise</i>
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55. Exercise of Task B page 169 unit 5

Put in *was/wasn't/were/weren't*. Number one has been done for you. See the example.

1. We didn't like our hotel room. It *was* very small and it *wasn't* very clean.
2. Linda got married when she _____ 24 years old.
3. I phoned you last evening, but you _____ home. Where _____ you?
4. Joni _____ at work last week because he _____ sick. He's better now.
5. The banks _____ open yesterday because it _____ a holiday.
6. "_____ you at home at 9.30?" "No, I _____, I at work".

Table 4.55 Analysis of writing exercise of Task B page 169 unit 5

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable in a daily life context, it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.

c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Intensive</i>
e.	Type of writing exercise	<i>Writing sentences dealing with grammar</i>
f.	Teachable	This exercise is teachable; the exercise is very simple and provides an example in the task in order to complete the text.
g.	Presence of Example	Provide an example in the task.
h.	Aims	Measuring students in understanding <i>simple past (was/were)</i>
i.	Kinds of practice exercise	<i>Guided exercise</i>

56. Exercise of Task C page 169 unit 5

Change the verbs in brackets into the correct form of Simple Past Tense.

Jack (1. *be*) _____ a young sailor. He (2. *live*) _____ in England, but he (3. *be*) _____ often away with his ship.

One summer he (4. *come*) _____ back from a long voyage and (5. *find*) _____ new neighbors near his mother's house. They (6. *have*) _____ pretty daughter and Jack soon (7. *love*) _____ her very much.

He (8. *stay*) _____ to her, "My next voyage will begin in a few days' time, Gloria. I love you, and I'll marry you when I come back. I'll think about you all the time and I'll write to you and send you a present from every port."

Jack's first port (9. *be*) _____ Freetown in Africa, and he (10. *send*) _____ Gloria a parrot from there. It (11. *speak*) _____ five languages.

When Jack's ship (12. *reach*) _____ Australia, there (13. *be*) _____ a letter from Gloria. It (14. *say*) _____, "Thank you for the parrot, Jack. It tasted much better than a chicken."

(Taken from: *Intermediate Reading Comprehension*, L.A. Hill)

Table 4.56 Analysis of writing exercise of Task C page 169 unit 5

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>spoof</i> , it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Composition
d.	Kinds of classroom writing performance	<i>Intensive</i>
e.	Type of writing exercise	<i>Completing text</i>
f.	Teachable	This exercise is teachable; the exercise is very simple, it only changes the verbs in the brackets in order to complete the text.
g.	Presence of Example	Without example.
h.	Aims	Measuring students in understanding

		<i>simple past tense</i>
i.	Kinds of practice exercise	<i>Guided exercise</i>

57. Exercise of Task D page 170 unit 5

Complete the following crossword by filling in the past tense of the verbs in the sentences below.

Across:

wake
become
wear
say
hurt
buy sit
freeze
hit
pay
hold

1. My cousin ... an actor in 1964.
2. The bird ... at the sight of the snake.
3. I ... up at 6.30 this morning.
4. She ... a long, white evening-dress to the party.
5. The child ... her finger while playing with a knife.
6. I thought you ... you would help me.
7. He ... his girlfriend a ring for her birthday.
8. We ... in the park all afternoon.
9. My parents ... 35 billion rupiah for their house.
10. The child ... his mother's hand as they crossed the road.
11. Jaka ... the ball into the net.

Down:

blow
find
speak
meet
catch
draw
drive
lie
hide

- a. We ... up at least fifty balloons at the party.
- b. I ... a \$5 note on my way to school this morning.
- c. The police finally ... the bank robbers after chasing them for several hours.
- d. He ... his wife at disco.
- e. The teacher ... a map of Sumatra on the blackboard.
- f. We ... English all the time when we were on holiday.
- g. Mrs. Brown ... from London to Manchester last night.

- h. He was so tired that he ... down for a while on a bed.
- i. The thieves ... behind the doorway until the police had gone past.

Table 4.57 Analysis of writing exercise of Task D page 170 unit 5

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable in a daily life context, it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Imitative</i>
e.	Type of writing exercise	<i>Writing sentences dealing with grammar</i>
f.	Teachable	This exercise is teachable; it is interesting and easy to work because it provides some key words in the box.
g.	Presence of Example	Without example.
h.	Aims	Measuring students in understanding <i>simple past (irregular verbs)</i>

i.	Kinds of practice exercise	<i>Guided exercise</i>
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58. Exercise of Task E page 171 unit 5

Look at these pictures. Where were these people at 3 p.m. yesterday and what were they doing?

1. *Baldy was at home. He was watching TV.*
2. Tom _____ .
3. _____ .
4. _____ .
5. And you? I _____ I _____ .

Table 4.58 Analysis of writing exercise of Task E page 171 unit 5

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable in a daily life context, it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Intensive</i>
e.	Type of writing exercise	<i>Writing sentences dealing with grammar</i>

f.	Teachable	This exercise is teachable; it is with the picture to guide students in doing exercise.
g.	Presence of Example	Provide an example in the task.
h.	Aims	Measuring students in understanding <i>past continuous tense</i> .
i.	Kinds of practice exercise	<i>Guided exercise</i>

59. Exercise of Task F page 171 unit 5

Baldy did a lot of things yesterday morning. Write a sentence for each picture.

1. At 9:45, *Baldy was washing his car.*
2. At 11:45, _____ .
3. At 9 o'clock, _____ .
4. At 12:50, _____ .
5. At 10:30, _____ .

Table 4.59 Analysis of writing exercise of Task F page 171 unit 5

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable in a daily life context, it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.

c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Imitative</i>
e.	Type of writing exercise	<i>Writing sentences dealing with grammar</i>
f.	Teachable	This exercise is teachable; it is with the picture to guide students in doing exercise.
g.	Presence of Example	Provide an example in the task.
h.	Aims	Measuring students in understanding <i>present participle and past participle.</i>
i.	Kinds of practice exercise	<i>Guided exercise</i>

60. Exercise of Task G page 172 unit 5

Put the verbs in brackets into the correct forms of Simple Past Tense or Past Continuous Tense.

The plane (1. *be*) _____ late and detectives (2. *wait*) _____ at the airport all morning. They (3. *expect*) _____ a valuable parcel of diamonds from South Africa. A few hours earlier, someone had told the police that thieves would try to steal the diamonds. When the plane (4. *arrive*) _____ some of the detectives (5. *wait*) _____ inside the main building while others (6. *wait*) _____ on the airfield. Two men (7. *take*) _____ the parcel off the plane and (8. *carry*) _____ into the Customs House. While two detectives (9. *keep*) _____ guard at the door, two others (10. *open*) _____ the parcel. To their surprise, the precious parcel was full of stones and sand!

(Taken from: *Practice and Progress*, L.A. Hill)

Table 4.60 Analysis of writing exercise of Task G page 172 unit 5

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>spoof</i> , it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Composition
d.	Kinds of classroom writing performance	<i>Intensive</i>
e.	Type of writing exercise	<i>Completing text</i>
f.	Teachable	This exercise is teachable; the exercise is very simple, it only changes the verbs in the brackets in order to complete the text. And also there is a summary of explanation above the exercise.
g.	Presence of Example	Provide example in the explanation.
h.	Aims	Measuring students in understanding <i>simple past tense and past continuous tense</i>
i.	Kinds of practice exercise	<i>Guided exercise</i>

61. Exercise of Task H page 173 unit 5

Read this story aloud. Put the one of these words in each empty space.

him her her it his its he my

Mrs. William had a good baby. (1) _____ never cried and (2) _____ clothes were always clean. Mrs. Briggs was very surprised and said, "When (3) _____ daughter was small, I gave (4) _____ a lot of food, but (5) _____ cried a lot and (6) _____ clothes were always dirty. Why is your baby so different? How do you do (7) _____?"

"Well," answered Mrs. Williams, "My first child was a boy. I always gave (8) _____ a lot of food, (9) _____ got very fat, and (10) _____ stomach was always full. He cried a lot and was dirty. Now I give my new baby much less and (11) _____ is happy and clean."

(Taken from: *Elementary Readers, L.A. Hill*)

Table 4.61 Analysis of writing exercise of Task H page 173 unit 5

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>spoof</i> , it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Composition
d.	Kinds of classroom writing performance	<i>Imitative</i>
e.	Type of writing exercise	<i>Completing text</i>

f.	Teachable	This exercise is teachable; the exercise is very simple, it is provided some words to be filled in empty space. And also there is a summary of explanation above the exercise.
g.	Presence of Example	Provide example in the explanation.
h.	Aims	Measuring students in understanding <i>pronoun</i>
i.	Kinds of practice exercise	<i>Guided exercise</i>

62. Exercise of Task J page 175 unit 5

Match the events with circumstances below using when or while.

Events	Circumstances
1. He fell off his motorcycle 2. His shorts split 3. He cut his finger 4. The TV screen become unclear 5. He lost consciousness 6. He approached an empty car 7. He combed his hair	<ul style="list-style-type: none"> • He was walking along the pavement • He was watching the news • He was being given an injection • He was cooking for his mother's birthday • He was looking for his wallet • He was waiting for his girlfriend • He was meeting a beautiful girl

Table 4.62 Analysis of writing exercise of Task J page 175 unit 5

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable in a daily life context, it stated in the basic competences for students in the

		second semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Intensive</i>
e.	Type of writing exercise	<i>Writing sentences dealing with grammar</i>
f.	Teachable	This exercise is teachable; the exercise is easy to understand and to work. Firstly explain the topic and give them some examples.
g.	Presence of Example	Provide example in the task.
h.	Aims	Measuring students in understanding <i>when</i> and <i>while</i>
i.	Kinds of practice exercise	<i>Guided exercise</i>

63. Exercise of Task K page 175 unit 5

Work in groups to predict what happened before. See the examples.

Events	Possible events
1. Poor Mrs. Lani. She was walking down the High Street when a brick fell off from one of the houses and crashed onto the pavement.	
2. We were all sitting in the	

dining room when the light suddenly off.	
3. I was told to leave the university when I failed in history examination.	
4. When I came here with my old clothes, nobody was paying attention.	

Table 4.63 Analysis of writing exercise of Task K page 175 unit 5

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable in a daily life context, it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Composition - Communication - Style
d.	Kinds of classroom writing performance	<i>Intensive</i>
e.	Type of writing exercise	<i>Writing sentences dealing with grammar</i>

f.	Teachable	This exercise is teachable; the exercise is a little complicated but it can be easy because it is worked in groups. Firstly explain the topic and give them some examples.
g.	Presence of Example	Provide example in the task.
h.	Aims	Growing students' imagination in making a story.
i.	Kinds of practice exercise	<i>Guided exercise</i>

64. Exercise of Task page 177 (Your Project) unit 5

Work in groups of four. Supply the orientation and twist of the story. Is the title appropriate to the story? Explain the reason and change it if necessary.

THE ZOO

Orientation _____

“Lions ought not to behave like that!” the young lion said to himself, so he roared at all the visitors and tried break the bars of the den.

At three o'clock a man broke a big piece of meat and put in the all lion's den. Then, he put a bag of nut and two bananas in the zoo lion's den.

The young lion was very surprised, “I don't understand this” they said to the old lion.

“I behave a real lion, while you lie there and do nothing and look what happens!”

Twist _____

(Adapted from: funnystory.com)

Table 4.64 Analysis of writing exercise of Task page 177 unit 5

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>spoof</i> , it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Composition - Communication - Style
d.	Kinds of classroom writing performance	<i>Imitative</i>
e.	Type of writing exercise	<i>Intensive</i>
f.	Teachable	This exercise is teachable; and it is easier to work because work in groups. Show them the example about the topic to remind and stimulate them.
g.	Presence of Example	Provide example in the previous page.
h.	Aims	Growing students' imagination and understanding in making <i>spoof</i> and its text organization.
i.	Kinds of practice exercise	<i>Guided exercise</i>

65. Exercise of Task page 177 (First Mission) unit 5

1. Remember a funny story that you once read.
2. Write a rough draft of the story.
3. Consult with your teacher for some improvement.
4. Write a second draft, and then hand it in to your teacher.
5. After the teacher returns your second draft, write a neat one.

Table 4.65 Analysis of writing exercise of Task page 177 unit 5

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Combination between discrete and communicative test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>spoof</i> , it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Composition - Communication - Style
d.	Kinds of classroom writing performance	<i>Self-writing</i>
e.	Type of writing exercise	<i>Writing essays in form of spoof</i>
f.	Teachable	This exercise is teachable; in this textbook provides much explanation of <i>spoof</i> and its example.
g.	Presence of Example	Provides examples in the previous page.
h.	Aims	Growing student's creativity and

		achievement in writing essays in form of <i>spoof</i> .
i.	Kinds of practice exercise	<i>Controlled exercise (Free writing)</i>

66. Exercise of Task D page 194 unit 6

Fill in the blank spaces with the words in the box.

- _____ is common everywhere in the world, even in the US.
- We have to prevent the younger _____ from the bad mentality at the earliest stage in the school.
- Everyone should be involved in the effort to eradicate _____ and we must not make any _____.
- The city _____ says the money collected from the increases will be used to pay an outstanding debt.
- People can understand an increase in fuel and gas prices, but water is supposed to be subsidized by the _____.
- In all _____ over the removal of lead from petrol, there doesn't seem to have been any _____ of the difference between driving in the city and in the country.
- Many people think that _____ is ineffective in curbing the spread of dengue as compared to mobilizing people to eliminate the Aedes Aegypti mosquito's breeding ground.
- Thank God, no one in my family or even my whole _____ has ever contracted the disease.

discussion	mention	difference	corruption
generation	distinction	demonstration	government
fumigation	neighborhood	administration	

Table 4.66 Analysis of writing exercise of Task D page 194 unit 6

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable in a daily life context, it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Imitative</i>
e.	Type of writing exercise	<i>Writing sentences dealing with grammar</i>
f.	Teachable	This exercise is teachable; and easy to work because it provides some words to fill in the blank.
g.	Presence of Example	Without example.
h.	Aims	Measuring student's understanding in <i>abstract nouns</i>
i.	Kinds of practice exercise	<i>Guided exercise</i>

67. Exercise of Task F page 196 unit 6

Fill in the blank spaces with the appropriate connectors or phrases to make recommendations.

Damaged Roads

The number of damaged roads linking Jakarta with West Java has certainly given cause for complaints from locals and road users. Take for example the roads in Bekasi and Tangerang which have often been the focus of the media.

(1) _____, the poor condition of these roads not only jeopardize road safety, but also are an eyesore and put a squalid stamp on surroundings.

(2) _____, the situation gets worse when it rains. The roads are transformed into water pools or 'buffalo pools', which could cause accidents if motorists are not careful.

(3) _____, examine why these roads are in such a poor condition and why repairs do not seem to last long. The government

(4) _____, pay special attention to these problems.

The road (5) _____ repaired using the right sort of asphalt, stones, and sand. Repairs (6) _____ done carefully to prevent the roads from constant damage, otherwise repairs would be useless.

Table 4.67 Analysis of writing exercise of Task F page 196 unit 6

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>hortatory exposition</i> , it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.

c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Intensive</i>
e.	Type of writing exercise	<i>Completing text</i>
f.	Teachable	This exercise is teachable; and simple to understand, there are some example related to the topic in the previous page.
g.	Presence of Example	Provides examples in the previous page.
h.	Aims	Measuring student's understanding in <i>connectors</i>
i.	Kinds of practice exercise	<i>Guided exercise</i>

68. Exercise of Task A page 197 unit 6

How do you like it? Give your opinion about the following advertisement.

Creep parfum for Real Man

The girl : It makes feel great, don't you know?

The man : Yes, I know

Table 4.68 Analysis of writing exercise of Task A page 197 unit 6

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable

		in a daily life context, it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Composition - Communication - Style
d.	Kinds of classroom writing performance	<i>Self-writing</i>
e.	Type of writing exercise	<i>Writing short functional text</i>
f.	Teachable	This exercise is teachable; and simple to understand, it's also organized well.
g.	Presence of Example	Without example.
h.	Aims	To stimulate student's creativity in giving opinion
i.	Kinds of practice exercise	<i>Guided exercise</i>

69. Exercise of Task D page 199 unit 6

Label the paragraphs below with parts of structure in hortatory exposition.

Then, arrange them in order.

.....
A number of officials from the Central Statistics Agency were reported to have abused their positions by siphoning off the aid meant for the poor. In addition, it turns out that many of recipients were not really poor.

.....
Fuel Cash Aid

.....
 The government is now starting to distribute cash to the poor to help offset the effects of higher fuel prices. As expected, there have been some problems.

.....
 In my opinion, the government's policy of giving money to the poor is not effective. I believe that it will be more effective if the aid is given to those who can't afford to send their children to school. Untold numbers of children fail to get a proper education simply because they come from poor families. Consequently, sufficient funds must be allocated for education, which in turn would ease the burden on the poor.

Table 4.69 Analysis of writing exercise of Task D page 199 unit 6

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>hortatory exposition</i> , it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	Composition
d.	Kinds of classroom writing performance	<i>Imitative</i>
e.	Type of writing exercise	<i>Arranging scrambled paragraphs into essays in form of hortatory</i>

		<i>exposition</i>
f.	Teachable	This exercise is teachable; and simple to understand, there are several explanations related to the topic in the textbook.
g.	Presence of Example	Provide example in the previous page
h.	Aims	Measuring student's understanding in <i>hortatory exposition</i> .
i.	Kinds of practice exercise	<i>Guided exercise</i>

70. Exercise of Task A page 200 unit 6

Work in groups of four. Complete the text with the thesis, recommendation, and supply the best title.

Title _____

Thesis _____

Arguments There are those who do not approve of the way rockers dress and behave. Some go further and accuse rockers of Satanism. For example, Ozzy Osbourne, a famous rock star, often bit the head off small animals and drank their blood on stage. Many people considered such act affiliated with Satanism. There are also occasions where teens commit suicide after going to concert or listening to music. Such cases strengthen the conviction of many people that rock music, such as heavy metal and underground music is truly bad influence.

Recommendation _____

Table 4.70 Analysis of writing exercise of Task A page 200 unit 6

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Combination between discrete and communicative test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>hortatory exposition</i> , it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Composition - Communication - Style
d.	Kinds of classroom writing performance	<i>Self-writing</i>
e.	Type of writing exercise	<i>Completing text</i>
f.	Teachable	This exercise is teachable; well organized, and easy enough to work because of in groups. There are several explanations related to the topic in the textbook.
g.	Presence of Example	Provide example in the previous page.
h.	Aims	As a brainstorming and to grow their creativity of making <i>hortatory exposition</i> .

i.	Kinds of practice exercise	<i>Controlled exercise (Free writing)</i>
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71. Exercise of Task B page 200 unit 6

Work in groups of four. Complete the text with the thesis (introduction), recommendation, and supply the best title.

Title _____

Thesis _____

Arguments Unfortunately, farmers commonly do not know how to use pesticides properly and they do not take enough care. They only think about how to increase the production and get as much profit as possible. This result in poisonings while they are spraying pesticides on their plants because the residues of the chemicals stay on the crops.

Furthermore, we still find many improper practices in the use of pesticides. For example, in villages, pesticide sellers often sell them together with food.

Recommendation _____

Table 4.71 Analysis of writing exercise of Task B page 200 unit 6

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Combination between discrete and communicative test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>hortatory exposition</i> , it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.

c.	Basic competence of writing skill	- Composition - Communication - Style
d.	Kinds of classroom writing performance	<i>Self-writing</i>
e.	Type of writing exercise	<i>Completing text</i>
f.	Teachable	This exercise is teachable; well organized, and easy enough to work because of in groups. There are several explanations related to the topic in the textbook.
g.	Presence of Example	Provide example in the previous page.
h.	Aims	As a brainstorming and to grow their creativity of making <i>hortatory exposition</i> .
i.	Kinds of practice exercise	<i>Controlled exercise (Free writing)</i>

72. Exercise of Task C page 201 unit 6

Work in groups of four. Collaborate with your friends to make a composition. Choose one of these topics:

1. Cultural Heritage Should be Preserved
2. A Hacker is an ordinary Human
3. Corruption and Corruptors
4. *your own topic* _____

Table 4.72 Analysis of writing exercise of Task C page 201 unit 6

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Combination between discrete and communicative test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>hortatory exposition</i> , it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Composition - Communication - Style
d.	Kinds of classroom writing performance	<i>Self-writing</i>
e.	Type of writing exercise	<i>Writing essays in form of hortatory exposition</i>
f.	Teachable	This exercise is teachable; well organized, and easy enough to work because of in groups. There are several explanations related to the topic in the textbook.
g.	Presence of Example	Provide example in the task.
h.	Aims	To grow their writing skill and creativity of making <i>hortatory exposition</i> .
i.	Kinds of practice exercise	<i>Controlled exercise (Free writing)</i>

73. Exercise of Task A page 202 unit 6

Make your own hortatory exposition text. Follow these instructions.

1. Find an interesting topic from a newspaper to collect your data.
2. Be sure to include transitions and connectives to make coherence in paragraphs.
3. Be sure that you vary the sentence structures by using passive, active, compound, and complex sentences.
4. Don't forget to use a topic sentence in each paragraph. You may quote someone's statement or an English proverb.
5. Elaborate your supporting sentence by giving data examples, statistics, etc.
6. Be sure that there are not any spellings, capitalization, or pronoun reference errors.
7. When you have finished writing, find a partner and exchange your composition. Follow these steps:
 - a. Read your partner's composition. Do not make any marks on the paper. Just get the main points.
 - b. Read the paper again. This time underline words, phrases, or expressions that don't seem to be correct or that are difficult to understand.
 - c. Do you have any question about the contents of the composition? If so, write them on the comments sheet.
 - d. Write your suggestion to the writer for improving his/her composition.

Table 4.73 Analysis of writing exercise of Task A page 202 unit 6

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Combination between discrete and communicative test</i>

b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>hortatory exposition</i> , it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Composition - Communication - Style
d.	Kinds of classroom writing performance	<i>Self-writing</i>
e.	Type of writing exercise	<i>Writing essays in form of hortatory exposition</i>
f.	Teachable	This exercise is teachable; well organized, and easy enough to work because of in groups. There are several explanations related to the topic in the textbook.
g.	Presence of Example	Provide example in the previous page.
h.	Aims	To grow their writing skill and creativity of making <i>hortatory exposition</i> .
i.	Kinds of practice exercise	<i>Guided exercise</i>

74. Exercise of Task B page 203 unit 6

Revise your writing. Consider the points from your partner's comment. Then, use the following editing checklist.

Put a check mark in each box after you complete the tasks.

- Do I have a clear introduction with a good thesis statement?
- Do the arguments present clear ideas (topic sentence)?
- Does each paragraph have elaboration (supporting sentences) so that the reader understands what I'm saying?
- Have I used argumentative terms such as connectives, evaluative and emotive language, modalities, adverbs of certainty, and thinking verbs?
- Did I use correct punctuation, capitalization, and spelling?

Table 4.74 Analysis of writing exercise of Task B page 203 unit 6

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Combination between discrete and communicative test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>hortatory exposition</i> , it stated in the basic competences for students in the second semester of Senior High school Grade XI on writing skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of writing skill	- Composition - Communication - Style
d.	Kinds of classroom writing performance	<i>Self-writing</i>
e.	Type of writing exercise	<i>Revising sentences or essays</i>
f.	Teachable	This exercise is teachable; well organized, and easy enough to work because of in groups. There are

		several explanations related to the topic in the textbook.
g.	Presence of Example	Provide example in the previous page.
h.	Aims	To grow their writing skill and creativity of making <i>hortatory exposition</i> and deeper understanding of it.
i.	Kinds of practice exercise	<i>Guided exercise</i>

B. The Result of Writing Exercises Analysis in *Look Ahead 2*, an English Course for Senior High School Students grade XI Published by Erlangga.

After the writer analyzes in each exercise of writing exercise in *Look Ahead 2* an English Course for Senior High School Grade Year XI, there are some results below:

From 74 writing exercises there are fifty six (56) writing exercises which is included in *discrete test*, 2 writing exercises which is included in *communicative test* and 16 writing exercises which is included in *combination between both*.

From this result, the writing exercise in *Look Ahead 2*, an English Course for Senior High School Grade Year XI published by Erlangga, show that the hugest number of test is *discrete test*, so it is proper enough in improving of student's ability in writing through kind of this test. Since *discrete test* is a kind of point test which is more emphasized in accuracy. Based on brown, in teaching writing process, accuracy is the priority of the component of writing test. *Combination between discrete and communicative test* places at runner up because it attempts to perform in a communicative situation but without leaving the form of language, using combination of skills and abilities is necessary.

In term of relevancy with *KTSP* curriculum, the writer can conclude that writing exercise in *Look Ahead 2* an English Course for Senior High School Year XI published by Erlangga is relevance with the *KTSP* curriculum because all of 74 writing exercise from 6 units (which is broken down into some subthemes of writing exercises: *giving a report, writing a report, arranging paragraphs, retelling a story, making a fictional story, continuing a story, writing a horror, grammar in action, identifying language features and text structure, gathering information to support one's opinion, writing an analytical exposition, retelling funny story, telling funny experience, continuing a story, writing a spoof, making arguments, writing a thesis and a recommendation, writing a hortatory exposition*) is demanded in writing based *KTSP* curriculum of Senior High School Grade Year XI.

There are 27 writing exercises of 74 writing exercises in these course book contents of all of the aspect of basic competence of writing skill, while there are 39 exercises contains only *composition* competence, 5 exercises are *composition* and *communication* competence, and the 3 left contains *composition* and *style* (It can be seen in the instructions of each exercise). From these findings, the writer can conclude that the writing exercise of *Look Ahead 2*, an English Course for Senior High School Grade Year XI published by Erlangga is more emphasize on language structure and grammar achievement, but the language function as a tool for real communication become second priority. From the data above means that writing exercises in *Look Ahead 2* is sufficient exercise to improve the student's ability in writing skill.

Based on the Douglas Brown theory there are three major categories apply to the kinds of written production that students are expected to carry out in the classroom, they are *Imitative*, *Intensive*, and *self-writing*. There are 27 writing exercises apply the types of *Imitative* classroom writing, 31 writing exercises apply the types of *Intensive* classroom, and 16 writing exercises apply the kinds of *Self-writing* classroom writing.

From this result, it shows that the exercise of *Look Ahead 2* an English Course for Senior High School Grade Year X published by Erlangga covers all the kinds of classroom writing exercise. But, the writing exercises do not arrange in sequence. It is better to apply the *imitative* classroom writing before go ahead to the next types of classroom writing, since Imitative is the basic kinds of classroom writing. However, the writing exercises give suitable portion of its competence. So, the writing exercises in *Look Ahead 2* an English Course for Senior High School Grade Year XI published by Erlangga is appropriate writing exercise to practice students writing skills.

Type of writing exercise more emphasized in the technique of exercise itself. From the analysis above writer found *arranging scrambled paragraphs into essays in form of report, narrative, analytical exposition, spoof, and hortatory exposition* (3 writing exercises) *completing text* (20 writing exercises), *writing sentences dealing with grammar* (29 writing exercises), *writing essays in form of report, narrative, analytical exposition, spoof and hortatory exposition* (15 writing exercises), *writing short functional text* (4 writing exercises), *and revising sentences or essays* (3 writing exercises).

From this result, writer found that the type of writing exercise in the *Look Ahead 2* covers of all type of writing exercise. It means that all the objectives of writing skills demanded by the 2006 curriculum are presented in the writing exercise, but there is inequality in the number of exercises of each types of writing exercise.

Most of the writing exercises in the *Look Ahead 2*, an English Course for Senior High School Grade Year XI published by Erlangga are teachable for teacher to teach them. There are only 2 writing exercises which is not teachable, because the instruction of these exercise is unclear and it will spent much time to give assessment and need more preparation (see exercise on page 31 and 111 - 112). However, the other exercises are teachable, there are clear instructions, and help on method activities, there are sufficient provision made for test and revision.

In Term of present of example there are 13 writing exercises do not provide an example, while there are 61 writing exercises provides an example. It is better for each exercise to present an example so it can avoid of students' mistake in doing exercise.

The aims of each writing exercise have been explain clear in each analysis of the writing exercises.

There are 15 writing exercises which apply the *Controlled Exercise* (free writing), while 59 writing exercises apply the *Guided Exercise*. It shows that the most of the writing exercises encourage students to write based on guidelines given.