



**AN ANALYSIS ON WRITING EXERCISES OF
JUNIOR HIGH SCHOOL BOOK "COMMUNICATIVE &
INTERACTIVE ENGLISH" FOR THE YEAR VIII OF
JUNIOR HIGH SCHOOL PUBLISHED BY "YRAMA
WIDYA**

a Final Project

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for the degree of *Sarjana Pendidikan* in English**

by

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“Your past creates your future, so don’t deny your past.”



To
My beloved father and mother
My beloved sisters
My friends
Thanks for all

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

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ABSTRACT

Listiyani, Dyah. 2009. *An Analysis on Writing Exercises of Junior High School Book "Communicative & Interactive English" for the year VIII of Junior High School Published by Yrama Widya*. English Department. Language and Arts Faculty. Semarang State University. Advisors: I. Dr. abdurachman Faridi, M.Pd., II. Drs. Ahmad Sofwan, Ph.D.

This final project is conducted to analyze the relevancy of writing exercises in *Communicative & Interactive English for the Grade VIII of Junior High School* book published by Yrama Widya and 2006 curriculum in terms of clear direction, presence of examples, and type of writing.

In conducting the research, I used descriptive analysis since the purpose of the study is to analyze writing exercises of "Communicative & Interactive English" for the grade VIII of Junior High School book published by Yrama Widya. To conduct the study, I took some steps in collecting the data. The first step is selecting the data by choosing all kinds of exercises in every unit of "Communicative & Interactive English" for the grade VIII of Junior High School book published by Yrama Widya. The second step is comparing writing exercises in the textbook and writing skills demanded by the curriculum. The third step is categorizing the data by preparing a table to classify writing exercises in terms of clear direction, presence of example, and type of writing. Finally, interpreting by giving such interpretation of writing exercises in the textbook whether they are relevant to the curriculum or not.

The result of the analysis shows that there are only three basic competences of writing skills demanded by 2006 curriculum presented in "Communicative & Interactive English" for the grade VIII of Junior High School book published by Yrama Widya. There are only 4 writing exercises relevant to the curriculum. All of them have clear direction. They do not have examples. They are guided writing.

From the result of this study, I conclude that writing exercises in "Communicative & Interactive English" for the grade VIII of Junior High School book published by Yrama Widya are not relevant to the 2006 curriculum. I suggest to English teacher in order to choose the English textbook which present writing exercises relevant to the existing curriculum. I also suggest to English textbook author in order to present all writing skills materials with good exercises that relevant to the existing curriculum.

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CHAPTER I

INTRODUCTION

This chapter consists of background of the study, reasons for choosing the topic, statement of the problem, objective of the study, significance of the study, scope of the study, definition of them, outline of the study.

1.1. Background of the Study

Language is a universal element in human societies. It has so many interrelationships with various aspects of human life so we must carefully examine the role of language in society if we are even to reach any understanding of the processes of social change which we see in operation around us.

Language is a system which is used by people in their communities to communicate in speech and writing to convey the ideas, thoughts, opinion, and feeling to others. People make interaction and communication in order to fulfill their needs. In other words, language is a means of communication, according to Carrol as cited by Ramelan (1992: 9):

“Language as a means of communication is a system of arbitrary vocal symbols by which human being cooperate and interact”.

Based on some statements above I conclude that language is a main tool to interact, exchanging meaning and communicate with others.

Language is simple but it contains many meaning, in other words language is simple but meaningful.

Meanwhile, the Oxford Advanced Learner's Dictionary of Current English, defines languages as the system of sounds and words used by humans to express their thoughts and feeling (Hornby. 1995: 662)

Those different versions of language definition just want to tell us that language is very important thing in life because without language people cannot express their ideas, feeling and showing their purposes, thoughts and minds to other people language is used by people as means of communication. Communication happens almost every day and complex communication activities exist among countries. Each country has its own language.

There are many languages in the world such as German, Dutch, Chinese, English, Indonesian, and so on. English is one of the important International languages. It is an International language used in many countries, throughout the world, including Indonesia. So, it is not surprising that many people try to master it. Today English is the world's most widely studied foreign language.

There are two languages taught in most schools in Indonesia namely Indonesian and English. Indonesian is taught due to the establishment as our national language since our independence's day. It is stated explicitly in our 1945 constitution article 36. Meanwhile English is chosen as the first foreign language to be taught in Indonesian schools for the reason that we

recognize the important role to play in the International words (Remalan1992: 2)

To enable the students to master those language skills, English teacher should provide the teaching materials including the text book, which are appropriate with the curriculum. “*Communicative & Interactive English for the Grade VIII of Junior High School*” published by Yrama Widya is the compulsory text book though the curriculum of 2006 curriculum or KTSP.

Writing is one of the language skills that should be thought by English teachers to students not only because it is stated in the curriculum but also because writing is one of the components in English learning. However teaching writing is difficult and complex, requiring the mastery not only of grammatical and theoretical devices but also conceptual judgment (Heaton: 1975: 138). In addition we face today that writing is very important in all aspects of modern life and it is one of the language skills being tested in the National Examination.

The teacher should pay attention to the writing exercises in the textbooks they used in the classroom because writing skills is very important. The teacher should examine whether the writing exercises in the textbook could improve the writing skills.

1.2. Reasons for Choosing the Topic

In this study, I choose an analysis of writing exercises in “*Communicative & Interactive English for the Grade VIII of Junior High School*” published by Yrama Widya for the following reasons:

1.2.1 The Importance of Writing

Writing plays an important role in modern society. The need of writing in English nowadays is very urgent. Writing can bring about money. The proof is that a lot of people are able to earn living, e.g. becoming authors, script-writer, journalist and etc. so that it is quite important to be learn through it is the most complex skill to be developed.

Writing is also very important in the world of science. Students have to be write paper in a good sentence of structure. In other words, all of the sentences have to be written grammatically. But we face the phenomenon today is that the most of English Department students find difficulties in writing their paper.

1.2.2 The Relevancy between the textbook and the curriculum

According to Soejono (1991:36), a good textbook of English is one of which the content accords with the existing curriculum. So that, it is necessary to find out the relevancy between Junior High School book “*Communicative & Interactive English for the Grade*

VIII of Junior High School” published by Yrama Widya and the existing curriculum that is 2006 curriculum or KTSP.

Furthermore, “*Communicative & Interactive English*” book for Junior High School is a compulsory textbook for the year VIII of Junior High School students. The students in this grade have to use this book in their study. “*Communicative & Interactive English for the Grade VIII of Junior High School*” published by Yrama Widya, as a compulsory textbook should be relevant to the KTSP curriculum.

1.2.3 The Role of Writing in the Final Examination

The use of the teaching material including the textbook is also influenced the success in getting the best result of writing. So, it is important for the teachers and the students to know whether the textbook they use for study contains enough writing exercises that could support the final examination.

1.2.4 The Important of Using Good Writing Exercises to Improve Writing Skills

Writing skills are more complex and difficult to teach since writing does not only putting down graphic form in a piece of paper. It involves at least 5 components as cited by Harris (1969: 68). Those components are:

- a. Content : the substance of writing, the ideas express
- b. Form : the organization of content
- c. Grammar : the employment of grammatical form and syntactic pattern
- d. Style : the choice of structures and lexical items to give a particular tone or flavor to the writing
- e. Mechanic : the use of the graphic convention of the language

For those reasons, most of the Junior High School students considered writing is confusing and making them giving up.

In order to improve writing skills is by doing a lot of good writing exercises which are relevant to the curriculum, and also have clear direction and examples.

1.3. Statement of the Problem

The problems in this study are:

1. To extent are the writing exercises presented in “*Communicative & Interactive English for the Grade VIII of Junior High School*” published by Yrama Widya relevant to the 2006 curriculum?
2. Are the directions of the relevant writing exercises presented in “*Communicative & Interactive English for the Grade VIII of Junior High School*” published by Yrama Widya clear?

3. Do the writing exercises relevant to the curriculum presented in “*Communicative & Interactive English for the Grade VIII of Junior High School*” published by Yrama Widya present the examples?
4. What are the types of writing (guided or free writing) used in the writing exercises relevant to the curriculum presented in “*Communicative & Interactive English for the Grade VIII of Junior High School*” published by Yrama Widya?

1.4. Objective of the Study

The objectives of this study are:

1. To analyze the relevancy of the writing exercises in the textbook and the 2006 curriculum.
2. To know whether the writing exercises relevant to the curriculum presented in the textbook have clear direction or not.
3. To know whether the writing exercises relevant to the curriculum presented in the textbook present examples or not.
4. To know the types of writing (guided or free writing) used in writing exercises relevant to the curriculum presented in the textbook.

1.5. Significance of the Study

By doing the study I hope that:

1. Teacher will select the English textbook with good writing exercises relevant to the curriculum before using in the classroom

2. English teacher will give more additional exercises in order to make the students master writing skill.
3. English teacher will construct writing to have more variation writing exercises to improve the student's motivation in writing.
4. English textbook authors will present the writing material with good exercises relevant to the curriculum.

1.6. Scope of the Study

Since there are many books used at the SMP level, so I limit the study on one book only that is "*Communicative & Interactive English for the Grade VIII of Junior High School*" published by Yrama Widya as the compulsory book for the eight year student of SMP. The study is focused on the writing exercises in textbook in terms of its relevancy to the curriculum, clear direction, presence of example, and type of writing.

1.7. Definition of Them

In order to limit the study and to make easy in searching the data, I use the term that can be described as follows:

1.7.1. Textbook

I will use the compulsory textbook used in the second year of SMP that is "*Communicative & Interactive English for the Grade VIII of Junior High School*" published by Yrama Widya as the object of the study.

1.7.2. Writing Exercises

According to Oxford Learners Dictionary, the word "Writing" comes after the word "Write" that means mark (letter or other symbols) on a surface especially with a pen or a pencil. Meanwhile "Writing" means written or printed words. Still based on the same dictionary, the word "Exercise" means activity intended for training of written or printed word in the textbook.

1.7.3. Clear Direction

David P. Harris (1969 :102) states that test direction should be brief, simple to understand and free from ambiguities & accompanied by sufficient examples to ensure that slow learner least skilled examinee understand the problem type. The purpose of the direction is to make easy for students to understand how does the test as well as exercise.

1.7.4. Example

Example is used to illustrate what is expected to do by students. Alderson et al (1995:42) states that teachers can compensate for unclear exercises by paraphrasing them, giving examples, or demonstration.

1.7.5. Relevancy

The term of relevancy in this study means to what extent the writing exercises presents in "*Communicative & Interactive English*

for the Grade VIII of Junior High School” published by Yrama Widya relevant to the writing skills demanded by 2006 curriculum.

1.8. Outline of the Study

This study consists of five chapters those are as follows:

Chapter I include the background of the study, reason for choosing the topic, statements of problem, objective of the study, significance of the study, scope of the study, limitation of the study, and outline of the study.

Chapter II presents the review of related literature, which discusses learning English in Junior High School, the purpose of learning English in Junior High School, and scope of learning English in Junior High School.

Chapter III presents the procedure of investigation, which deals with object of the study, the role of researcher, type of data, procedure of collecting data, and procedure of analyzing data.

Chapter IV covers the result of investigation, which consist of the relevancy of the writing English in Junior High School Book “*Communicative & Interactive English for the Grade VIII of Junior High School*” published by Yrama Widya and writing skills demanded by KTSP Curriculum, the analysis of writing exercises relevant to the curriculum in terms of clear direction, presence of examples, and type of writing, and the details of writing exercises relevant to the curriculum In terms of clear direction, presence of example, and type of writing.

Chapter V concludes the result of the study and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter I am going to present two parts. Firstly, it is review of the previous studies and secondly is the review of related literature.

2.1. Review of the previous studies

Some analyses with same topic have been conducted. One of such studies was conducted by Tri Wahyu S. (2008) who wrote about *A Text Structure Analysis of Text Types in “English on Sky2” for Junior High School Year Viii Published by Erlangga*, stated that the textbook is relevant to the curriculum because it provides the text that are required by the curriculum. He suggested the English textbook writers and English teachers to provide only text types suggested in the Competence Based Curriculum and KTSP while the English teachers should consider the text types available in a textbook their respective social functions generic structure, and socio-linguistic features.

Rodhiyah (2009) in her study *“The Relevancy of the Textbook “Grow with English Book 5” Published by Erlangga with Standard of Contents”* found out that there one basic competence was not provided in the textbook. On the other hand, there are some irrelevant materials provided in the textbook. She suggested the authors of the textbook should use Standard of

Contents as a reference in writing their textbook; the materials of the different semesters should be separated and; the authors should show the basic competence applied in the syllabus or table of contents of the textbook.

Cristanti, Indah, S. (2004) in her study "An *Analysis on Writing Exercises in English for Senior High School Book 3*" published by Balai Pustaka found out that the writing exercises in the English for Senior High School Book 3 for Natural and Social Science Programs published by Balai Pustaka relevant to the 1994-revised curriculum. Since all three writing skills demanded by the curriculum have exercises in the textbook. There are 18 writing exercises that relevant to the curriculum present in the textbook. Most of the directions are clear, not all completed by any example, and seven of them are included as free writing.

Yudhistia, Dessy, Fatmawati. 2008. *Structures of the Written texts found in English On Sky for Junior High School Year 3 Published by Erlangga*, stated that there are too many monologue/essay text types in the textbook. The recount, anecdote, explanation, news item, and analytical exposition text types should not be presented in the textbook for the ninth year of SMP/MTs. She suggested to the English textbook writers and English teachers, such as the English textbook writers should provide only text types suggested in the KTSP and Competence Based Curriculum while the English teachers should consider the text types available in a textbook their respective functions, generic structures, and grammatical patterns.

Considering all of the studies I view that there is still an area of the studies that has not been explored. This area is “An Analysis on Writing Exercises of Junior High School Book *“Communicative & Interactive English” For The Year VIII Of Junior High School Published By*”Yrama Widya”.

2.2. Review of the Theoretical Studies

In this part, I will present the theories that are used in conducting research. Such as learning English in Junior High School, general concept of writing, the concept of English writing in the 2006 curriculum for Junior High School students year VIII, the description of “Communicative & Interactive English” for the year VIII of Junior High School book published by Yrama Widya, and the last is Type of Analysis.

2.2.1. Learning English in Junior High School

In 2006 English curriculum or School Based Curriculum (KTSP) for English subject of SD/MI, SMP/MTS, SMA/MA(2007: 277), it is stated that Language has a central role in student’s intellectual, social and emotional improvement. It is a support of successful in learning all of the subjects. Hopefully, language learning could help the students to recognize themselves, their culture, and the other people’s culture. Besides that, language learning also help the students are able to express their idea,

feeling, and participate in the society, even find and use their analytic skill and imaginative.

English is a means of communication, both spoken and written. Communication is to comprehend and express the information, mind, feeling, and develop of knowledge, technology, and culture. Communication ability is defined a discourse ability that is the ability to comprehend and create a spoken and written text that applied in four language skills. Those are listening, speaking, reading, and writing. These four skills are used to respond or create a discourse in the society. Because of this, English is used to improve those skills in order to make the students are able to communicate in certain English literacy.

Based on Hammond et al (1992: 09-11), literacy consists of per formative, functional, informational, and epistemic. In per formative level, people are able to read, write, listen, and speak with the used symbol. In functional level, people are able to use language in daily life, for examples reading a newspaper, manually or by direction. In informational level, people are able to access knowledge with language skills. In epistemic level, people are able to express their knowledge into the target language.

According to KTSP for English subject of SD/MI, SMP/MTS, SMA/MA (2007: 277, learning English in Junior High School have the target, that is to make the students are able to reach

the functional level. It means SMP graduate should be able to achieve functional level for communication, spoken and written language for problem solving in daily life. The curriculum is also intended to develop skills of communication that is the skills of understanding and/or creating spoken and/or written text which are realized in four language skills: listening, speaking, writing, and reading, in order to be able to communicate fluently and to make discourse in certain level of literacy.

Based on the explanation above, it can be concluded that the objectives of the 2006 English Curriculum for SMP are preparing the students to compete in the global society by way of developing their communicative competence, spoken and written, and to understand the relationship between language and culture.

2.2.2. General Concept of Writing

Writing is not simply a matter of putting words together. Writing is a continuous process of thinking and organizing. Rethinking and reorganizing (Boarman: 2002:11). Written text has a number of conventions which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout punctuation. Nagaraj (1996: 134) states unlike listening and speaking, writing is not something which is natural to

human. It is a skill, which has been developed, in civilized society to pass on knowledge or messages.

Based on Alice Oshima & Ann Hogue (1997: 02), writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one step action, it is a process that has several steps.

According to Dvorak, as cited in Kern (2001:177), both first and second language writing involve essentially similar processes, but that second language writing involve complexified by the additional of new resources and norms. Learning the structural elements of the language, new rhetorical conventions and perhaps even new uses of writing does not replace, but is added to what one already knows about writing from one's native language. It means that teaching writing is not an easy task so that teachers have to apply some techniques or guidelines to be success- i.e. the curriculum. By knowing the curriculum, English teachers are to manage the teaching and learning process to reach the basic competences or objectives of teaching English especially writing skills.

The purpose of writing is to give some information to other people by write it down. That is why writing is so important in the society.

Writing plays an important role in modern society. The need of writing in English nowadays is very urgent. Writing can bring about money. The proof is that a lot of people are able to earn living, e.g. becoming authors, script-writer, journalist and etc. so that it is quite important to be learn through it is the most complex skill to be developed.

Writing is also very important in the world of science. Students have to be write paper in a good sentence of structure. In other words, all of the sentences have to be written grammatically. But we face the phenomenon today is that the most of English Department students find difficulties in writing their paper.

To enable the students to master the writing skill, English teacher should provide so many good writing exercises. One of them is providing writing exercises in the text book they used. But an English teacher also has to pay attention to the writing exercises they used in the classroom. English teacher has to examine whether the writing exercises in textbook could improve the writing skills.

Based on the explanation above, I conclude that writing is the difficult subject to learn. Because this skill is not only exploring our ideas or feelings in a written text but also the learner has to

master the writing process well. So, it is very important to learn. People won't get writing skill without learning. For those who begin to write especially in the initial stages, writing is confusing. So, the learner needs lots of training and exercises how to express their own ideas. By doing so, the learner makes writing in a habit.

2.2.3. The Concept of English Writing in 2006 Curriculum for Junior High School Students Year VIII

According to School Based Curriculum (2007:1) the 2006 Curriculum or "KTSP" is the operational curriculum made and done by each unit of education. KTSP is arranged based on the students potential development needs for now and for the future with the consideration of the local and national interests, and the global requirements with the spirit of Management on the basis of the school (MBS) (2007:4).

The main goal in reforming the curriculum is to increase the quality of education. The standard achievement should have the capabilities, knowledge and manners that can be useful for the next, either when they apply for a job or when they want to continue their studies. Thus, the main focus of English teaching in 2006 curriculum is to develop students' ability to communicate in the context of discourse competence that is the ability to express

written and oral which are realized in four basic skills: listening, speaking, reading, and writing.

2.2.3.1. Listening: understanding various meanings (interpersonal, ideational, textual) in various interactional spoken texts and monologue especially in form of descriptive, narrative, recount, procedure, report, and anecdote.

2.2.3.2. Speaking: telling various meanings (interpersonal, ideational, textual) in various interactional spoken texts and monologue especially in form of descriptive, narrative, recount, procedure, report, and anecdote text.

2.2.3.3. Reading: understanding various meanings (interpersonal, ideational, textual) in various interactional written texts and monologue especially in form of descriptive, narrative, recount, procedure, report, and anecdote.

2.2.3.4. Writing: expressing various meanings (interpersonal, ideational, textual) using rhetorical development of various written text in especially in form of descriptive, narrative, recount, procedure, report, and anecdote.

Writing is one way to communicate with other people besides speaking, reading, and listening. The word “writing” seems to be very easy and simple to understand. However, it cannot be ignored when a student write a paragraph, he/she should write not only semantically correct but he/she should also use correct grammar.

Teaching writing is not an easy task so that teachers have to apply some techniques or guidelines to be success –i.e. the curriculum. By knowing the curriculum, English teachers are to manage the teaching and learning processes to reach the basic competences or objectives of teaching English especially writing skills.

Based on the 2006 curriculum, the eighth grade students have to master basic competences of writing skill, such as:

1. Students are able to complete a short essay in form of descriptive text.
2. Students are able to complete a short essay in form of recount text.
3. Students are able to arrange jumbled sentences into a good paragraph in form of descriptive text.
4. Students are able to arrange jumbled sentences into a good paragraph in form of recount text.
5. Students are able to create a simple text in form of descriptive text.
6. Students are able to create a simple text in form of recount text.

2.2.4. The Description of “COMMUNICATIVE & INTERACTIVE ENGLISH” for the Year VIII of Junior High School

I used the compulsory textbook used in the year VIII of SMP that is *COMMUNICATIVE & INTERACTIVE ENGLISH* published by Yrama widya. Based on the Otong Setiawan's book (2007: 05), this *Communicative & Interactive English* book, *Competence and content based Approach* for the Eighth Grade of Junior High School is a compulsory book that refers to the KTSP Curriculum that consider the students as the most important point to be the main character in the teaching and learning process so that the students are involved completely in *inquiry learning* situation where the students have to explore and create their idea and give their innovation in learning process.

This book is created for the class activity and many various learning situation in order to make the students are in direct involved in language interaction. So, the students will get many experiences and English Language Comprehensive in their life. In this book, English teacher is placed as a facilitator, guidance and counselor for the students.

2.2.5. Type of Analysis

Best (1981: 221-222) states that there are two types of analysis. They are:

2.2.5.1. Descriptive analysis

Descriptive analysis limits generalization to the particular group of individual/data observed. No conclusions are extended beyond this group and any similarity to those outside the group cannot be assumed. It means that the result of analyzing data by using descriptive analysis is completely based on the data analyzed without any influence from other data.

2.2.5.2. Inferential analysis

Inferential analysis involves the process of sampling, and the selection of a small group that is assumed to be related to a larger group from which it is drawn. It can be said that the conclusion about population of this analysis is based upon observations of samples.

From the two types of analysis above, I choose the descriptive analysis since the aim of the investigation is to analyze the writing exercises of "*Communicative & Interactive English*" For The Grade VIII of Junior High School book Published By "Yrama Widya.

CHAPTER III

METHODOLOGY OF RESEARCH

The aim of the investigation is to analyze the writing exercises of "*Communicative & Interactive English*" For The Grade VIII of Junior High School book Published By "Yrama Widya", so I use a descriptive analysis. It means that I will have description, analysis, and interpretation on the writing exercises of "*Communicative & Interactive English*" For The Grade VIII of Junior High School Published By "Yrama Widya."

This chapter is divided into four subsections: the object of the study, type of data, procedure of collecting data, and procedure of analyzing data.

3.1. Object of the Study

In this study, I choose a book untitled "*Communicative & Interactive English*" 2007 for the Grade VIII of Junior High School Published by "Yrama Widya", as the object of the study. I wanted to know the relevance of writing exercises in the textbook and the curriculum in terms of clear direction, presence of examples, and the type of writing (guided and free writing).

3.2. Type of Data

The type of data of this study is the writing exercises that are presented in the "*Communicative & Interactive English*" for the Grade VIII of Junior High School book Published by "Yrama Widya and the objective of writing exercises in 2006 curriculum for the eighth grade students. Since the data are in form of words, I use data analysis.

3.3. Procedure of collecting Data

The purpose of this study is to analyze the relevance of writing exercises in "*Communicative & Interactive English*" for the Grade VIII of Junior High School book Published by "Yrama Widya and the 2006 curriculum or KTSP in terms of clear direction, presence of examples, and type of writing, I applied some steps in collecting data. They are reading book, collecting the writing exercises and then analyzing the writing exercises.

3.4. Procedure of Analyzing Data

In analyzing the data, I used a qualitative data analysis. I take four steps of analyzing. They are: selecting, comparing, categorizing and interpreting.

3.4.1. Selecting the data

I selected the data by choosing all kinds of writing exercises in every unit of "Communicative & Interactive English" For The Grade VIII of Junior High School book Published by"Yrama Widya.

3.4.2. Comparing the data

I compared the writing exercises in the textbook and the writing skills demanded by the curriculum. Then, I take the writing exercises which are in line with the curriculum.

3.4.3. Categorizing the data

In categorizing the data, I prepared a table to classify the writing exercises in terms of its relevance, clear direction, presence of examples, and type of writing (guided and free writing).

In doing the table, I gave check (√) in the right column. This symbol shows whether the writing exercises is relevant or irrelevant to the writing skills demanded by the 2006 Curriculum or not, it has clear or unclear direction, it has an example or not, and it is guided or free writing. The criteria are as follows:

(1) Relevance

- a. It is relevant to the curriculum if all six basics competences of writing skill demanded by the curriculum are included in the writing exercises of the textbook.
- b. It is irrelevant if one or more writing skills demanded are not included in the writing exercises of the textbook.

(2) **Clear Direction**

- a. It is clear if the writing exercises in the textbook have all three characteristics of clear direction (brief, simple to understand, and free from possible ambiguities).
- b. It is unclear if the writing exercises in the textbook have less than three characteristics of clear direction (brief, simple to understand, and free from possible ambiguities).

(3) **Presence of examples**

The presence of examples is to compensate for unclear exercises.

(4) **Type of Writing**

I divided the type of writing into two categories. They are guided and free writing. It is guided if it is completed with clues, guidelines, etc. In other words, the text is used for students as guidelines in answering the questions. And it is free if the exercises could be done freely (without clues or guidelines). For example making free paragraphs.

3.4.4. Interpreting

Finally, I analyzed the data by giving such interpretation of writing exercises in the textbook whether they are relevant to the curriculum or not.

CHAPTER IV

RESULT OF ANALYSIS

This chapter presents the analysis of the writing exercises of the *Communicative & Interactive English* for the Grade VIII of Junior High School book Published by *Yrama Widya* in terms of its relevance to the 2006 Curriculum, clear direction, presence of example, and type of writing (guided and free writing).

I divided the result of investigation into three sections. Firstly, the relevance between the writing exercises in the textbook and the writing skills demanded by the curriculum. Secondly, the analysis of writing exercises which are relevant to the curriculum in terms of clear direction, presence of example and type of writing (guided or free writing). Thirdly, the details of the writing exercises which are relevant to the curriculum in terms of clear direction, presence of example, and type of writing (guided or free writing).

4.1 The Relevance of the Writing Exercises in *Communicative & Interactive English* For the Grade VIII of Junior High School book Published by *Yrama Widya* and the Writing Skills Demanded by the 2006 Curriculum

Table 1

No	Writing Skills	Number of Exercises	Relevant	Irrelevant
1	Completing a short essay in form of descriptive text.	1	1	0
2	Completing a short essay in form of recount text	2	2	0
3	Arranging jumbled sentences into a good paragraph in form of descriptive text	1	1	0
4	Arranging jumbled sentences into a good paragraph in form of recount text			
5	Creating a simple text in form of descriptive text			
6	Creating a simple text in form of recount text			
	Total	4	4	0

From the Table.1 I found that only three objectives of the writing skills demanded by the 2006 curriculum are presented in the writing exercises. There are 4 writing exercises in the textbook which are relevant to the 2006 curriculum. Meanwhile there is inequality of the writing exercises on each

skill in the textbook. 1 writing exercises is included in the first skill i.e. completing a short essay in form of descriptive text. 2 writing exercises are included in the second skill i.e. completing a short essay in form of recount text. 1 writing exercises is included in the third skill i.e. arranging jumbled sentences into a good paragraph in form of descriptive text. I did not find the writing exercises for the fourth skill i.e. arranging jumbled sentences into a good paragraph in form of recount text, the fifth skill i.e. creating a simple text in form of descriptive text, and the sixth skill i.e. creating a simple text in form of recount text.

4.2 The Relevance of the Writing Exercises in *Communicative & Interactive English*” For the Grade VIII of Junior High School book Published by *Yrama Widya* and the Writing Skills Demanded by the 2006 Curriculum in Terms of Clear Direction, Present of Example and Type of Writing (Guided or Free Writing)

4.2.1 Clear direction

Table.2

No	Writing skills	Unit	Page	Clear	Unclear
1.	Completing a short essay in form of descriptive text.	1	-	-	-
		2	-	-	-
		3	-	-	-
		4	-	-	-
		5	-	-	-

		6	-	-	-
		7	-	-	-
		8	-	-	-
		9	-	-	-
		10	-	-	-
		11	-	-	-
		12	-	-	-
		13	-	-	-
		14	220	√	-
		15	-	-	-
		16	-	-	-
		17	-	-	-
		18	-	-	-
		19	-	-	-
		20	-	-	-
		21	-	-	-
		22	-	-	-
		23	-	-	-
2.	Completing a short essay in form of recount text	1	-	-	-
		2	-	-	-
		3	-	-	-
		4	-	-	-
		5	-	-	-

		6	-	-	-
		7	-	-	-
		8	-	-	-
		9	-	-	-
		10	-	-	-
		11	-	-	-
		12	-	-	-
		13	-	-	-
		14	219	√	-
		15	-	-	-
		16	-	-	-
		17	-	-	-
		18	-	-	-
		19	266	√	-
		20	-	-	-
		21	-	-	-
		22	-	-	-
		23	-	-	-
3..	Arranging jumbled sentences	1	-	-	-
	into a good paragraph in form of	2	-	-	-
	descriptive text	3	-	-	-
		4	-	-	-
		5	-	-	-

		6	-	-	-
		7	-	-	-
		8	-	-	-
		9	144	√	-
		10	-	-	-
		11	-	-	-
		12	-	-	-
		13	-	-	-
		14	-	-	-
		15	-	-	-
		16	-	-	-
		17	-	-	-
		18	-	-	-
		19	-	-	-
		20	-	-	-
		21	-	-	-
		22	-	-	-
		23	-	-	-
4.	Arranging jumbled sentences	1	-	-	-
	into a good paragraph in form of	2	-	-	-
	recount text	3	-	-	-
		4	-	-	-
		5	-	-	-

		6	-	-	-
		7	-	-	-
		8	-	-	-
		9	-	-	-
		10	-	-	-
		11	-	-	-
		12	-	-	-
		13	-	-	-
		14	-	-	-
		15	-	-	-
		16	-	-	-
		17	-	-	-
		18	-	-	-
		19	-	-	-
		20	-	-	-
		21	-	-	-
		22	-	-	-
		23	-	-	-
5.	Creating a simple text in form of descriptive text	1	-	-	-
		2	-	-	-
		3	-	-	-
		4	-	-	-
		5	-	-	-

		6	-	-	-
		7	-	-	-
		8	-	-	-
		9	-	-	-
		10	-	-	-
		11	-	-	-
		12	-	-	-
		13	-	-	-
		14	-	-	-
		15	-	-	-
		16	-	-	-
		17	-	-	-
		18	-	-	-
		19	-	-	-
		20	-	-	-
		21	-	-	-
		22	-	-	-
		23	-	-	-
6.	Creating a simple text in form of recount text	1	-	-	-
		2	-	-	-
		3	-	-	-
		4	-	-	-
		5	-	-	-

		6	-	-	-
		7	-	-	-
		8	-	-	-
		9	-	-	-
		10	-	-	-
		11	-	-	-
		12	-	-	-
		13	-	-	-
		14	-	-	-
		15	-	-	-
		16	-	-	-
		17	-	-	-
		18	-	-	-
		19	-	-	-
		20	-	-	-
		21	-	-	-
		22	-	-	-
		23	-	-	-
	Total			4	

Clear directions in exercises are important. Students can do the exercises or not also depend on the directions of exercises. If the directions are clear, the students can understand in doing the exercises. From the table.2, I found

that 4 writing exercises which are relevant to the 2006 curriculum have clear directions. The details of each writing exercises relevant to the 2006 curriculum in terms of clear directions are as follows:

(1) The skill of completing a short essay in form of descriptive text: 1 writing exercises which are relevant to the 2006 curriculum has clear direction.

This exercise found in Unit 14, page 220. The direction is follow:

“Study the information given below about Prabu and Perdana, who were born on the same day, but are not identical twins. Then, make as many comparison as you can, using the following forms:”

This direction is clear because it is brief, simple to understand, and free from ambiguities.

(2) The second skill of completing a short essay in form of recount text: 2 writing exercises which are relevant to the 2006 curriculum have clear direction.

These exercises found in unit 14, page 219 and unit 19, page 266. The directions as follow:

- Unit 14, page 219

“Put the adjectives given in brackets in the following passage into the correct form, comparative or superlative. Add *the* or *a/an*, where necessary.”

This direction is clear because it is brief, simple to understand, and free from ambiguities.

- Unit 19, page 266

“Determine whether the event should be expressed in *past continuous* (was/were + V-ing → event in progress in the past) or *simple past* (V-2 → non-progressive event in the past).”

This direction is clear because it is brief, simple to understand, and free from ambiguities.

(3)The third skill of arranging jumbled sentences into a good paragraph in form of descriptive text: 1 writing exercises which are relevant to the 2006 curriculum has clear direction.

This exercise found in unit 9, page 144. The direction is follow:

“The following sentences are jumbled and not written in good order hence the paragraph lacks coherence. Rearrange the sentences for coherence.”

This direction is clear because it is brief, simple to understand, and free from ambiguities.

4.2.2 Presence of example

Table.3

No	Writing skills	Unit	Page	Example	Without
1.	Completing a short essay in form of descriptive text.	1	-	-	-
		2	-	-	-
		3	-	-	-
		4	-	-	-
		5	-	-	-
		6	-	-	-
		7	-	-	-
		8	-	-	-

		9	-	-	-
		10	-	-	-
		11	-	-	-
		12	-	-	-
		13	-	-	-
		14	220		√
		15	-	-	-
		16	-	-	-
		17	-	-	-
		18	-	-	-
		19	-	-	-
		20	-	-	-
		21	-	-	-
		22	-	-	-
		23	-	-	-
2.	Completing a short essay in form of recount text	1	-	-	-
		2	-	-	-
		3	-	-	-
		4	-	-	-
		5	-	-	-
		6	-	-	-
		7	-	-	-
		8	-	-	-

		9	-	-	-
		10	-	-	-
		11	-	-	-
		12	-	-	-
		13	-	-	-
		14	219		√
		15	-	-	-
		16	-	-	-
		17	-	-	-
		18	-	-	-
		19	266		√
		20	-	-	-
		21	-	-	-
		22	-	-	-
		23	-	-	-
3..	Arranging jumbled sentences into a good paragraph in form of descriptive text	1	-	-	-
		2	-	-	-
		3	-	-	-
		4	-	-	-
		5	-	-	-
		6	-	-	-
		7	-	-	-
		8	-	-	-

		9	144		√
		10	-	-	-
		11	-	-	-
		12	-	-	-
		13	-	-	-
		14	-	-	-
		15	-	-	-
		16	-	-	-
		17	-	-	-
		18	-	-	-
		19	-	-	-
		20	-	-	-
		21	-	-	-
		22	-	-	-
		23	-	-	-
4.	Arranging jumbled sentences into a good paragraph in form of recount text	1	-	-	-
		2	-	-	-
		3	-	-	-
		4	-	-	-
		5	-	-	-
		6	-	-	-
		7	-	-	-
		8	-	-	-

		9	-	-	-
		10	-	-	-
		11	-	-	-
		12	-	-	-
		13	-	-	-
		14	-	-	-
		15	-	-	-
		16	-	-	-
		17	-	-	-
		18	-	-	-
		19	-	-	-
		20	-	-	-
		21	-	-	-
		22	-	-	-
		23	-	-	-
5.	Creating a simple text in form of descriptive text	1	-	-	-
		2	-	-	-
		3	-	-	-
		4	-	-	-
		5	-	-	-
		6	-	-	-
		7	-	-	-
		8	-	-	-

		9	-	-	-
		10	-	-	-
		11	-	-	-
		12	-	-	-
		13	-	-	-
		14	-	-	-
		15	-	-	-
		16	-	-	-
		17	-	-	-
		18	-	-	-
		19	-	-	-
		20	-	-	-
		21	-	-	-
		22	-	-	-
		23	-	-	-
6.	Creating a simple text in form of recount text	1	-	-	-
		2	-	-	-
		3	-	-	-
		4	-	-	-
		5	-	-	-
		6	-	-	-
		7	-	-	-
		8	-	-	-

		9	-	-	-
		10	-	-	-
		11	-	-	-
		12	-	-	-
		13	-	-	-
		14	-	-	-
		15	-	-	-
		16	-	-	-
		17	-	-	-
		18	-	-	-
		19	-	-	-
		20	-	-	-
		21	-	-	-
		22	-	-	-
		23	-	-	-
	Total			1	3

Based on the table.3, I found that all of the writing exercises presented in Communicative & Interactive English for the grade VIII for Junior High School book published by Yrama Widya do not have the examples. The details of each writing exercises which are relevant to the 2006 curriculum in terms of presence of examples are follows:

(1)The skill of completing a short essay in form of descriptive text: 1 of the writing exercises which are relevant to the 2006 curriculum does not have an example. This exercise is in unit 14, page 220.

(2)The skill of completing a short essay in form of recount text: 2 of the writing exercises which are relevant to the 2006 curriculum do not have the examples. These exercises are in unit 14, page 219 and unit 19, page 266.

(3)The skill of arranging jumbled sentences into a good paragraph in form of descriptive text: 1 of the writing exercises which are relevant to the 2006 curriculum does not have an example. This exercise is in unit 9, page 144.

4.2.3 Types of writing (guided or free writing)

Table.4

No	Writing skills	Unit	Page	Guided	Free writing
1.	Completing a short essay in form of descriptive text.	1	-	-	-
		2	-	-	-
		3	-	-	-
		4	-	-	-
		5	-	-	-
		6	-	-	-
		7	-	-	-
		8	-	-	-

		9	-	-	-
		10	-	-	-
		11	-	-	-
		12	-	-	-
		13	-	-	-
		14	220	√	-
		15	-	-	-
		16	-	-	-
		17	-	-	-
		18	-	-	-
		19	-	-	-
		20	-	-	-
		21	-	-	-
		22	-	-	-
		23	-	-	-
2.	Completing a short essay in form of recount text	1	-	-	-
		2	-	-	-
		3	-	-	-
		4	-	-	-
		5	-	-	-
		6	-	-	-
		7	-	-	-
		8	-	-	-

		9	-	-	-
		10	-	-	-
		11	-	-	-
		12	-	-	-
		13	-	-	-
		14	219	√	-
		15	-	-	-
		16	-	-	-
		17	-	-	-
		18	-	-	-
		19	266	√	-
		20	-	-	-
		21	-	-	-
		22	-	-	-
		23	-	-	-
3..	Arranging jumbled sentences	1	-	-	-
	into a good paragraph in form of	2	-	-	-
	descriptive text	3	-	-	-
		4	-	-	-
		5	-	-	-
		6	-	-	-
		7	-	-	-
		8	-	-	-

		9	144	√	
		10	-	-	-
		11	-	-	-
		12	-	-	-
		13	-	-	-
		14	-	-	-
		15	-	-	-
		16	-	-	-
		17	-	-	-
		18	-	-	-
		19	-	-	-
		20	-	-	-
		21	-	-	-
		22	-	-	-
		23	-	-	-
4.	Arranging jumbled sentences	1	-	-	-
	into a good paragraph in form of	2	-	-	-
	recount text	3	-	-	-
		4	-	-	-
		5	-	-	-
		6	-	-	-
		7	-	-	-
		8	-	-	-

		9	-	-	-
		10	-	-	-
		11	-	-	-
		12	-	-	-
		13	-	-	-
		14	-	-	-
		15	-	-	-
		16	-	-	-
		17	-	-	-
		18	-	-	-
		19	-	-	-
		20	-	-	-
		21	-	-	-
		22	-	-	-
		23	-	-	-
5.	Creating a simple text in form of descriptive text	1	-	-	-
		2	-	-	-
		3	-	-	-
		4	-	-	-
		5	-	-	-
		6	-	-	-
		7	-	-	-
		8	-	-	-

		9	-	-	-
		10	-	-	-
		11	-	-	-
		12	-	-	-
		13	-	-	-
		14	-	-	-
		15	-	-	-
		16	-	-	-
		17	-	-	-
		18	-	-	-
		19	-	-	-
		20	-	-	-
		21	-	-	-
		22	-	-	-
		23	-	-	-
6.	Creating a simple text in form of recount text	1	-	-	-
		2	-	-	-
		3	-	-	-
		4	-	-	-
		5	-	-	-
		6	-	-	-
		7	-	-	-
		8	-	-	-

		9	-	-	-
		10	-	-	-
		11	-	-	-
		12	-	-	-
		13	-	-	-
		14	-	-	-
		15	-	-	-
		16	-	-	-
		17	-	-	-
		18	-	-	-
		19	-	-	-
		20	-	-	-
		21	-	-	-
		22	-	-	-
		23	-	-	-
	Total			4	

From the table.4, I found that 4 of the writing exercises which are relevant to the 2006 curriculum presented in Communicative & Interactive English for the Grade VIII of Junior High School book published by Yrama Widya are guided writing. The details of each writing exercises relevant to the 2006 curriculum in terms of types of writing (guided or free writing) are as follows:

(1)The skill of completing a short essay in form of descriptive text: 1 of the writing exercise which is relevant to the 2006 curriculum is included as guided writing. This exercise is in unit 14, page 220. It is guided writing because it is completed with clues or guidelines to make the students easier in doing this exercise. The clues or guidelines in this exercise is follow:

- Prabu and Perdana are alike/similar because __ the same __
- Perdana is like/similar to Prabu because he__ the same __as__.
- Prabu and Perdana are not like/different in some ways because __ different __.
- Perdana is not like

	Prabu	Perdana
age	15	15
height	170 cm	165 cm
weight	68 kg	65 kg
color eyes	black	black
color hair	black	black
studies	physics	language
interests	basketball, self-defense	singing, hiking, travelling
personality	introvert, serious, quiet	talkative, friendly, lively

(2)The skill of completing a short essay in form of recount text: all of the writing exercises relevant to the 2006 curriculum are included as guided writing. These exercises are in unit 14, page 219 and unit 19, page 266. They are guided writing, because they are completed with clues or guidelines. For example:

- Unit 14, page 219

One of __ (1) __ (embarrassing) experiences that can happen to anyone is to meet old friends and not recognize them. I once had to welcome a group of students at the airport. I knew __ (2) __ (old) person, a Madame Dufort,

The words in the brackets are the clues that provided in the exercises to make the students easier in doing the exercises.

- Unit 19, page 266

Yesterday, when I ... (I. wake) up, I ... (2. Feel) rather unwell. My head ... (3. throb) and my arms and legs ... (4. Ache). I ... (5. lie) in bed for a while and then I ... (6. manage) to get up.

The words in the brackets are the clues that provided in the exercises to make the students easier in doing the exercises.

- (3) The skill of arranging jumbled sentences into a good paragraph in form of descriptive text: 1 of the writing exercise relevant to the 2006 curriculum is included as guided writing. This exercise is in unit 9, page 144. It is guided writing because it is completed with guidance to make the students easier in doing the exercise. The guidance as follow:

As we know that a paragraph must have a topic and a controlling idea, and a number of supporting sentences. We have to remember that a paragraph should be unified. Another element that a paragraph must possess is coherence. In other words, a paragraph

must be coherent; that is, it must contain sentences that are logically arranged.

Logical arrangement refers to the order of sentences and ideas. The order of our sentences in our paragraph depends on our purpose. For example, if our purpose is to describe ourselves, we can start from

The following sentences are jumbled and not written in good order hence the paragraph lacks coherence. Rearrange the sentences for coherence.

1. 1) Not everyone can visit the parks there.
- 2) The animals are safe there.
- 3) Because the ticket is very expensive.
- 4) In the dry season some of them come and stay at the foot of Mt. kalimanjaro.
- 5) There are a lot of game parks in and around Kenya.
2. 1) yes, I'm quite sure it will.
- 2).....

4.3 The Details of the Writing Exercises

4.3.1 *Completing a short essay in form of descriptive text.*

(1) Unit 1

There are no any writing exercises of completing short essay in form of descriptive text presented in unit 1.

(2) Unit 2

There are no any writing exercises of completing short essay in form of descriptive text presented in unit 2.

(3) Unit 3

There are no any writing exercises of completing short essay in form of descriptive text presented in unit 3.

(4) Unit 4

There are no any writing exercises of completing short essay in form of descriptive text presented in unit 4.

(5) Unit 5

There are no any writing exercises of completing short essay in form of descriptive text presented in unit5.

(6) Unit 6

There are no any writing exercises of completing short essay in form of descriptive text presented in unit 6.

(7) Unit 7

There are no any writing exercises of completing short essay in form of descriptive text presented in unit 7.

(8) Unit 8

There are no any writing exercises of completing short essay in form of descriptive text presented in unit 8.

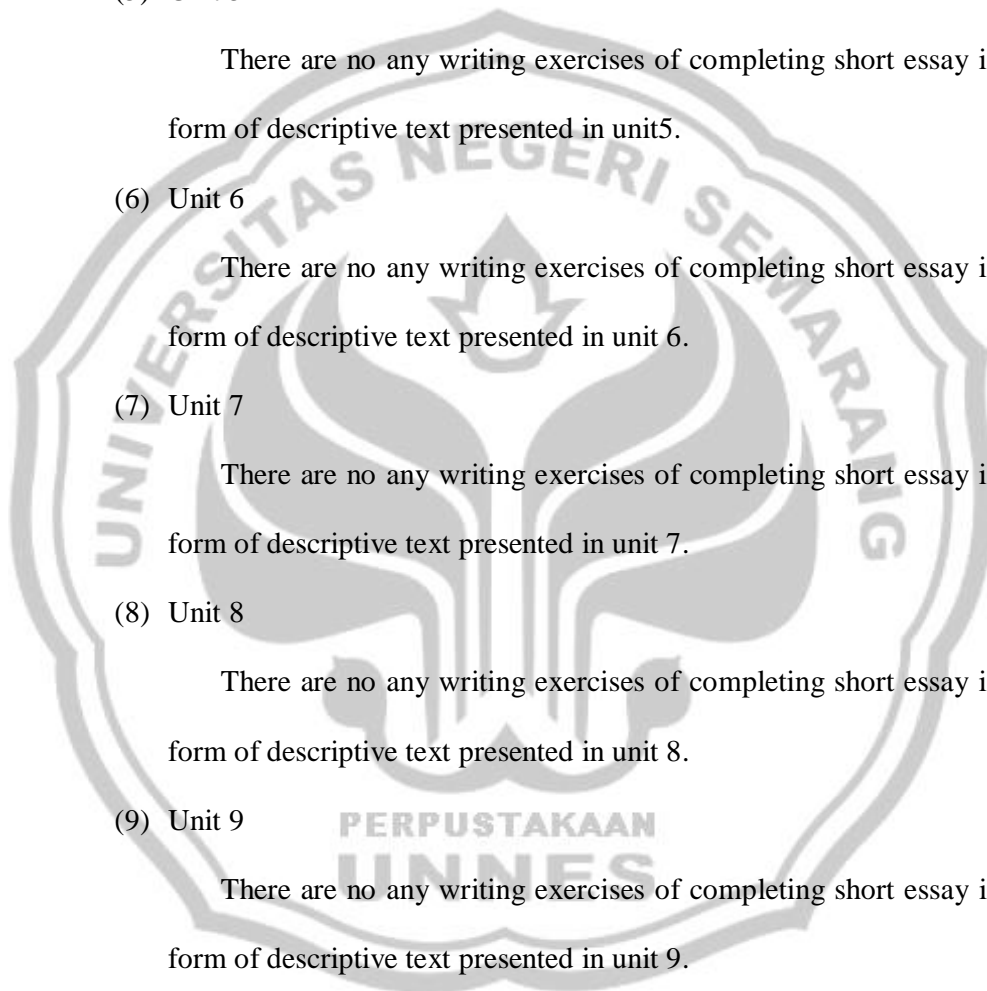
(9) Unit 9

There are no any writing exercises of completing short essay in form of descriptive text presented in unit 9.

(10)Unit 10

There are no any writing exercises of completing short essay in form of descriptive text presented in unit 10.

(11)Unit 11



There are no any writing exercises of completing short essay in form of descriptive text presented in unit 11.

(12) Unit 12

There are no any writing exercises of completing short essay in form of descriptive text presented in unit 12.

(13) Unit 13

There are no any writing exercises of completing short essay in form of descriptive text presented in unit 13.

(14) Unit 14

There is 1 writing exercise of completing short essay in form of descriptive text presented in unit 14. Page 220

“Study the information given below about Prabu and Perdana, who were born on the same day, but are not identical twins. Then make as many as comparisons as you can, using the following forms:”

This exercise asks the students to complete the sentences in form of descriptive text, and then make the comparisons as many they can based on the guidance. It is relevant because one of the basic competences of writing skills is that students are able to complete a short essay in form of descriptive text. The direction of the exercise is clear. It is brief, simple to understand and not ambiguous. The exercise does not have an example. It is guided since the table function as the guidance.

(15) Unit 15

There are no any writing exercises of completing short essay in form of descriptive text presented in unit 15.

(16) Unit 16

There are no any writing exercises of completing short essay in form of descriptive text presented in unit 16.

(17) Unit 17

There are no any writing exercises of completing short essay in form of descriptive text presented in unit 17.

(18) Unit 18

There are no any writing exercises of completing short essay in form of descriptive text presented in unit 18.

(19) Unit 19

There are no any writing exercises of completing short essay in form of descriptive text presented in unit 19.

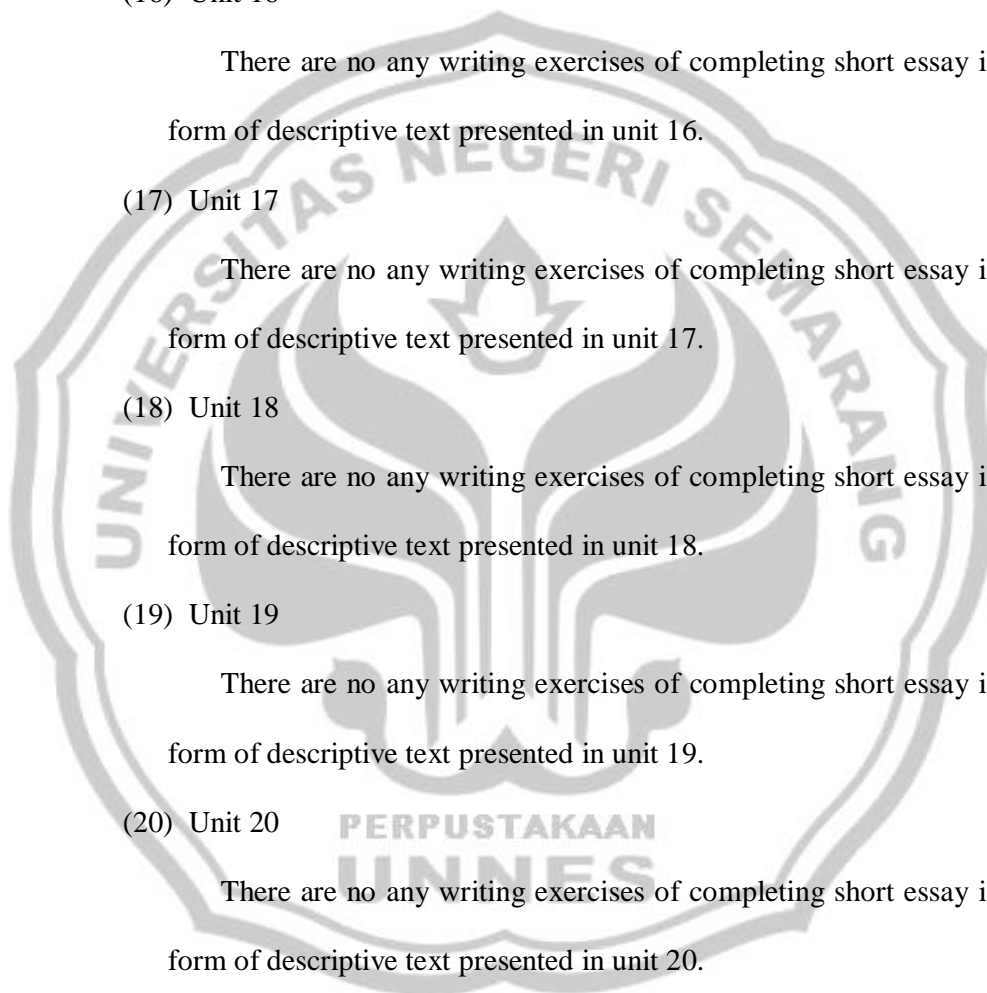
(20) Unit 20

There are no any writing exercises of completing short essay in form of descriptive text presented in unit 20.

(21) Unit 21

There are no any writing exercises of completing short essay in form of descriptive text presented in unit 21.

(22) Unit 22



There are no any writing exercises of completing short essay in form of descriptive text presented in unit 22.

(23) Unit 23

There are no any writing exercises of completing short essay in form of descriptive text presented in unit 23.

Based on the explanation above, it is concluded that there is only one exercise of completing a short essay in form of descriptive text, that is in unit 14, page 220. There are no any exercises of completing a short essay in form of descriptive text in other unit of writing exercises.

4.3.2 Completing a short essay in form of recount text.

(1) Unit 1

There are no any writing exercises of completing short essay in form of recount text presented in unit 1.

(2) Unit 2

There are no any writing exercises of completing short essay in form of recount text presented in unit 2.

(3) Unit 3

There are no any writing exercises of completing short essay in form of recount text presented in unit 3.

(4) Unit 4

There are no any writing exercises of completing short essay in form of recount text presented in unit 4.

(5) Unit 5

There are no any writing exercises of completing short essay in form of recount text presented in unit5.

(6) Unit 6

There are no any writing exercises of completing short essay in form of recount text presented in unit 6.

(7) Unit 7

There are no any writing exercises of completing short essay in form of recount text presented in unit 7.

(8) Unit 8

There are no any writing exercises of completing short essay in form of recount text presented in unit 8.

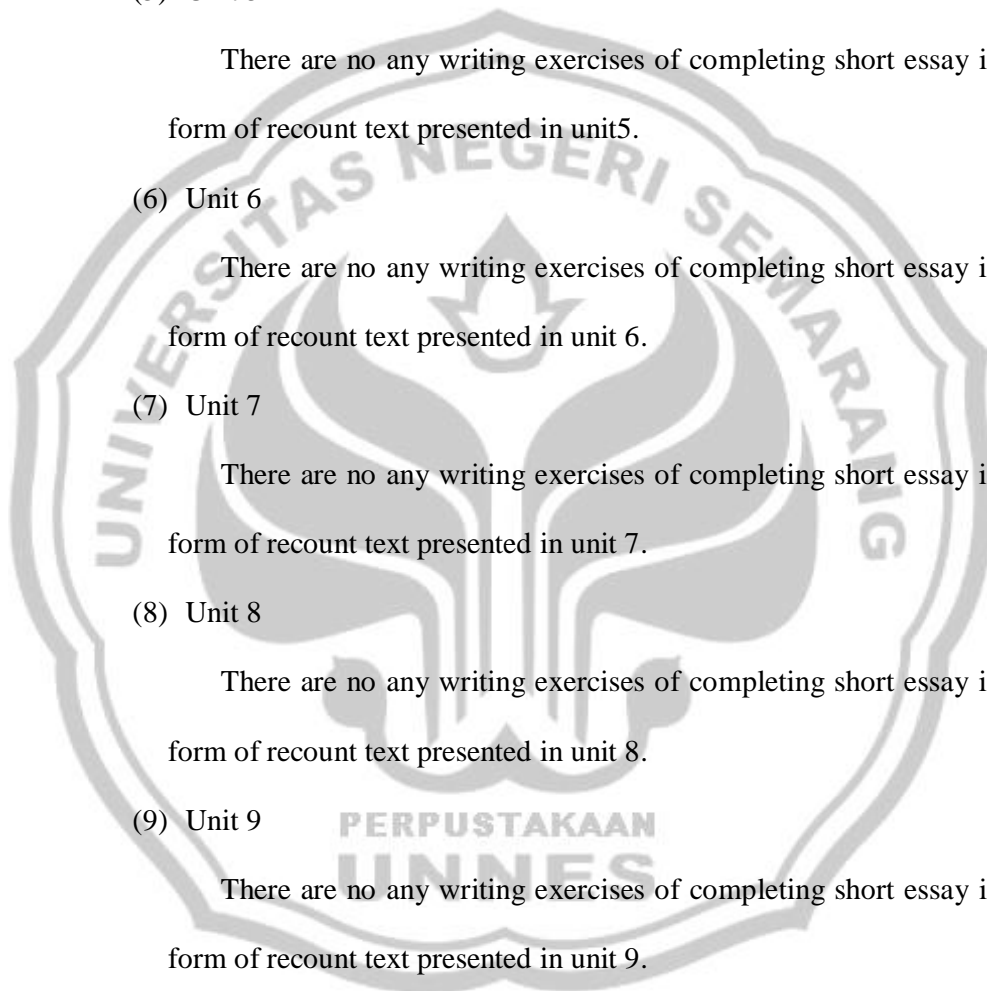
(9) Unit 9

There are no any writing exercises of completing short essay in form of recount text presented in unit 9.

(10) Unit 10

There are no any writing exercises of completing short essay in form of recount text presented in unit 10.

(11) Unit 11



There are no any writing exercises of completing short essay in form of recount text presented in unit 11.

(12) Unit 12

There are no any writing exercises of completing short essay in form of recount text presented in unit 12.

(13) Unit 13

There are no any writing exercises of completing short essay in form of recount text presented in unit 13.

(14) Unit 14

There is 1 writing exercise of completing short essay in form of recount text presented in unit 14. page 219.

“Put the adjectives given in brackets in the following passage into the correct form, comparative or superlative. Add *the* or *a/an*, where necessary.”

This exercise asks the students to put the adjectives given in brackets in the passage of recount text and add the or a/an where necessary. It is relevant because one of the basic competences of writing skills is that the students are able to complete a short essay in form of recount text. The direction of the exercise is clear. It is brief, simple to understand, and not ambiguous. The exercise does not have an example. It is guided writing since the word in the bracket function as guidance.

(15) Unit 15

There are no any writing exercises of completing short essay in form of recount text presented in unit 15.

(16) Unit 16

There are no any writing exercises of completing short essay in form of recount text presented in unit 16.

(17) Unit 17

There are no any writing exercises of completing short essay in form of recount text presented in unit 17.

(18) Unit 18

There are no any writing exercises of completing short essay in form of recount text presented in unit 18.

(19) Unit 19

There is 1 writing exercise of completing short essay in form of recount text presented in unit 19. page 266.

“Determine whether the event should be expressed in past continuous (was/were + V-ing → event in progress in the past) or simple past (V-2 → non-progressive event in the past).”

This exercise asks the students to complete a short essay in form of recount text by determining the event should be in past continuous or simple past. It is relevant because one of the basic competences of writing skills is that the students are able to complete a short essay in form of recount text. The direction in the exercise is clear. It is brief,

simple to understand, and not ambiguous. The exercise does not have an example. It is guided since the words in the brackets function as the guidance.

(20) Unit 20

There are no any writing exercises of completing short essay in form of recount text presented in unit 20.

(21) Unit 21

There are no any writing exercises of completing short essay in form of recount text presented in unit 21.

(22) Unit 22

There are no any writing exercises of completing short essay in form of recount text presented in unit 22.

(23) Unit 23

There are no any writing exercises of completing short essay in form of recount text presented in unit 23.

Based on the explanation above, there are only two exercises of completing a short essay in form of recount text. They are found in unit 14, page 219 and unit 19, page 266. There are no exercises of completing a short essay in form of recount text found I other unit of exercises.

4.3.3 Arranging jumbled sentences into a good paragraph in form of descriptive text.

(1) Unit 1

There are no any writing exercises of arranging jumbled sentences in form of descriptive text presented in unit 1.

(2) Unit 2

There are no any writing exercises of arranging jumbled sentences in form of descriptive text presented in unit 2.

(3) Unit 3

There are no any writing exercises of arranging jumbled sentences in form of descriptive text presented in unit 3.

(4) Unit 4

There are no any writing exercises of arranging jumbled sentences in form of descriptive text presented in unit 4.

(5) Unit 5

There are no any writing exercises of arranging jumbled sentences in form of descriptive text presented in unit 5.

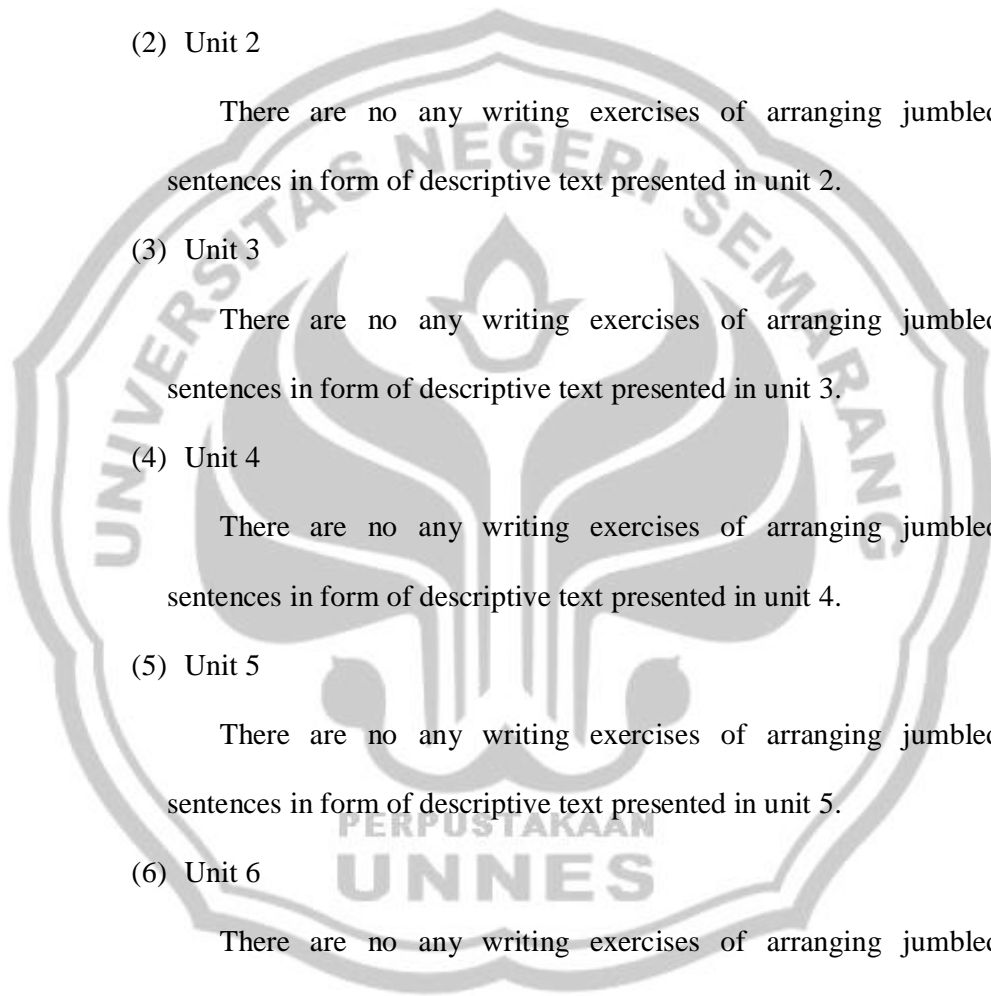
(6) Unit 6

There are no any writing exercises of arranging jumbled sentences in form of descriptive text presented in unit 6.

(7) Unit 7

There are no any writing exercises of arranging jumbled sentences in form of descriptive text presented in unit 7.

(8) Unit 8



There are no any writing exercises of arranging jumbled sentences in form of descriptive text presented in unit 8.

(9) Unit 9

There is 1 writing exercise of arranging jumbled sentences on form of descriptive text presented in unit 9.page 144.

“The following sentences are jumbled and not written in good order hence the paragraph lacks coherence. Rearrange the sentences for coherence.”

This exercise asks the students to arrange the jumbled sentences into a good paragraph in form of descriptive text. It is relevant because one of the basic competences of writing skills is that the students are able to arrange the jumbled sentences into a good paragraph in form of descriptive text. The direction of this exercise is clear. It is brief, simple to understand, and not ambiguous. This exercise does not have an example. It is guided since the explanation in box function as the guidance.

(10)Unit 10

There are no any writing exercises of arranging jumbled sentences in form of descriptive text presented in unit 10.

(11)Unit 11

There are no any writing exercises of arranging jumbled sentences in form of descriptive text presented in unit 11.

(12)Unit 12

There are no any writing exercises of arranging jumbled sentences in form of descriptive text presented in unit 12.

(13)Unit 13

There are no any writing exercises of arranging jumbled sentences in form of descriptive text presented in unit 13.

(14)Unit 14

There are no any writing exercises of arranging jumbled sentences in form of descriptive text presented in unit 14.

(15)Unit 15

There are no any writing exercises of arranging jumbled sentences in form of descriptive text presented in unit 15.

(16)Unit 16

There are no any writing exercises of arranging jumbled sentences in form of descriptive text presented in unit 16.

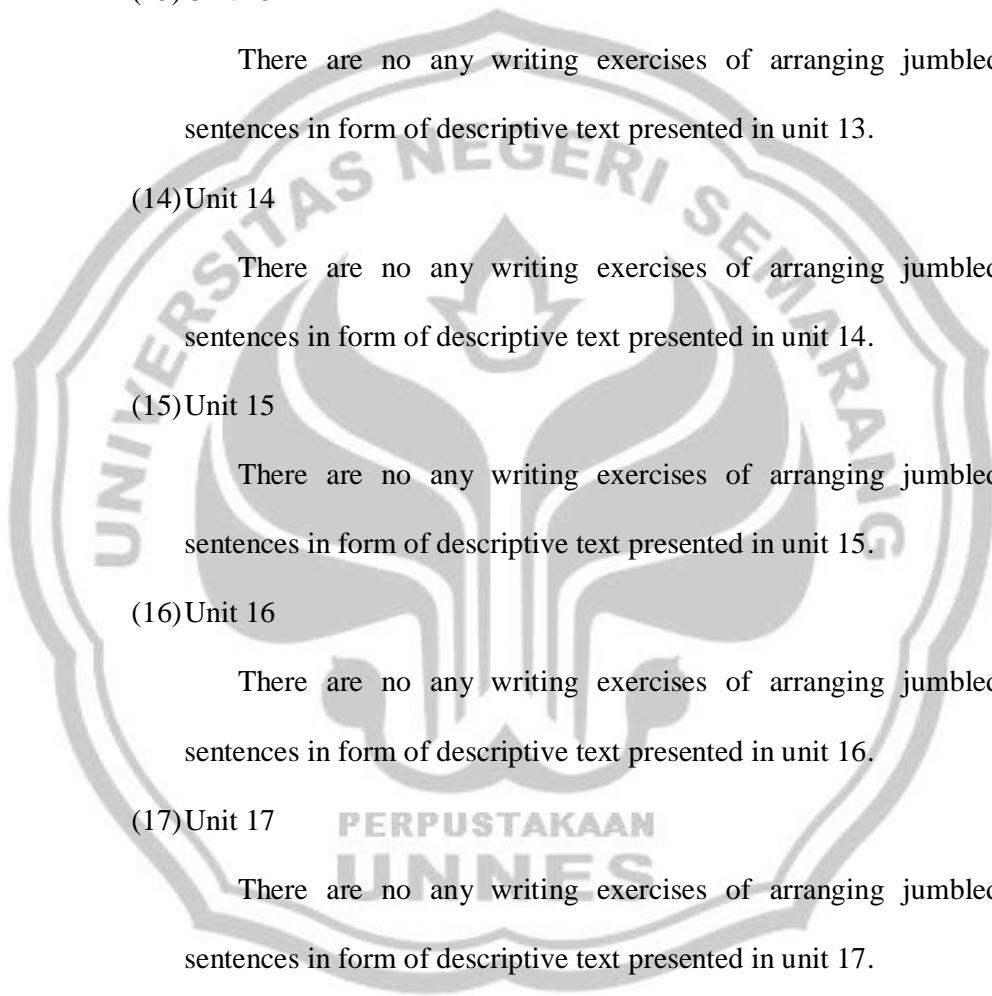
(17)Unit 17

There are no any writing exercises of arranging jumbled sentences in form of descriptive text presented in unit 17.

(18)Unit 18

There are no any writing exercises of arranging jumbled sentences in form of descriptive text presented in unit 18.

(19)Unit 19



There are no any writing exercises of arranging jumbled sentences in form of descriptive text presented in unit 19.

(20)Unit 20

There are no any writing exercises of arranging jumbled sentences in form of descriptive text presented in unit 20.

(21)Unit 21

There are no any writing exercises of arranging jumbled sentences in form of descriptive text presented in unit 21.

(22)Unit 22

There are no any writing exercises of arranging jumbled sentences in form of descriptive text presented in unit 22.

(23)Unit 23

There are no any writing exercises of arranging jumbled sentences in form of descriptive text presented in unit 23.

Based on the explanation above, it is concluded that there is only one exercise of arranging jumbled sentences into a good paragraph in form of descriptive text. It is found in unit 9, page 144. There are no exercises of arranging jumbled sentences into a good paragraph in form of descriptive text found in other units of writing exercises.

4.3.4 Arranging jumbled sentences into a good paragraph in form of recount text.

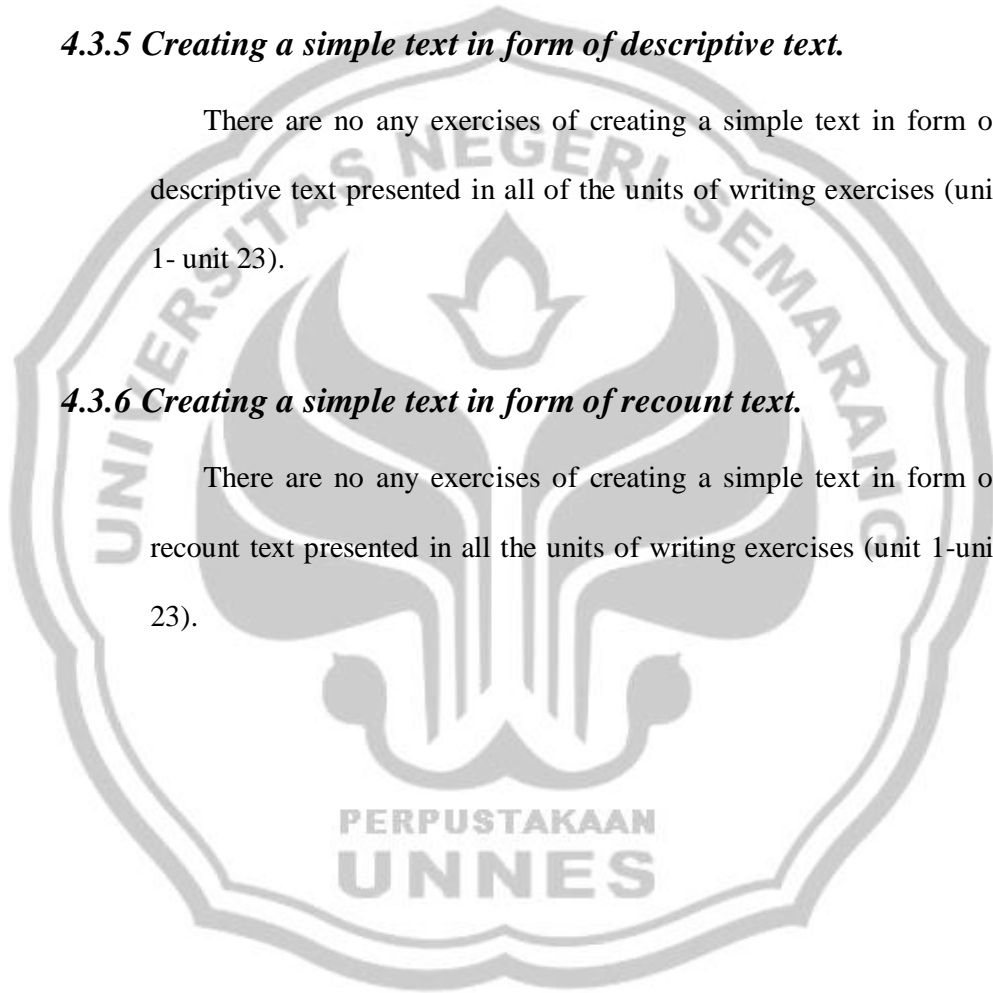
There are no any exercises of arranging jumbled sentences into a good paragraph in form of recount text presented in all of the units of writing exercises (unit 1- unit 23).

4.3.5 Creating a simple text in form of descriptive text.

There are no any exercises of creating a simple text in form of descriptive text presented in all of the units of writing exercises (unit 1- unit 23).

4.3.6 Creating a simple text in form of recount text.

There are no any exercises of creating a simple text in form of recount text presented in all the units of writing exercises (unit 1-unit 23).



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestion.

5.1 Conclusion

Based on the analysis in “Communicative & Interactive English” 2007 for the grade VIII of Junior High School book published by Yrama Widya, I conclude that:

(1)The book of Communicative & Interactive English for the Grade VIII of Junior High School book published by Yrama Widya:

a. Since there are only three basic competences out of six presented in writing exercises of the textbook that relevant to the writing skills demanded in 2006 curriculum, so the textbook cannot be said relevant to the 2006 curriculum (KTSP).

b. There are only 4 writing exercises relevant to the 2006 curriculum. One writing exercises of completing a short essay in form of descriptive text. Two writing exercises of completing a short essay in form of recount text. One writing exercises of arranging a short essay in form of descriptive text.

(2)All of the directions of writing exercises relevant to the 2006 curriculum are clear.

(3) No writing exercises relevant to the 2006 curriculum are provided with examples.

(4) All of the writing exercises relevant to the 2006 curriculum are guided writing.

5.2 Suggestion

Based on the result of the analysis, I would like to suggest that:

5.2.1 For the English teachers of grade eight students, it would be better if the teachers choose the English textbook which present writing exercises relevant to the existing curriculum, because the textbook that the students used is influenced their studying.

5.2.2 For English teachers of grade eight students, it would be better if the teachers use materials from other textbook or sources especially writing exercises to give more additional exercises in order to make the students master writing skill.

5.2.3 For English teachers, it would be better if they construct writing exercises relevant to the 2006 curriculum in terms of clear directions and examples so that both students and teachers can have more variation of writing exercises and can improve their skills as demanded by the 2006 curriculum because good writing exercises will improve students motivation in writing.

5.2.4 For English textbook authors, it would be better if they presented all writing skills materials with good exercises that are relevant to the

existing curriculum that have clear directions and examples. For example, presented writing exercises with the correct genre based on the basic skills demanded by the 2006 curriculum completed by clear direction and provide the examples and good guidance.



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