



**THE WRITING EXERCISES  
IN THE “JOYFUL ENGLISH BOOK 1  
FOR SMP/MTs CLASS VII”**

**PUBLISHED BY ANEKA ILMU**

a final project  
submitted in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan*  
in English

by

PERPUSTAKAAN  
UNNES  
Isnaini Nur Azizah  
2201405071

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
SEMARANG STATE UNIVERSITY**

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## APPROVAL

This final project has been approved by the board of examiners of the English Department of Faculty of Languages and Arts of Semarang State University (UNNES) on September 24, 2010.

### Board of Examiners:

1. Chairman

Drs. Januarius Mujiyanto, M. Hum  
NIP. 195312131983031002

2. Secretary

Drs. A. Sofwan, Ph. D.  
NIP. 196204271989011001

3. First Examiner

Rohani, S. Pd., M. A.  
NIP. 197903122003121002

4. Second Examiner/Second Advisor:

Dr. Dwi Anggani L. B., M. Pd  
NIP. 195901141989012001

5. Third Examiner/First Advisor

Dr. Dwi Rukmini, M. Pd  
NIP. 195104151976032001

Approved by  
The Dean of FBS

Prof. Dr. Rustono, M. Hum  
NIP. 195801271983031003

## PERNYATAAN

Dengan ini saya,

Nama : Isnaini Nur Azizah

NIM : 2201405071

Prodi/Jurusan : Pendidikan Bahasa Inggris/Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni UNNES

menyatakan dengan sungguh-sungguh bahwa skripsi/tugas akhir/*final project* yang berjudul:

**THE WRITING EXERCISES IN THE “JOYFUL ENGLISH BOOK 1 FOR SMP/MTs CLASS VII” PUBLISHED BY ANEKA ILMU**

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

Demikian, harap pernyataan ini dapat digunakan seperlunya.

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Semarang,  
Yang membuat pernyataan

Isnaini Nur Azizah  
2201405071

Verivily, with every difficulty there is relief  
(QS. Al-Insyirah: 6)



To my dearest family and all my friends

## ABSTRACT

This final project is an analysis on the writing exercises in “*Joyful English Book 1 for SMP/MTs Class VII*” published by *Aneka Ilmu*. Writing is a difficult subject for the students because writing is a mixture of ideas, vocabulary, and also grammar. So, it is the obligation of the English teachers to give the students good writing material, including the writing exercises, because good writing exercises can improve the students’ writing skills. It means that the teachers should choose the textbooks that have good writing exercises, because most teachers use textbook as a resource in the teaching-learning process.

The main purpose of the study was to analyze the relevance of the writing exercises in the book to the writing skills in the syllabus, the clarity of directions, presence of examples, and types of writing (guided or free writing). The descriptive-qualitative method was used in this study. The analysis process were observing, selecting, identifying, comparing, categorizing, and interpreting the writing exercises.

The study showed that the book presented eight writing skills out of twelve skills mentioned in the syllabus. The book contained thirty writing exercises. Twenty-nine exercises had clear directions, one exercise had unclear direction; twenty-three exercises had examples, seven exercises did not have examples; eleven exercises were guided, and nineteen exercises are free writing.

Based on the result of the study, the relevance of the exercises in the book to the writing skills in the syllabus was 66.67%. It can be concluded that the book was quite relevant to the curriculum. It was found that 96.67% of the exercises had clear directions and 76.67% of the exercises had examples.

For the teachers who use the book, it is suggested that they give the students additional writing exercises which are relevant to the curriculum. For the authors of the book, it is suggested that they present writing exercises which are relevant to the syllabus.

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The Writer

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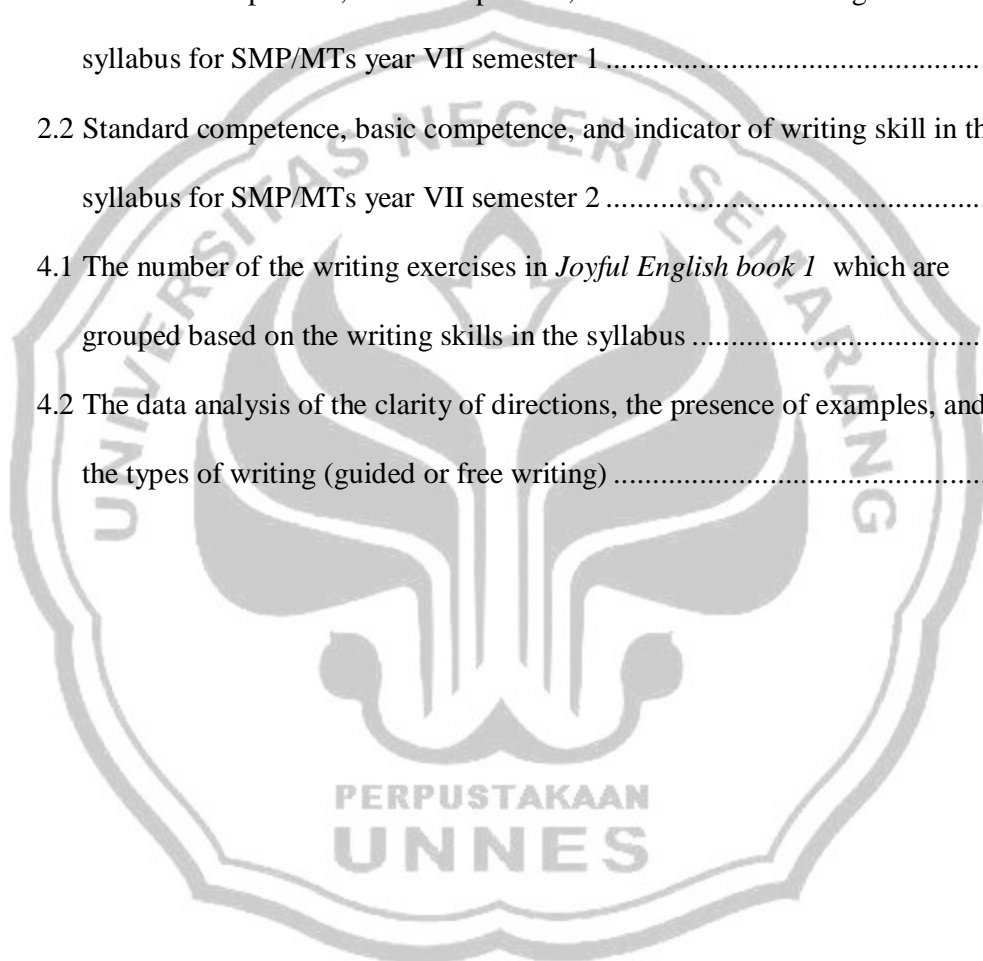


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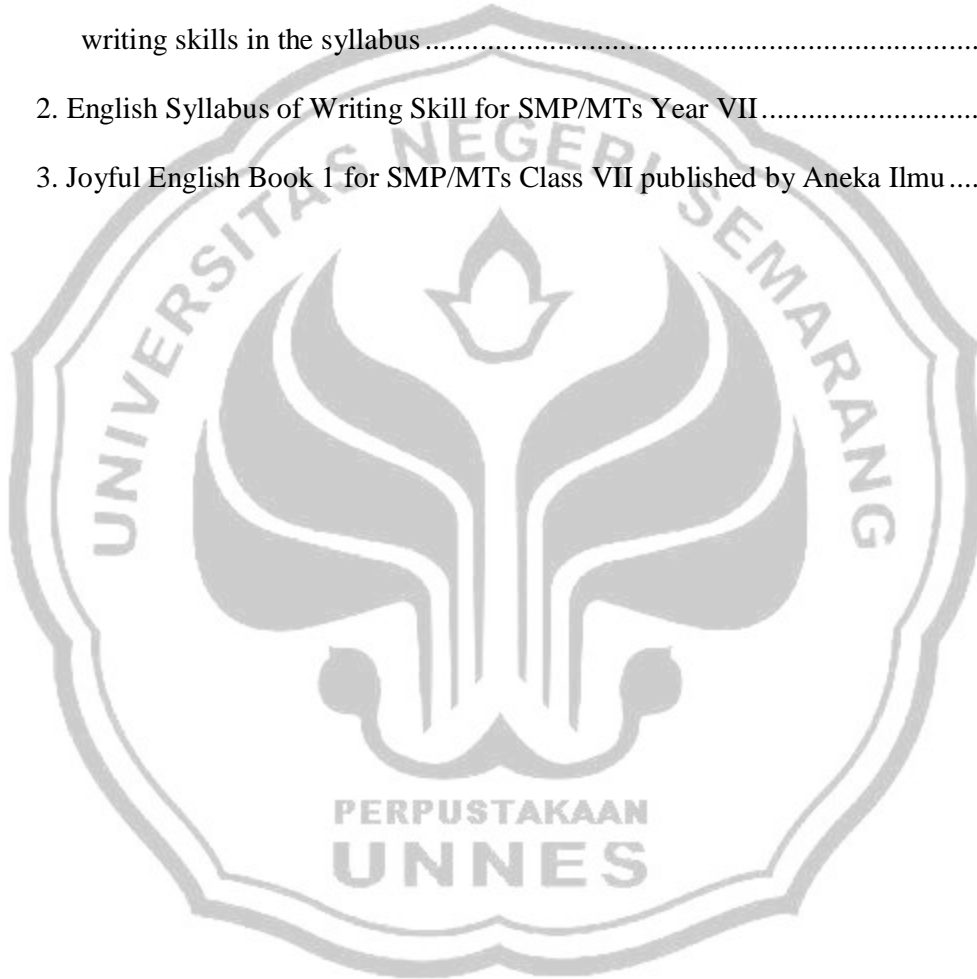
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# CHAPTER I

## INTRODUCTION

This chapter would respectively describe the background of the study, reasons for choosing the topic, statement of the problem, objective of the study, significance of the study, and outline of the report.

### 1.1 Background of the Study

English is an international language. In Indonesia, English is regarded as the first foreign language to be studied in schools. It has accordingly been chosen as the first foreign language to be taught in our school, rather than French, German, or Chinese (Ramelan, 1992: 3). English is not only must be taught at Junior High Schools, Senior High Schools, and Universities but now it also must be taught at the Elementary Schools.

In the English learning there are four language skills, they are listening, speaking, reading, and writing. The students have to master them in order to use English effectively to communicate. From all those language skills, writing skills is one that not easy to be mastered by the students because writing does not only putting down graphic form in a piece of paper but it is mixture of ideas, vocabulary, grammar, knowledge about punctuation, etc.

Writing skills is important to be mastered by the students. Most of examinations in schools are required the students' writing proficiency. Harmer

(2004: 3) states: “In the context of education, it is also worth remembering that most of exams, whether they are testing foreign language abilities or other skills, often rely on the students’ writing proficiency in order to measure their knowledge”. Moreover, we can see today that in Indonesia, writing is one of language skills being tested in the National Examination.

Seeing the importance of writing in the context of education, the teachers should pay attention in the writing exercises they used in the classroom. Good writing exercises that relevant to the curriculum can improve the students’ writing skills. Since almost teachers have been using textbooks as their main source of materials, they should choose textbooks which are relevant to 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 relevance of materials in the textbook, including the writing exercises, to the existing curriculum, school-based curriculum.

In this study, I focus on the writing exercises in *Joyful English Book 1 for SMP/MTs Class VII* published by *Aneka Ilmu* (hereafter the book). The reason for choosing to analyze the book because I am going to find out whether the exercises are relevant to the writing skills in the syllabus or not, whether the exercises are good or not. The similar study of an analysis on writing exercises in the English textbook had been done by previous researcher, entitle “An Analysis on Writing Exercises in the English Textbook for the Year Seven of Junior High School Students Published by “Erlangga”, 2007” written by Kristin. She concluded that there is relevance between the writing exercises in the textbook to the writing

skills of the curriculum in terms of clear direction, provision of model, and types of writing since the textbook presents all the writing skills in the syllabus. So, it make me want to know how about the writing exercises in the other textbook that can be found in the market and used by the English teachers as sources of materials in teaching-learning process, that is *Joyful English Book 1 for SMP/MTs Class VII*. Does the book present good writing exercises which are relevant to the syllabus as English on Sky textbook do?

After investigating the previous study, I concluded that there is a gap between my study and the previous study. In analyzing writing exercises in English on Sky textbook in terms of its relevance to the curriculum, the previous researcher didn't separate the writing skills in the syllabus between the first semester and the second semester. So, it makes her possible to match the exercises with the writing skills in the syllabus beyond their semester.

## **1.2 Reasons for Choosing the Topic**

- (1) Almost schools have been using textbook as their main source of material, many publishers claimed that have implemented the newest curriculum, school-based curriculum. Are all of those textbooks relevant to the curriculum?
- (2) By seeing the relevance of writing exercises in the textbooks to school-based curriculum and the quality of those writing exercises, we will know whether the textbooks are proper to be used as sources of material in teaching-learning process or not.

### 1.3 Statement of the Problem

The study addresses the following problems:

- (1) Are the writing exercises in the *Joyful English book 1* relevant to the writing skills in the syllabus?
- (2) Are the directions of the writing exercises in the book which are relevant to the syllabus clear?
- (3) Do the writing exercises in the book which are relevant to the syllabus have examples?
- (4) What are the types of writing (guided or free writing) of the writing exercises in the book which are relevant to the syllabus?

### 1.4 Objective of the Study

The objectives of this study are:

- (1) To explain the relevance of the writing exercises in the book to the writing skills in the syllabus.
- (2) To explain the clarity of the directions of the exercises in the book which are relevant to the syllabus.
- (3) To explain the presence of examples of the exercises in the book which are relevant to the syllabus
- (4) To explain the types of writing (guided or free writing) of the exercises in the book which are relevant to the syllabus.

## **1.5 Significance of the Study**

By doing the study, I hope that English teachers are able to select English textbooks they used as sources of material which have good writing exercises which are relevant to the writing skills in the syllabus.

## **1.6 Outline of the Report**

This study consists of five chapters respectively structured as follows:

Chapter I is introduction, which discusses about background of the study, reasons for choosing the topic, statement of the problem, objective of the study, significance of the study, and outline of the report.

Chapter II presents review of related literature, contains theories underlying the writing of the thesis.

Chapter III deals with method of investigation. It consists of research design, the object of the research, data source, role of the researcher, procedure of collecting data, and procedure of analyzing data.

Chapter IV is the analysis and discussion of the research findings.

And the last chapter, Chapter V talks about the conclusion and the suggestion.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter would describe the related theory that have been employed to support the ideas of the study.

#### **2.1 Writing Exercises**

Exercise book in a classroom is considered as one of teaching medium. The goal of the media is to improve students' skills, knowledge, and behaviour. A good textbook is the book that provides opportunity for students to improve their skills by doing exercises. In this study we will talk about one of four skills that should be mastered by the students, that is writing skill. A good textbook should present well the materials which are that relevant to the curriculum, including the writing exercises.

Harris (1969: 102) states that test directions should be brief, simple to understand, and free from possible ambiguities. They should be accompanied by sufficient examples to ensure that slow learner or least skilled examinee understands the problems type. The purpose of the direction is to make students understand what have to do as well as exercises. An exercise can be told good if the exercise is completed by clear directions and has examples. A direction has to be clear; it is brief, simple, and not ambiguous. The presence of examples is important too, because when students cannot get the information from the

directions they can get it from the examples. Therefore, both the directions and the examples are very important to make students understand about the exercises.

## **2.2 Writing Exercises in *Joyful English Book 1***

In the book there are nine units, four units presented in semester 1, and five units presented in semester 2. Every unit has a theme, they are:

Semester 1:

- (1) Let me Introduce Myself
- (2) What are They? Are They Doctors?
- (3) That's Very Kind of You
- (4) Can You Tell Me The Time?

Semester 2:

- (5) What does It Look Like?
- (6) What does Your Pet Look Like?
- (7) What does He Look Like?
- (8) My Family
- (9) How to Operate Something

Every theme of the units above has instructional objectives of writing, they are as follows:

Semester 1:

- (1) a. Students are able to express meaning of ideas used in short functional text.  
b. Students are able to express generic structure used in short functional text.
- (2) a. Students are able to express meaning of ideas used in short functional text.  
b. Students are able to express generic structure used in short functional text.
- (3) a. Students are able to express meaning of ideas used in short functional text.  
b. Students are able to express generic structure used in short functional text.
- (4) a. Students are able to express meaning of ideas used in short functional text.  
b. Students are able to express generic structure in short functional text.

Semester 2:

- (5) a. Students are able to express meaning of ideas used in simple short functional text.  
b. Students are able to express meaning of ideas and generic structure used in short essay in a form of descriptive text.
- (6) a. Students are able to express meaning of ideas used in short functional text.  
b. Students are able to express meaning of ideas and generic structure used in short essay in a form of descriptive text.
- (7) a. Students are able to express meaning of ideas used in short functional text.  
b. Students are able to express generic structure used in short essay in a form of descriptive text.
- (8) a. Students are able to express meaning of ideas used in short functional text.  
b. Students are able to express generic structure used in short essay in a form of descriptive text.

- (9) a. Students are able to express meaning of ideas used in simple short functional text.
- b. Students are able to express generic structure used in short essay in a form of procedure text.

## 2.2 Standard Evaluation of English Textbook

There are many textbooks available in the market. A teacher has to be selective to choose available textbooks which are relevant to the curriculum because textbooks are sources of materials.

Celce-Murcia (2001: 416-417) suggests that textbook must be addressed in a textbook evaluation system as follows:

- (1) The fit between curriculum and texts  
Generally, the first area included in textbook analysis is the fit between the materials and the curriculum. For large educational systems, publishers create materials based on published curriculum statements.
- (2) The fit between students and texts  
Textbooks are for students. To meet their needs, the textbook must have not just fit the English language or communication skill content demanded by the curriculum, but it must also fit the needs of students as learners of English.
- (3) The fit between teachers and texts  
Textbooks are also for teacher. As with students, teachers seek three things from textbooks: content/explanations, examples, and exercises or tasks. The evaluation-for-selection process needs to find out if the textbook can be used effectively by the teachers to whom it will be assigned.

In evaluating the textbooks, especially for English textbook, Harmer (2001) offers nine areas teachers are to consider. They are: (1) price, (2) availability, (3) layout and design, (4) methodology, (5) skills, (6) syllabus, (7) topic, (8) stereotyping, (9) teacher's guide.

In Indonesia, textbooks have to be arranged based on the national education curriculum, school-based curriculum. The Book Centre of National Education

Board in 2003 has determined standard evaluation of English textbook. A textbook should be arranged properly in order to help students in getting an effective learning. It is arranged based on the scientific regulation that is used in an arrangement of textbook. That is the reason why standardization of English textbook is needed in order to have relevance to national standard of school based curriculum.

### **2.3 Definition of Analysis**

According to Encarta Dictionary Tools, analysis is the separation of something into its constituents in order to find out what it contains, to examine individual parts, or to study the structure of the whole. By doing an analysis, someone breaks down something complex into smaller parts to be investigated. It makes the process of investigating and finding the relationship of each parts easier to do rather than examining something complex.

Cunningsworth (1995: 9) states that analysis is more or less neutral, seeks information in a range of categories and provides the necessary data for the second stage of the process. This is the interpretation. By doing analysis, an analyst will get information about something is being analyzed. The data obtained is used as the sources for interpreting the quality of something.

According to Wikipedia, analysis is the process of breaking a complex topic or substance into a smaller parts to gain a better understanding of it. It means that analysis benefit a lot of those who are examining something so that they can judge something is good or not.

From the explanation above, it can be said that analysis is the process of breaking something complex into smaller parts to be analyzed for the ease of getting the data or information about it that will be used for interpreting. It can be said that the result of analyzing something is the interpretation showing the weakness or strength of it.

As quoted by Mochlisin, McGrath divides the textbook analysis into three major methods: *impressionistic*, *checklist*, and *in depth method* (Fredikson and Olsson: 2006; Widodo: 2007). *Checklist method* is done by making a list of several essential criteria that are systematically checked of covering three items, i.e. comparison, identification, or verification, while *in depth method* means that some representative parts of the material are chosen for examination.

### **2.3 Types of Writing**

Cunningsworth says that writing activities in textbook are normally of the controlled or guided kind, where a model is given and the student's task is to produce something similar, usually based on additional information given (1995: 80). There are types of writing task given can be quite varied and include writing factual accounts such as a report for a newspaper, filling in grids, writing notes to others, making lists, filling in forms, writing a diary, writing formal and informal letters, summarizing texts, and many others. Finocchiaro (1974: 85) pointed out that naturally, the type of writing system (alphabet, picture) which exists in the native language is an important factor in determining the ease or speed with which students learn to write. Moreover, Harmer (2004: 3) also gives statements that the ability to write has to be consciously learned.

From the explanation above, it can be concluded that it is not guarantee that native speaker is always able to write a good composition in his native language without having a creative power of anything beautiful or of intrinsic value for the content of a composition. We can use this creative power not only as something stimulating in learning to write but also as a sign that students own talents which can be developed and trained in writing a native as well as foreign language.

Lois Robinson (1975: 2) classifies writing into two types as follows:

(1) Guided Writing

Guided writing helps you practice a difficult structure repeatedly in paragraphs. It helps you feel certain that you are doing the right thing. You follow the instructions and change or complete sentences. As you write, you can analyze. "So, this is the way it is done," you may say yourself. "This is how to get beyond writing lists of sentences" to writing English prose."

(2) Free Writing

As soon as you can do the guided work on a structure, you are given a composition topic which makes it possible to use freely what you have just practiced. When enough good habits are established by this process, you are ready to write with competence in the field of your special interest.

According to Robinson, writing exercises can be divided into two types that are guided and free writing. The guided writing helps the students feel certain that they are doing the right thing. It is because they follow instruction and change or complete sentences into organized simple paragraph based on certain clues or guideline. So, guided means that the exercises completed by some clues and guidelines.

In free writing, the students are given a composition topic, which makes them possible use freely what they just practiced. Free writing is not writing freely what we want to write, but writing according to what has been taught. Free means

free in expressing our ideas. The exercises are without the clues and guidelines. For example, writing a paragraph based on a certain topic.

## 2.4 School-Based Curriculum

Educational curriculum in Indonesia has changed many times. The purpose is to accommodate educational need in Indonesia which is harmonized with social needs and world's development. The dynamic curriculum shows the dynamic lifestyle and learning too. So, it is not an easy job to design the curriculum that is suitable and match with social needs and social condition.

After competence based curriculum (Kurikulum Berbasis Kompetensi/KBK) failed to satisfy the education needs, in 2006 the government introduced a new curriculum namely school-based curriculum or usually called KTSP (*Kurikulum Tingkat Satuan Pendidikan*).

According to Depdiknas (2006), school-based curriculum is a set of properties of planning and an arrangement of purposes, contents, and materials and the ways that are applied as the guidelines of the teaching-learning process in order to achieve any specific educational purposes.

School- Based Curriculum is developed based on these principles:

- (1) Focused on the potential, development, need, and the interest and the students' surroundings.
- (2) Various and united.
- (3) Responsive to the development of knowledge, technology, and arts.
- (4) Relevant with the needs of life.



- (5) Total and continuously.
- (6) Long life education.
- (7) Balance with national and regional interests.

Generally, the goals of School-Based Curriculum are to give the autonomy to the school and the other educational institution, and to support schools to participate in developing curriculum. The diversity of ethnics, cultures, prosperity and the potentials of region does not mean that each region has no any relevance to each other. There is boundary-the national standard of education-that regulates the implementation of school-based curriculum in order to successfully achieve the national purposes of education. The national standard is the minimum criteria of Indonesian education system for all the schools that includes eight sub-standards, they are: (1) content standard, (2) process standard, (3) graduate competence standard, (5) educational employee standard, (6) management standard, (7) budgeting standard, and (8) educational evaluation standard. At least, each school has the same criteria for the content standard and the graduate competence standard ([www.lpmpdki.web.net](http://www.lpmpdki.web.net)).

## **2.7 English Curriculum for SMP/MTs**

National Education Board (2006) has defined that the scope of English curriculum for SMP/MTs as the summarized as follows:

- (1) The ability to understand and produce any written and/or spoken texts which is reflected in the four language skills; listening, speaking, reading and writing in order to achieve the functional level.

(2) The ability to understand and produce any short functional text, and monologue and essay in the form of procedure, descriptive, recount, narrative, and report.

(3) In addition, other supporting competences students must achieve.

Based on the explanation above, it can be concluded that the objectives of the English curriculum for SMP/MTs 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.

## 2.8 Writing Skills in the Syllabus for SMP/MTs Year VII

The syllabus is arranged based on the Competence Standard and Basic Competence of the curriculum. The following tables are the Standard Competence (Standar Kompetensi), the Basic Competence (Kompetensi Dasar) and Indicator (Indikator) of writing skill suggested by the syllabus for SMP/MTs year VII:

**Table 2.1**  
**Standard competence, basic competence, and indicator of writing skill of the syllabus for SMP/MTs year VII semester 1**

Semester : 1  
Standar Kompetensi : 6. Menulis  
Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar	Indikator/Writing skills
6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari	a. Melengkapi teks fungsional pendek b. Menyusun kata/urutan kata menjadi kalimat yang padu c. Menulis teks fungsional pendek

Kompetensi Dasar	Indikator/Writing skills
6.2 Mengungkapkan langkah retorika dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	d. Membuat teks fungsional pendek e. Menggunakan langkah retorika dalam menulis teks fungsional pendek

Source: Depdiknas

**Table 2.2**  
**Standard competence, basic competence, and indicator of writing skill of the syllabus for SMP/MTs year VII semester 2**

Semester : 2  
Standar Kompetensi : 12. Menulis  
Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Indikator/Writing skills
12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat	<ul style="list-style-type: none"> <li>• Menulis teks fungsional pendek berbentuk: instruksi, daftar barang, pengumuman, ucapan selamat</li> <li>• Menulis kalimat sederhana</li> </ul>
12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i>	<ul style="list-style-type: none"> <li>• Melengkapi teks <i>descriptive/procedure</i></li> <li>• Menyusun teks</li> <li>• Menulis teks berbentuk <i>descriptive/procedure</i></li> </ul>

Source: Depdiknas

The writing skills in the syllabus for SMP/MTs year VII are as follows:

**Semester 1**

- (1) Completing short functional texts.
- (2) Arranging words or jumbled words in a good order.
- (3) Writing short functional texts.
- (4) Expressing the generic structure of short functional texts.

**Semester 2**

- (1) Writing short functional texts: instructions, list of goods, announcements, greetings.
- (2) Writing simple sentences (related to short functional texts).
- (3) Completing descriptive texts.
- (4) Completing procedure texts.
- (5) Arranging jumbled words/sentences in a good order or into a good descriptive text.
- (6) Arranging jumbled words/sentences in a good order or into a good procedure text.
- (7) Writing descriptive texts.
- (8) Writing procedure texts.

## CHAPTER III

### METHOD OF INVESTIGATION

This chapter would simply discuss about the method that was used to analyze the data. It discusses the research design, objects of the study, data source, role of the researcher, procedure of collecting the data, and procedure of analyzing the data.

#### **3.1 Research Design**

I use descriptive-qualitative method in this research. It means that the data were analyzed qualitatively. I describe and explain the data found by my own words. Mujiyanto (2009: 19) states that qualitative research tries to express something comprehensively appropriate to the context through gathering the data which takes the researcher as the key instrument.

#### **3.2 Object of the Research**

The object of the study is a number of writing exercises displayed in the *Joyful English Book 1*, written by Sri Purnama Dewi, edited by Sari Kusumaningrum, and published by *Aneka Ilmu*. The book consists of nine units.

#### **3.3 Data Source**

Data source is the subjects from which the data of the study are taken (Arikunto, 2006: 129). In this study, I used *Joyful English Book 1* as a data source. The

writing exercises in the textbook was analyzed in order to know its relevance to the writing skills in the syllabus, the clarity of the directions, the presence of examples and the types of writing (guided or free writing).

### **3.4 Role of the Researcher**

In this study, I would play as data identifier, where the data from the object of the study were identified; data collector, where the writing exercises in the textbook were gathered; data organizer, where some mappings were employed to make easy in analyzing the data; and data analyst, where the exercises in the book were analyzed in terms of its relevance to the writing skills in the syllabus, the clarity of directions, the presence of examples and the types of writing (guided or free writing).

### **3.5 Type of Data**

Type of data in this research is qualitative data. Qualitative data are usually in the form of words or in descriptive form rather than in number form. In this research, the data are the writing exercises in the *Joyful English Book 1*

### **3.5 Procedure of Collecting Data**

The data of this study are writing exercises in the *Joyful English Book 1*. In collecting the data, the study was done through several steps. First, the book was observed. The next step was selecting the writing exercises in the book. The last

step, the data found in the book and the writing skills in the syllabus were identified.

### 3.6 Procedure of Analyzing Data

In analyzing the data, I take three steps. They are comparing, categorizing, and interpreting.

#### (1) Comparing the data

I compare the writing exercises in the book with writing skills in the syllabus by making a mapping.

#### (2) Categorizing

In this section, I made tables to classify the writing exercises in terms of its relevance to the writing skills in the syllabus, the clarity of directions, the presence of examples and types of writing (guided or free writing). In doing the table, I give a check (√) for the existence of writing skills in the syllabus in the exercises, whether the exercises have clear or unclear directions, whether they have examples or not, and whether they are guided or free writing. The criteria are as follows:

##### (a) Relevance

The writing exercises are relevant to the syllabus if they have objectives as mentioned in the indicators of the syllabus. They are irrelevant if the exercises do not have objectives as mentioned in the indicators of the syllabus.

(b) Clarity of Directions

The directions of the exercises are clear if they have all three characteristics of clear directions (brief, simple to understand, and free from possible ambiguities). The exercises are unclear if they have less than three characteristics of clear directions.

(c) Presence of examples

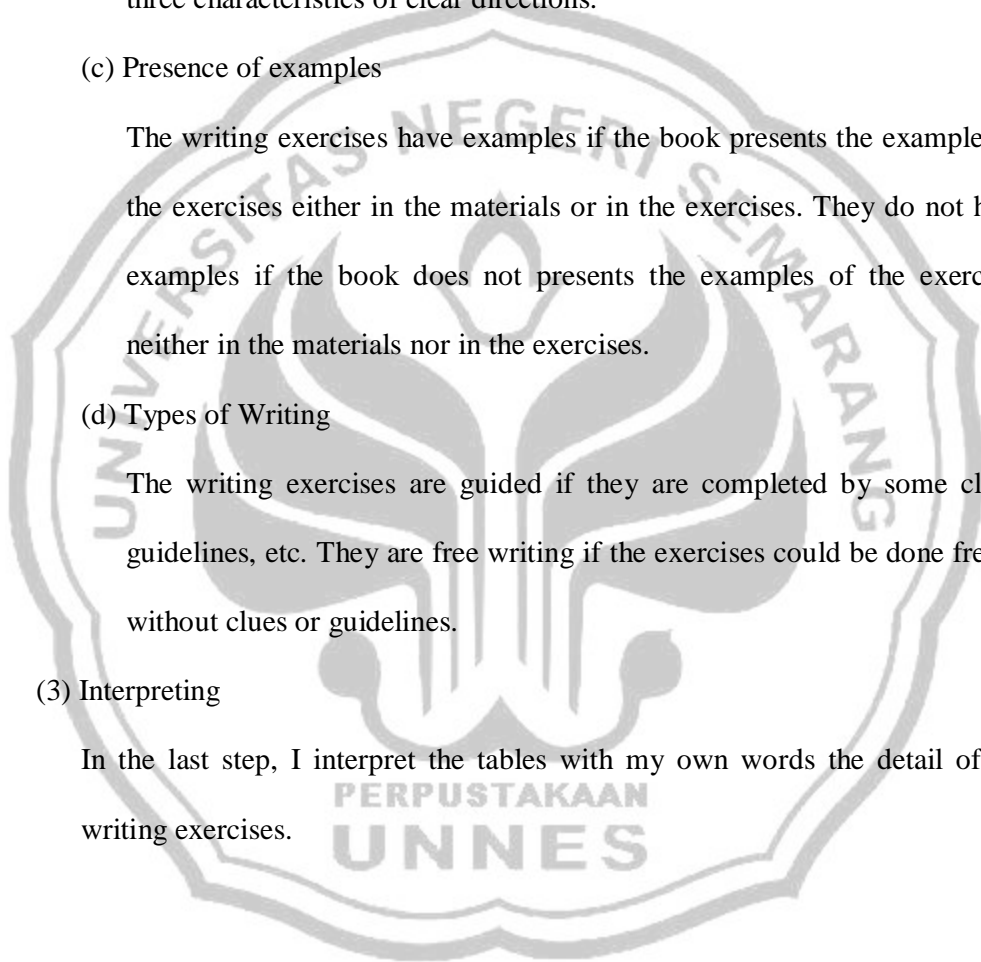
The writing exercises have examples if the book presents the examples of the exercises either in the materials or in the exercises. They do not have examples if the book does not present the examples of the exercises neither in the materials nor in the exercises.

(d) Types of Writing

The writing exercises are guided if they are completed by some clues, guidelines, etc. They are free writing if the exercises could be done freely, without clues or guidelines.

(3) Interpreting

In the last step, I interpret the tables with my own words the detail of the writing exercises.





## CHAPTER IV

### ANALYSIS AND DISCUSSION

This chapter presents the findings of the study on the writing exercises in the *Joyful English Book 1* in terms of its relevance to the writing skills in the syllabus, the clarity of directions, the presence of examples, and types of writing (guided or free writing).

I divide this chapter into four sections. First, it discusses the relevance of the exercises to the writing skills in the syllabus. Here, exercises in the book were compared with the writing skills in the syllabus, which was displayed in a detailed data in the form of the mapping. Second, it discussed about the mapping result of the relevance of the exercises to the writing skills in the syllabus. Third, it presents the data analysis of the exercises which are relevant to the syllabus in terms of the clarity of directions, the presence of examples, and the types of writing (guided or free writing). And the last, it discussed about the details of the exercises.

#### **4.1 The Relevance of the Writing Exercises in *Joyful English Book 1* to the Writing Skills in the Syllabus**

In this section, the exercises were compared with the writing skills in the syllabus. The comparison was displayed in a detailed data in the form of the mapping (see appendix 1). This mapping consisted of six columns. The first column would indicate in what semester the exercises are presented. The second one would

display the information of unit of the exercises. The third, would present the information in what part (activity) and or page the exercises are. The fourth column would specifically display each item of the exercises. Meanwhile, the fifth column would justify whether or not the writing exercises were matching with the writing skills in the syllabus. If the exercises are relevant to the writing skills in the syllabus, then it would be written what writing skills in the syllabus which are matching to the exercises. If they were irrelevant to the writing skills in the syllabus, it would be given strip mark (-). Then, the last column, it would present comments why the exercises are relevant to the syllabus. Data presentation in the form of mapping was based on the McGrath checklist method in analyzing textbook; this method compares the data of writing exercises in the book and the writing skills in the syllabus.

#### **4.2 The Discussion of the Mapping Result**

In this part, I would discuss the result of the mapping process. The important things that need to be informed is about whether the writing exercises in *Joyful* had been analyzed are relevant to the writing skills suggested by the syllabus of school-based curriculum or not. Here, I presents the mapping of the result in a table as drawn below:

**Table 4.1**  
**The number of writing exercises in *Joyful English book 1* which are grouped based on the writing skills in the syllabus**

Semester	Writing skills of the syllabus	The presence of writing skills of the syllabus in the book	Distribution of the writing skills of the syllabus in the book (Unit / Activity / Page)	Number of exercises
1	a. Completing short functional texts	√	1 / 1 / 11	1
	b. Arranging words or jumbled words in a good order	-	-	0
	c. Writing short functional texts	√	1 / 2 / 11 2 / 2 / 25 2 / 3 / 26 2 / 4 / 26 3 / 1 / 38 3 / 2 / 38 4 / 1 / 46 4 / 2 / 46 4 / 3 / 47	9
	d. Expressing the generic structure of short functional texts	-	-	0
<b>Total</b>				<b>10</b>
2	a. Writing short functional texts: instructions, list of goods, announcements, greetings	√	8 / 2 / 109 8 / 3 / 109	2
	b. Writing simple sentences (related to short functional texts)	-	-	0
	c. Completing descriptive texts	√	9 / 4 / 127	1

Semester	Writing skills of the syllabus	The presence of writing skills of the syllabus in the book	Distribution of the writing skills of the syllabus in the book (Unit / Activity / Page)	Number of exercises
	d. Completing procedure texts	-	-	0
	e. Arranging jumbled words/sentences in a good order or into a good descriptive text	√	7 / 1 / 95	1
	f. Arranging jumbled words/sentences in a good order or into a good procedure text	√	9 / 1 / 126	1
	g. Writing descriptive texts	√	5 / 1 / 69 5 / 2 / 69 6 / 1 / 82 6 / 2 / 83 7 / 2 / 95 7 / 3 / 96 7 / 4 / 96 7 / 5 / 96 8 / 1 / 109 9 / 2 / 127 9 / 3 / 127	11
	h. Writing procedure texts	√	9 / 5 / 128 9 / 6 / 128 9 / 7 / 128 9 / 8 / 129	4
<b>Total</b>				<b>20</b>

From the table above, it was shown that there are 12 writing skills of the syllabus.

In the first semester there are 4 writing skills, they are: completing short functional texts, writing short functional texts, arranging words or jumbled words in a good order, and expressing the generic structure of short functional texts. In

the second semester there are 8 writing skills, they are: writing short functional texts: instructions, list of goods, announcements, greetings; writing simple sentences (related to short functional texts); completing descriptive texts; completing procedure texts; arranging jumbled words/sentences in a good order or into a good descriptive text; arranging jumbled words/sentences in a good order or into a good procedure text; writing descriptive texts; and writing procedure texts.

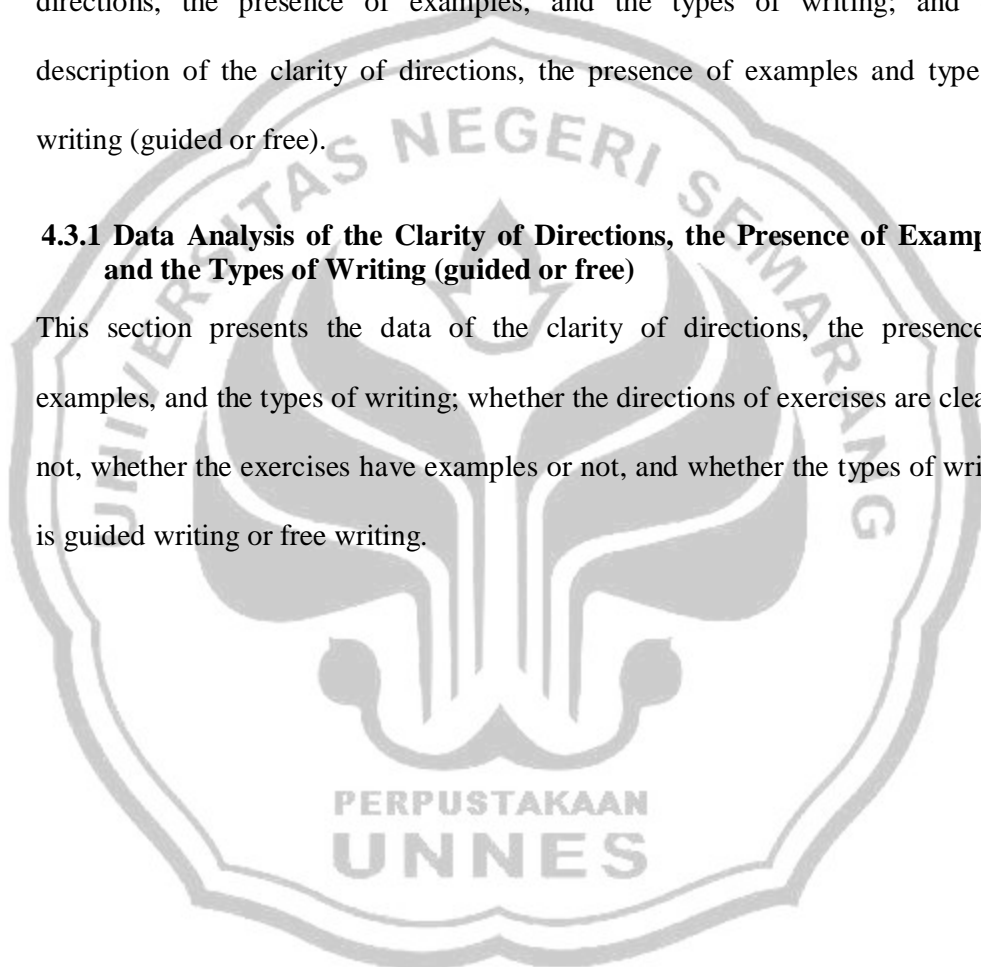
From the analysis, for the first semester the book presents 2 writing skill in the syllabus in the exercises, they are completing short functional text; and writing short functional texts. For the second semester 6 writing skills in the syllabus are presented in the exercises, they are: writing short functional texts: instructions, list of goods, announcements, greetings; completing descriptive texts; arranging jumbled words/sentences in a good order or into a good descriptive text; arranging jumbled words/sentences in a good order or into a good procedure text; writing descriptive texts; writing procedure texts. Meanwhile, there are 2 writing skills in the syllabus are not presented in the exercises, for the first semester, they are: arranging words or jumbled words in a good order; and expressing the generic structure of short functional texts, and for the second semester, they are: writing simple sentences (related to short functional texts); and completing procedure texts.

### **4.3 Data Analysis of the Writing Exercises which are Relevant to the Syllabus in Terms of the Clarity of Directions, the Presence of Examples, and the Types of Writing (guided or free writing)**

This section is divided into two parts, they are: data analysis of the clarity of directions, the presence of examples, and the types of writing; and data description of the clarity of directions, the presence of examples and types of writing (guided or free).

#### **4.3.1 Data Analysis of the Clarity of Directions, the Presence of Examples, and the Types of Writing (guided or free)**

This section presents the data of the clarity of directions, the presence of examples, and the types of writing; whether the directions of exercises are clear or not, whether the exercises have examples or not, and whether the types of writing is guided writing or free writing.



**Table 4.2**

**The data analysis of the clarity of directions, the presence of examples, and the types of writing (guided or free) in the writing exercises**

Semester	Writing skills suggested by the syllabus of school-based curriculum	Writing exercises in the textbook	Unit/Activity/Page	Clarity of directions		Presence of examples		Types of writing	
				clear	unclear	with	without	guided	free
1	1. Completing short functional texts	Complete the table below. Find the data of your classmates.	1 / 1 / 11	√			√	√	
	2. Writing short functional texts	Make a friend with someone by writing a letter. Write your complete data. Don't forget to insert your best photo.	1 / 2 / 11	√		√			√
		How to get the place? Match the place with its directions.	2 / 2 / 25	√			√	√	
		Give instructions to get the places on the map above.	2 / 3 / 26	√			√		√
		Draw a picture based on each instruction. 1. No entry 2. ....	2 / 4 / 26	√			√		√

Semester	Writing skills suggested by the syllabus of school-based curriculum	Writing exercises in the textbook	Unit/Activity/Page	Clarity of directions		Presence of examples		Types of writing	
				clear	unclear	with	without	guided	free
		Write a short conversation between you and your partner. Use an expression of gratitude and apologizing.	3 / 1 / 38	√		√			√
		Study the following situation. a. Write a letter to your aunt. She gives a nice bike on your birthday. b. You forget to call your friend. Ask him or her to forgive you by sending a letter.	3 / 2 / 38	√		√			√
		Write an announcement about an extracurricular at your school.	4 / 1 / 46	√		√			√
		Arrange the sentences below into a good conversation between Anwar and Bram.	4 / 2 / 46	√		√		√	
		Make a similar dialog about your own hobby and your best friend's hobby.	4 / 3 / 47	√		√			√



Semester	Writing skills suggested by the syllabus of school-based curriculum	Writing exercises in the textbook	Unit/Activity/Page	Clarity of directions		Presence of examples		Types of writing	
				clear	unclear	with	without	guided	free
2	1. Writing short functional texts: instructions, list of goods, announcements, greetings	Write the things in your living room, your bedroom, your kitchen, your garage, your bathroom, and your dining room.	8 / 2 / 109	√			√		√
		Classify these words and place into the suitable column.	8 / 3 / 109	√			√	√	
	2. Completing descriptive texts	Write about you and your family by completing this paragraph.	9 / 4 / 127	√		√		√	
	3. Arranging jumbled words/sentences in a good order or into a good descriptive text	Write five sentences using the words below.	7 / 1 / 95	√		√		√	
	4. Arranging jumbled words/sentences in a good order or into a good procedure text	Arrange the steps in sequences.	9 / 1 / 126	√		√		√	

Semester	Writing skills suggested by the syllabus of school-based curriculum	Writing exercises in the textbook	Unit/Activity/Page	Clarity of directions		Presence of examples		Types of writing	
				clear	unclear	with	without	guided	free
5. Writing descriptive texts		Write ten things you have and describe them.	5 / 1 / 69	√		√			√
		<ul style="list-style-type: none"> <li>Learn the following picture and write a descriptive text.</li> <li>Describe your own bedroom.</li> </ul>	5 / 2 / 69	√		√			√
		Draw lines as the example and then write the descriptions with the words provided.	6 / 1 / 82		√	√			√
		Do you know “Scooby Doo”? It is a favourite film for children. Watch the film and make descriptions about “Scooby Doo”!	6 / 2 / 83	√		√			√
		Make sentences from the following data. No 1 has been done for you.	7 / 2 / 95	√		√			√
		Learn the following pictures and write a descriptive text about the girls.	7 / 3 / 96	√		√			√

Semester	Writing skills suggested by the syllabus of school-based curriculum	Writing exercises in the textbook	Unit/Activity/Page	Clarity of directions		Presence of examples		Types of writing	
				clear	unclear	with	without	guided	free
		Attach a photo of your family in a piece of paper. Then write a composition about it in a descriptive text.	7 / 4 / 96	√		√			√
		Who is your favorite artist? Describe him/her in front of the class. Don't forget to tell your opinion about her/him.	7 / 5 / 96	√		√			√
		Write sentences based on the picture below.	8 / 1 / 109	√		√			√
		Complete the sentences below using expression of dislike.	9 / 2 / 127	√		√		√	
		Make questions and answer using the words given.	9 / 3 / 127	√		√		√	
	6. Writing procedure text	Making a Survey Observe the modern technology that you have at home. Complete the table below.	9 / 5 / 128	√		√			√

Semester	Writing skills suggested by the syllabus of school-based curriculum	Writing exercises in the textbook	Unit/Activity/Page	Clarity of directions		Presence of examples		Types of writing	
				clear	unclear	with	without	guided	free
		Labelling Look at the pictures. Do you know the names of these things?	9 / 6 / 128	√			√		√
		Match the picture with its warning.	9 / 7 / 128	√		√		√	
		Writing a procedural text Rewrite the instruction how to operate the cassette player into a procedural text.	9 / 8 / 129	√		√		√	
<b>Total</b>			<b>30</b>	<b>29</b>	<b>1</b>	<b>23</b>	<b>7</b>	<b>11</b>	<b>19</b>
<b>Percentage</b>			<b>100</b>	<b>96.67</b>	<b>3.33</b>	<b>76.67</b>	<b>23.33</b>	<b>36.67</b>	<b>63.33</b>

#### **4.3.2 Data Description of the Clarity of Directions, the Presence of Examples and the Types of Writing (guided or free writing)**

This section describes the writing exercises which are relevant to the syllabus in terms of the clarity of directions, the presence of examples, and the types of writing (guided or free writing).

Clear directions are important. Students can do the exercises or not also depend on the clarity of directions. Based on table 4.3, there are 30 writing exercises which are relevant to the syllabus. Twenty-nine exercises have clear directions, meanwhile one has unclear direction. It means that the percentage of the exercises which have clear directions is 97.67%; and, the percentage of the exercises which have unclear directions is 3.33%.

The presence of examples in the exercises is important. Examples of the exercises can help the teachers or students to compensate for unclear directions of the exercises. From table 4.3, it was found that there are 23 exercises have examples; meanwhile 7 do not have examples. It means that the percentage of the exercises which have clear examples is 76.67%; and, the percentage of the exercises which do not have examples is 23.33%.

From table 4.3, it was found that there are 11 exercises are guided; meanwhile, 19 are free writing. It means that 36.67% of the exercises are guided writing; and 63.33% of the exercises are free writing.

## 4.4 The Detail of the Writing Exercises

This sub-chapter explains the detail of each writing exercise in terms of the clarity of directions, the presence of examples, and the types of writing (guided or free writing) in the first semester and the second semester.

### 4.4.1 The Detail of the Writing Exercises in the First Semester

The detail of the writing exercises in the first semester can be described as follows:

#### 1. Completing Short Functional Text

Unit 1, activity 1, page 11

**Complete the table below. Find the data of your classmates.**

The exercise asks the students to complete short functional text in a form of list of names completed by nicknames, addresses, dates of birth, and hobbies. The students are asked to complete the table and find the data of their classmates. The direction of the exercise is clear. It is brief, simple to understand and not ambiguous. The exercise doesn't have an example of list of names and data (personal identity). It is guided writing since the words or phrase in the heading row of table function as the guidance.

#### 2. Writing Short Functional Text

(1) Unit 1, activity 2, page 11

**Make a friend with someone by writing a letter.**

**Write your complete data. Don't forget to insert your best photo.**

The exercise asks the students to write short functional text in a form of letter to their penpal (personal letter). In writing the letter, the students are asked to write their complete data and insert their photo. The direction of the exercise

is clear. It is brief, simple to understand and not ambiguous. The exercise has an example of a good letter on page 5. It is free writing since the students are free to write a letter based on the situation given.

(2) Unit 2, activity 2, page 25

**How to get the place? Match the place with its directions.**

The exercise asks the students to write short functional text in a form of directions. The students are asked to match the name of places provided with the directions provided based on the map displayed. The direction of the exercise is clear. It is brief, simple to understand and not ambiguous. The exercise doesn't have any example of directions (instructions to get the certain places). It is guided writing since the directions provided in the box function as the guidance.

(3) Unit 2, activity 3, page 26

**Give instructions to get the places on the map above.**

The exercise asks the students to write short functional text in a form of directions (instructions to get the certain places). The students are asked to give instructions to get the places provided based on the map displayed. The direction of the exercise is clear. It is brief, simple to understand and not ambiguous. The exercise doesn't have any example of instructions to get the certain places (directions) in the textbook. It is free writing since the the students are free to write the directions based on the map.

(4) Unit 2, activity 4, page 26

**Draw a picture based on each instruction.**

- 1. No entry      3. No entry for bicycle      5. Pedestrian crossing**  
**2. No smoking    4. No left turn**

The exercise asks the students to draw signs based on each instruction provided. Signs can be categorized as notices. Notices is a form short functional texts. So, the exercise ask the students to write short functional text in a form of notices. The direction of the exercise is clear. It is brief, simple to understand and not ambiguous. The exercise doesn't have any example of making signs. It is free writing since the students are free to draw sign/picture based on each instructions given.

(5) Unit 3, activity 1, page 38

**Write a short conversation between you and your partner. Use an expression of gratitude and apologizing.**

The exercise asks the students to write a short conversation using an expression of gratitude and apologizing. It is relevant to the writing skills in the syllabus because the mastery of expression of gratitude and apologizing is one of the basic skills of the mastery of writing short functional texts, for examples: personal letter, SMS, etc. The direction of the exercise is clear. It is brief, simple to understand and not ambiguous. The exercise has examples of expression of gratitude and apologizing on page 37. It is free writing since the students are free to write expression of gratitude and apologizing.



(6) Unit 3, activity 2, page 38

**Study the following situation.**

- a. Write a letter to your aunt. She gives a nice bike on your birthday.**
- b. You forget to call your friend. Ask him or her to forgive you by sending a letter.**

The exercise asks the students to write short functional texts in a form personal letters based on the situations given. From the first situation, it can be concluded that the letter is about saying thanks. While, from the second situation it can be concluded that the letter is about asking for an apology. The direction of the exercise is clear. It is brief, simple to understand and not ambiguous. The exercise has an example of a good personal letter on page 37. It is free writing since the students are free to write personal letter based on situation given.

(7) Unit 4, activity 1, page 46

**Write an announcement about an extracurricular at your school.**

The exercise asks the students to write short functional text in a form of announcement. The students are asked to write an announcement about an extracurricular at their school. The direction of the exercise is clear. It is brief, simple to understand and not ambiguous. The exercise has an example of announcement on page 45. It is free writing since the students are free to write an announcement based on the the theme given.

(8) Unit 4, activity 2, page 46

**Arrange the sentences below into a good conversation between Anwar and Bram.**

The exercise asks the students to arrange the conversation using the provided sentences. It is relevant to the writing skills in the syllabus because the mastery of telling hobbies is one of the basic skills of the mastery of writing short functional texts, for example: personal letter. The direction of the exercise is clear. It is brief, simple to understand and not ambiguous. The exercise has examples of expression of telling hobbies on page 44. It is guided writing since the jumbled sentences as the guidance

(9) Unit 4, activity 3, page 47

**Make a similar dialog about your own hobby and your best friend's hobby.**

The exercise asks the students to write a similar dialog (to the previous exercise) about their own hobby and their best friend's hobby. It is relevant to the writing skills in the syllabus because the mastery of telling hobbies is one of the basic skills of the mastery of writing short functional texts, for example: personal letter. The direction of the exercise is clear. It is brief, simple to understand and not ambiguous. The exercise has examples of expression of telling hobbies on page 44. It is free writing since the students are free to write expression of telling hobbies.

#### **4.4.2 The Detail of the Writing Exercises in the Second Semester**

The detail of the writing exercises in the second semester can be described as follows:

## 1. Writing Short Functional Texts: Giving Instruction, List of Goods, Announcements, Greetings

(1) Unit 8, activity 2, page 109

**Write the things in your living room, your bedroom, your kitchen, your garage, your bathroom, and your dining room.**

The exercise asks the students to write short functional texts in a form list of goods. The students are asked to write the things in their living room, bedroom, kitchen, garage, bathroom, and dining room. The direction of the exercise is clear. It is brief, simple to understand and not ambiguous. The exercise doesn't have any example of list of goods. It is free writing since the students are free to write list of goods in the certain rooms mentioned.

(2) Unit 8, activity 3, page 109

**Classify these words and place into the suitable column.**

The exercise asks the students to write short functional text in a form lists of goods. The students are asked to classify and place the words provided into the suitable column of 'animal', 'things in the bathroom', 'things in the kitchen', and 'names of relatives'. The direction of the exercise is clear. It is brief, simple to understand and not ambiguous. The exercise doesn't have any example of lists of goods. It is guided writing since the list of words provided function as the guidance.

## 2. Completing Descriptive Texts

Unit 9, activity 4, page 127

**Write about you and your family by completing this paragraph.**

The exercise asks the students to complete sentences of a descriptive text about their family. The students are asked to complete the sentences with expressions of like and dislike. It is relevant to the writing skills in the syllabus because the mastery of expressing like and dislike is one of the basic skills of the mastery of writing descriptives texts. The direction of the exercise is clear. It is brief, simple to understand and not ambiguous. The exercise has examples of expressions of like and dislike on page 124. It is guided writing since the paragraph functions as the guidance.

**3. Arranging Jumbled Words/Sentences in a Good Order or into a Good Descriptive Texts**

Unit 7, activity 1, page 95

**Write five sentences using the words below.**

The exercise asks the students to arrange the words provided in a good order or into a good descriptive sentences/texts. The students are asked to write descriptive sentences which have good/acceptable meanings by using the words provided. The direction of the exercise is clear. It is brief, simple to understand and not ambiguous. The exercise has examples of descriptive sentences on page 91. It is guided writing since the words provided function as the guidance.

**4. Arranging Jumbled Words/Sentences in a Good Order or into a Good Procedure Texts**

Unit 9, activity 1, page 126

**Arrange the steps in sequences.**

The exercise asks the students to arrange the steps of procedures or jumbled sentences into a good procedure texts. The procedures is about how to operate a new handphone, how to make a compass, and how to play snake and ladder. The direction of the exercise is clear. It is brief, simple to understand and not ambiguous. The exercise has an example of a good procedure text on page 121. It is guided writing since the jumbled sentences function as the guidance.

### 5. Writing Descriptive Texts

(1) Unit 5, activity 1, page 69

**Write ten things you have and describe them.**

The exercise asks the students to write descriptive texts/sentences. The students are asked to write 10 things they have and describe them in a sentences. The direction of the exercise is clear. It is brief, simple to understand and not ambiguous. The exercise has examples of good sentences/descriptive texts on page 67 . It is free writing since the students are free to write descriptive texts.

(2) Unit 5, activity 2, page 69

- **Learn the following picture and write a descriptive text.**
- **Describe your own bedroom.**

The first item of the exercise asks the students to learn the picture provided and write a descriptive text with the title “*Shaula’s bed room*”. And, almost same as the first item, the second item of the exercise asks the students to write a descriptive text about their own bedroom. The direction of the exercise is clear. It is brief, simple to understand and not ambiguous. The exercise has

an example of a good descriptive text on page 64. It is free writing since the students are free to write descriptive text based on the title given.

(3) Unit 6, activity 1, page 82

**Draw lines as the example and then write the descriptions with the words provided.**

The exercise asks the students to write descriptive text based on the picture. The students are asked to write the name of body parts of animals in the picture and also write their characteristics, then write descriptive text of each animal in the pictures. The direction of the exercise is not clear. It is only appropriate for the item no. 1. For the items no. 2-6, the direction is not appropriate because there are no any words provided. The exercise have examples of a text describing animal on the exercise and on page 80. It is free writing since the students are free to write descriptive text based on the pictures of animals displayed.

(4) Unit 6, activity 2, page 83

**Do you know “Scooby Doo”? It is a favourite film for children. Watch the film and make descriptions about “Scooby Doo”!**

The exercise asks the students to write a descriptive text about Scooby Doo. But, before they write the text, they have to watch the film to know the images of Scooby Doo. The direction of the exercise is clear. It is brief, simple to understand and not ambiguous. The exercise has an example of a good descriptive text on page 80. It is free writing since the students are free to write descriptive text about Scooby Doo.

(5) Unit 7, activity 2, page 95

**Make sentences from the following data. No 1 has been done for you.**

The exercise asks the students to write sentences/descriptive texts based on the data. The data is about age and height of 3 children. The students are asked to make sentences about comparison of age and height of them based on the data provided. The direction of the exercise is clear. It is brief, simple to understand and not ambiguous. The exercise has an example on the item no.1 of the exercise. It is free writing since the students are free to write sentences based on the data.

(6) Unit 7, activity 3, page 96

**Learn the following pictures and write a descriptive text about the girls.**

The exercise asks the students to describe someone. The students are asked to write a descriptive text about the girls on the pictures. The girls are two famous artist in Indonesia. The direction of the exercise is clear. It is brief, simple to understand and not ambiguous. The exercise has example of a good descriptive text on page 92. It is free writing since the students are free to write descriptive text based on the pictures displayed.

(7) Unit 7, activity 4, page 96

**Attach a photo of your family in a piece of paper. Then write a composition about it in a descriptive text.**

The exercise asks the students to attach a photo of their family in a piece of paper and write a composition about it in a descriptive text. The direction of the exercise is clear. It is brief, simple to understand and not ambiguous. The exercise has an example of a good descriptive text on page 92. It is free

writing since the students are free to write descriptive text about their family in the photo.

(8) Unit 7, activity 5, page 96

**Who is your favorite artist? Describe him/her in front of the class. Don't forget to tell your opinion about her/him.**

The exercise asks the students to write descriptive text about their favorite artist and tell it in front of the class. In writing the description, the students also asked to tell their opinion about their favorite artist. Beside training the students' writing skill, this exercise also train the students' speaking skill because after writing the descriptive text they are asked to tell it in front of the class. The direction of the exercise is clear. It is brief, simple to understand and not ambiguous. The exercise has an example of a good descriptive text on page 92. It is free writing since the students are free to write a descriptive text about their favorite artists.

(9) Unit 8, activity 1, page 109

**Write sentences based on the picture below.**

The exercise asks the students to write descriptive text. The students are asked to write sentences to describe the pictures displayed. The pictures is about kinds of rooms; they are living room, dining room, and bedroom. The direction of the exercise is clear. It is brief, simple to understand and not ambiguous. The exercise has example of sentences to describe something/descriptive text on page 109. It is free writing since the the students are free to write sentences/descriptive text based on the pictures.



(10) Unit 9, activity 2, page 127

**Complete the sentences below using expression of dislike.**

The exercise asks the students to complete the sentences using expression of dislike. The sentences is about describing someone. It is relevant to the writing skills in the syllabus because the mastery of expressing dislike is one of the basic skills of the mastery of writing descriptive text. The direction of the exercise is clear. It is brief, simple to understand and not ambiguous. The exercise has examples of expressing like/dislike on page 124. It is guided writing since the incomplete sentences function as the guidance.

(11) Unit 9, activity 3, page 127

**Make questions and answer using the words given.**

The exercise asks the students to write questions and answers (dialogues) using the words given. The dialogues are about expressing like. It is relevant to the writing skills in the syllabus of the curriculum because the mastery of expressing like is one of the basic skills of the mastery of writing descriptive texts. The direction of the exercise is clear. It is brief, simple to understand and not ambiguous. The exercise has examples of expression of like/dislike on page 124. It is guided writing since the words given in every item function as the guidance.

## **6. Writing Procedure Texts**

(1) Unit 9, activity 5, page 128

### **Making a Survey**

**Observe the modern technology that you have at home. Complete the table below.**

The exercise asks the students to complete the table provided by writing the name of things (the modern technology they have) and writing their usage. It is relevant to the writing skills in the syllabus because that skill is needed to master writing procedure texts; to be able to write a good procedure texts (how to operate something) the students have to know the names of the things and know the usage. The direction of the exercise is clear. It is brief, simple to understand and ambiguous. The exercise has example on the item no.1 of the exercise. It is free writing since the students are free to write things (the modern technology they have) and write their function.

(2) Unit 9, page 128, activity 6

**Labelling**

**Look at the pictures. Do you know the names of these things?**

The exercise asks the students to label/write the names of the things displayed. It is about modern technology. It is relevant to the writing skills in the syllabus because that skill is needed to master writing procedure texts; to be able to write a good procedure texts (how to operate something) the students have to know the names of the thing first. The direction of the exercise is clear. It is brief, simple to understand and not ambiguous. The exercise doesn't have any example of labelling. It is free writing since the the students are free to write the names of things based on the pictures.

(3) Unit 9, activity 7, page 128

**Match the picture with its warning.**

The exercise asks the students to write procedure text. The students are asked to match the pictures with its warnings. The pictures is about how to treat a

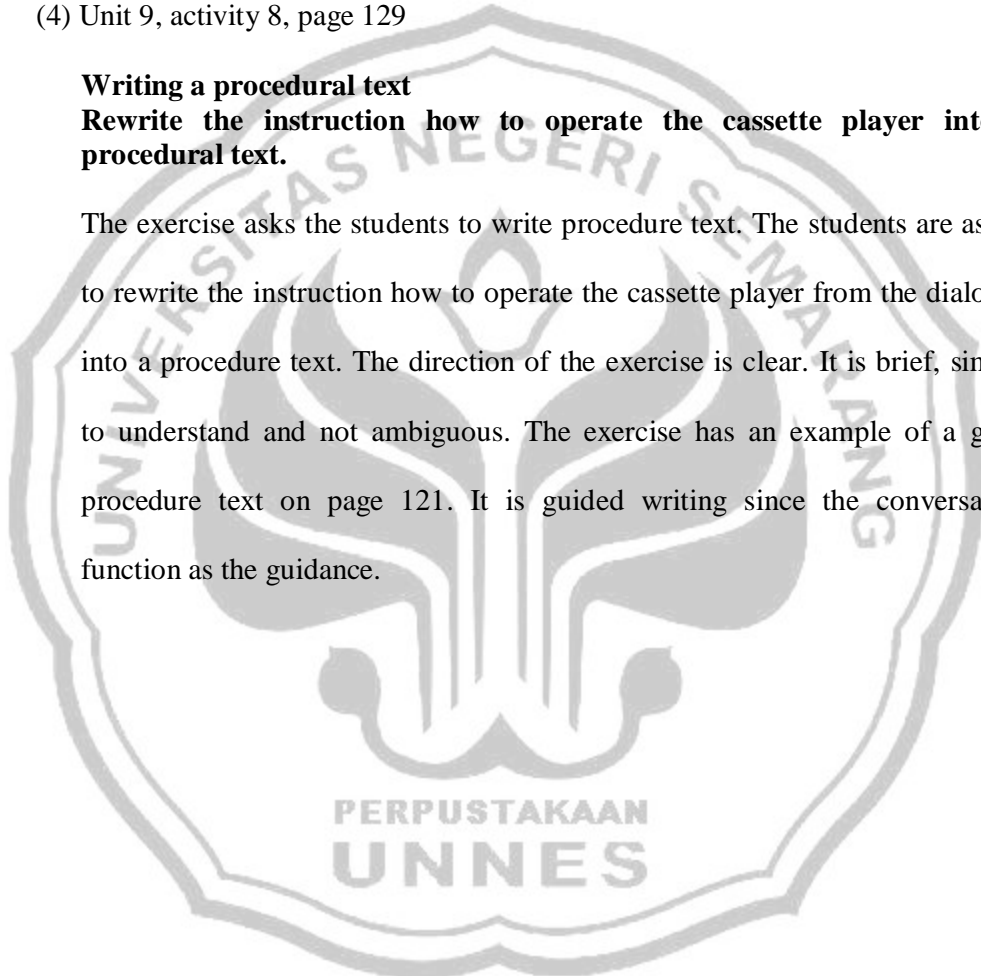
television. The direction of the exercise is clear. It is brief, simple to understand and not ambiguous. The exercise have an example of a good procedure text on page 121. It is guided writing since the warnings provided function as the guidance.

(4) Unit 9, activity 8, page 129

**Writing a procedural text**

**Rewrite the instruction how to operate the cassette player into a procedural text.**

The exercise asks the students to write procedure text. The students are asked to rewrite the instruction how to operate the cassette player from the dialogue into a procedure text. The direction of the exercise is clear. It is brief, simple to understand and not ambiguous. The exercise has an example of a good procedure text on page 121. It is guided writing since the conversation function as the guidance.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the study based on the research problem stated before and the suggestion concerning the result of the research. It is divided into two parts, the first presents the conclusion of the study, and the second one deals with the suggestion related to the research result.

#### 5.1 Conclusion

Based on the analysis and discussion, the conclusion of the study is drawn:

Writing exercises in book is quite relevant to the syllabus, because the book presents 66.67% of writing skills in the syllabus in the exercises. The book contains 30 exercises. In the first semester, there are 4 writing skills in the syllabus, the textbook includes 2 of them in the exercises. It means that the book presents 50% the skills in the exercises; the rest 50% of them are not included in exercises. In the second semester, there are 8 writing skills in the syllabus, the book includes 6 of them in the exercises. It means that the book presents 75% of the skills in the exercises; meanwhile, 25% of skills are not included in the exercises. As a whole, the book only presents 66.67% of writing skills of the syllabus in the exercises.

The exercises in the book are good in terms of the clarity of directions. Most of exercises which are relevant to the syllabus have clear directions. There are 29

exercises have clear directions. Meanwhile, there is only 1 exercises doesn't have clear direction. It means that 96.67% of the exercises have clear directions; and, 33.33% of exercises have unclear directions.

The exercises in the book are good in terms of the presence of examples. Most of writing exercises which are relevant to the syllabus have examples. Twenty-three exercises have examples, and 7 exercises don't have examples. It means that 76.67% of the exercises have examples; and 23.33% of the exercises don't have examples.

There are 11 exercises which are relevant to the syllabus are guided. Meanwhile, 19 exercises are free writing. It means that 36.67% of the writing exercises are guided; and 63.33% of the writing exercises are free writing.

## **5.2 Suggestion**

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

- (1) Considering the percentage of the relevance is 66.67%, the teachers could use the book as media in teaching learning process. However, it would be better if they give additional exercises from other textbooks or sources to make the students master all writing skills in the syllabus. The teachers can also construct by themselves the exercises which are relevant to the syllabus that have clear directions and examples so it can improve the students' writing skills.
- (2) For the publisher of the book, it is suggested to choose professional authors who master the existing curriculum.

- (2) For the author of the book textbooks, they should present all the writing skills in the syllabus in the writing exercises that have clear directions and examples in the textbook they write.



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# APPENDICES

## Appendix 1

### The comparison between writing exercises in *Joyful English book 1* with writing skills in the syllabus

Semester	Unit	Activity / Page	Writing exercises in the book	Writing skills in the syllabus	Comments
1	1	1 / 11	Complete the table below. Find the data of your classmates.	Completing short functional texts	It is relevant to the writing skills suggested by the syllabus of the curriculum, since the textbook provides the material about completing short functional texts.
		2 / 11	Make a friend with someone by writing a letter. Write your complete data. Don't forget to insert your best photo.	Writing short functional texts	It is relevant to the writing skills suggested by the syllabus of the curriculum, since the textbook provides the material about writing short functional texts.
	2	1 / 25	Study the map.	-	That is the picture (map) for the questions in activity 2 & 3.
		2 / 25	How to get the place? Match the place with its direction.	Writing short functional texts	It is relevant to the writing skills suggested by the syllabus of the curriculum, since the textbook provides the material about writing short functional texts.
		3 / 26	Give instruction to get the places on the map above. 1. Keluarga Residence 2. ....	Writing short functional texts	It is relevant to the writing skills suggested by the syllabus of the curriculum, since the textbook provides the material about writing short functional texts.

Semester	Unit	Activity / Page	Writing exercises in the book	Writing skills in the syllabus	Comments
		4 / 26	Draw a picture based on each instruction. 1. No entry 2. ....	Writing short functional texts	It is relevant to the writing skills suggested by the syllabus of the curriculum, since the textbook provides the material about writing short functional texts.
	3	1 / 38	Write a short conversation between you and your partner. Use an expression of gratitude and apologizing.	Writing short functional texts	It is relevant to the writing skills suggested by the syllabus of the curriculum because the mastery of expression of gratitude and apologizing is one of the basic skills of the mastery of writing short functional texts, for examples: personal letters, SMS, etc.
		2 / 38	Study the following situations. a. Write a letter to your aunt. She gives a nice bike on your birthday. b. ....	Writing short functional texts	It is relevant to the writing skills suggested by the syllabus of the curriculum, since the textbook provides the material about writing short functional texts.
	4	1 / 46	Write an announcement about an extracurricular at your school.	Writing short functional texts	It is relevant to the writing skills suggested by the syllabus of the curriculum, since the textbook provides the material about writing short functional texts.
		2 / 46	Arrange the sentences below into a good conversation between Anwar and Bram.	Writing short functional texts	It is relevant to the writing skills suggested by the syllabus of the curriculum because the mastery of telling hobbies is one of the basic skills of the mastery of writing short functional texts, for example: personal letter.

Semester	Unit	Activity / Page	Writing exercises in the book	Writing skills in the syllabus	Comments
		3 / 47	Make a similar dialog about your own hobby and your best friend's hobby.	Writing short functional texts	It is relevant to the writing skills suggested by the syllabus of the curriculum because the mastery of telling hobbies is one of the basic skills of the mastery of writing short functional texts, for example: personal letter.
2	5	1 / 69	Write ten things you have and describe them.	Writing descriptive texts	It is relevant to the writing skills suggested by the syllabus of the curriculum, since the textbook provides the material about writing descriptive texts.
		2 / 69	<ul style="list-style-type: none"> <li>• Learn the following picture and write a descriptive text.</li> <li>• Describe your own bedroom.</li> </ul>	Writing descriptive texts	It is relevant to the writing skills suggested by the syllabus of the curriculum, since the textbook provides the material about writing descriptive texts.
	6	1 / 82	Draw lines as the example and then write the descriptions with the words provided.	Writing descriptive texts	It is relevant to the writing skills suggested by the syllabus of the curriculum, since the textbook provides the material about writing descriptive texts.
	2 / 83	Do you know "Scooby Doo"? It is a favourite film for children. Watch the film and make descriptions about "Scooby Doo".	Writing descriptive texts	It is relevant to the writing skills suggested by the syllabus of the curriculum, since the textbook provides the material about writing descriptive texts.	

Semester	Unit	Activity / Page	Writing exercises in the book	Writing skills in the syllabus	Comments
	7	1 / 95	Write five sentences using the words below.	Arranging words/sentences in a good order or into a good descriptive text	It is relevant to the writing skills suggested by the syllabus of the curriculum, since the textbook provides the material about arranging words/sentences in a good order or into a good descriptive text.
		2 / 95	Make sentences from the following data. No 1 has been done for you.	Writing descriptive texts	It is relevant to the writing skills suggested by the syllabus of the curriculum, since the textbook provides the material about writing descriptive text.
		3 / 96	Learn the following pictures and write a descriptive text about the girls.	Writing descriptive texts	It is relevant to the writing skills suggested by the syllabus of the curriculum, since the textbook provides the material about writing descriptive texts.
		4 / 96	Attach a photo of your family in a piece of paper. Then write a composition about it in a descriptive text.	Writing descriptive texts	It is relevant to the writing skills suggested by the syllabus of the curriculum, since the textbook provides the material about writing descriptive texts.
		5 / 96	Who is your favourite artist? Describe him/her in front of the class. Don't forget to tell your opinion about her/him.	Writing descriptive texts	It is relevant to the writing skills suggested by the syllabus of the curriculum, since the textbook provides the material about writing descriptive texts.

Semester	Unit	Activity / Page	Writing exercises in the book	Writing skills in the syllabus	Comments
	8	1 / 109	Write sentences based on the picture below.	Writing descriptive texts	It is relevant to the writing skills suggested by the syllabus of the curriculum, since the textbook provides the material about writing descriptive texts.
		2 / 109	Write the things in your living room, your bedroom, your kitchen, your garage, your bathroom, and your dining room.	Writing short functional texts: giving instructions, list of goods, announcements, greetings	It is relevant to the writing skills suggested by the syllabus of the curriculum, since the textbook provides the material about writing short functional texts: giving instructions, list of goods, announcements, greetings.
		3 / 109	Classify these words and place into the suitable column.	Writing short functional texts: giving instructions, list of goods, announcements, greetings	It is relevant to the writing skills suggested by the syllabus of the curriculum, since the textbook provides the material about writing short functional texts: giving instructions, list of goods, announcements, greetings.
	9	1 / 126	Arrange the steps in sequences.	Arranging jumbled words/sentences in a good order or into a good procedure text	It is relevant to the writing skills suggested by the syllabus of the curriculum, since the textbook provides the material about arranging jumbled words/sentences in a good order or into a good procedure text.

Semester	Unit	Activity / Page	Writing exercises in the book	Writing skills in the syllabus	Comments
		2 / 127	Complete the sentences below using expression of dislike.	Writing descriptive texts	It is relevant to the writing skills suggested by the syllabus of the curriculum because the mastery of expressing dislike is one of the basic skills of the mastery of writing descriptive texts.
		3 / 127	Make questions and answer using the words given.	Writing descriptive texts	It is relevant to the writing skills suggested by the syllabus of the curriculum because the mastery of expressing like is one of the basic skills of the mastery of writing descriptive texts.
		4 / 127	Write about you and your family by completing this paragraph.	Completing descriptive texts	It is relevant to the writing skills suggested by the syllabus of the curriculum, since the textbook provides the material about completing descriptive texts.
		5 / 128	Making a Survey Observe the modern technology that you have at home. Complete the table below.	Writing procedure texts	It is relevant to the writing skills suggested by the syllabus of the curriculum because that skill is needed to master writing procedure texts; to be able to write a good procedure text (how to operate something) the students have to know the name of the thing and the usage.

Semester	Unit	Activity / Page	Writing exercises in the book	Writing skills in the syllabus	Comments
		6 / 128	<p>Labelling</p> <p>Look at the pictures. Do you know the names of these things?</p>	Writing procedure texts	It is relevant to the writing skills suggested by the syllabus of the curriculum because that skill is needed to master writing procedure texts; to be able to write a good procedure texts (how to operate something) the students have to know the names of thing first.
		7 / 128	Match the picture with its warning.	Writing procedure texts	It is relevant to the writing skills suggested by the syllabus of the curriculum, since the textbook provides the material about writing procedure texts.
		8 / 129	<p>Writing a procedural text</p> <p>Rewrite the instruction how to operate the cassette player into a procedural text.</p>	Writing procedure texts	It is relevant to the writing skills suggested by the syllabus of the curriculum, since the textbook provides the material about writing procedure texts.





Appendix 2

English Syllabus of Writing Skill for SMP/MTs Year VII

## SILABUS

Sekolah : SMP .....  
 Kelas : VII (tujuh)  
 Mata Pelajaran : Bahasa Inggris  
 Semester : 1 (satu)  
 Standar Kompetensi : 6. Menulis

Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk	Contoh Instrumen		
6.1 Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	Communicative purpose Vocabulary Grammar Spelling Punctuation Written expression Sentence Paragraph Short functional text writing Model-model teks 1. Instruksi 2. Daftar barang 3. Kartu ucapan 4. Pengumuman Fun Activities	1. Memperhatikan penjelasan Communicative Purpose teks Fungsional pendek 2. Identifikasi kosakata yang akan dipakai dalam menulis teks fungsional pendek 3. Memperhatikan penjelasan dan latihan grammar terkait 4. Berlatih spelling, punctuation 5. Berlatih menulis frasa 6. Berlatih menulis kalimat 7. Berlatih menulis paragraf 8. Berlatih menulis teks fungsional pendek 9. Melakukan fun activities	1. Melengkapi teks fungsional pendek 2. Menyusun kata/urutan kata menjadi kalimat yang padu 3. Menulis teks fungsional pendek	Tes tulis	1. Mlengkapi Kata 2. Menyusun Kata 3. Menyusun Kalimat 4. Esai	1. <i>Complete the blank spaces of the following text!</i> 2. <i>Arrange the jumbled words into good sentences</i> 3. <i>Arrange the jumbled sentences in a good order</i> 4. <i>Make a greeting card (choose the topic you prefer: Happy birthday, Wedding, Season's greeting)</i>	4x40 menit	- Buku teks - Alat peraga - Lingkungan sekitar yang terdapat pengumuman dan tanda peringatan

<p>6.2.Mengungkapkan langkah retorika dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat</p>	<p>1. Ciri-ciri teks fungsional pendek</p> <p>2.Teks fungsional pendek tentang :</p> <ul style="list-style-type: none"> <li>- Instruksi</li> <li>- Daftar barang</li> <li>- Kartu ucapan</li> <li>- pengumuman</li> </ul> <p>3. Fun Activities</p>	<p>1. Memperhatikan contoh-contoh teks-teks fungsional pendek</p> <p>2. Berlatih menulis teks-teks fungsional pendek secara bertahap dan berkelompok</p> <p>3. Menulis teks-teks fungsional pendek secara mandiri</p> <p>4. Melakukan fun activities untuk menulis teks-teks fungsional pendek</p>	<p>1. Menulis komponen teks fungsional pendek</p> <p>2. Menulis teks fungsional pendek sesuai dengan ciri khusus masing-masing</p>	<p>Tes tulis</p>	<p>Melengkapi</p> <p>Esai</p> <p>Project</p> <p>Uraian</p>	<p><i>Complete the blank spaces of the short text.</i></p> <p><i>Write down an announcement based on the given situation</i></p> <p><i>Go to public places and find at least 10 written short texts</i></p> <p><i>Make a list of things you find in the following places :</i></p> <p><i>1. bedroom</i></p> <p><i>2. bathroom</i></p> <p><i>3. kitchen</i></p>	<p>4x40 menit</p>	<p>Buku teks</p> <p>Alat peraga</p> <p>Pengumuman, instruksi, daftar barang, kartu ucapan otentik</p>
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<p>12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive/ procedure</i></p>	<ul style="list-style-type: none"> <li>• Teks monolog berbentuk</li> <li>• <i>Descriptive / procedure</i></li> <li>• <i>Unsur bahasa terkait teks.</i></li> <li>• <i>Langkah retorika terkait teks.</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Mendengarkan dan merespon introduction tentang penulisan teks monolog deskriptif / prosedur.</li> <li>2. Memperhatikan penjelasan tentang kosakata dan tatabahasa yang berkaitan dengan penulisan teks monolog deskriptif / prosedur</li> <li>3. Memperhatikan dan membaca teks deskriptif / prosedur.</li> <li>4. Menulsi frasa-frasa, kalimat-kalimat yang diperlukan untuk menulis teks deskriptif / prosedur.</li> </ol> <p>Menulis teks deskriptif / prosedur dengan struktur teks yang benar.</p>	<ol style="list-style-type: none"> <li>1. Melengkapi teks - <i>descriptive</i> - <i>procedure</i></li> <li>2. Menyusun teks</li> <li>3. Menulis teks berbentuk - <i>Descriptive/ procedure</i></li> </ol>	<p>Tes tulis</p>	<p>Melengkapi</p> <p>Menyusun teks</p> <p>Esai</p>	<ol style="list-style-type: none"> <li>1. <i>Complete the blank spaces correctly.</i></li> <li>2. <i>Arrange the jumbled sentences into a good descriptive/procedure text</i></li> <li>3. <i>Write down a simple descriptive/procedure text based on the picture in your own words</i></li> </ol>	<p>4x40 menit</p>	<p>Buku teks</p> <p>Alat peraga</p> <p>Teks otentik</p>
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Appendix 3

Joyful English Book 1 for SMP/MTs Class VII