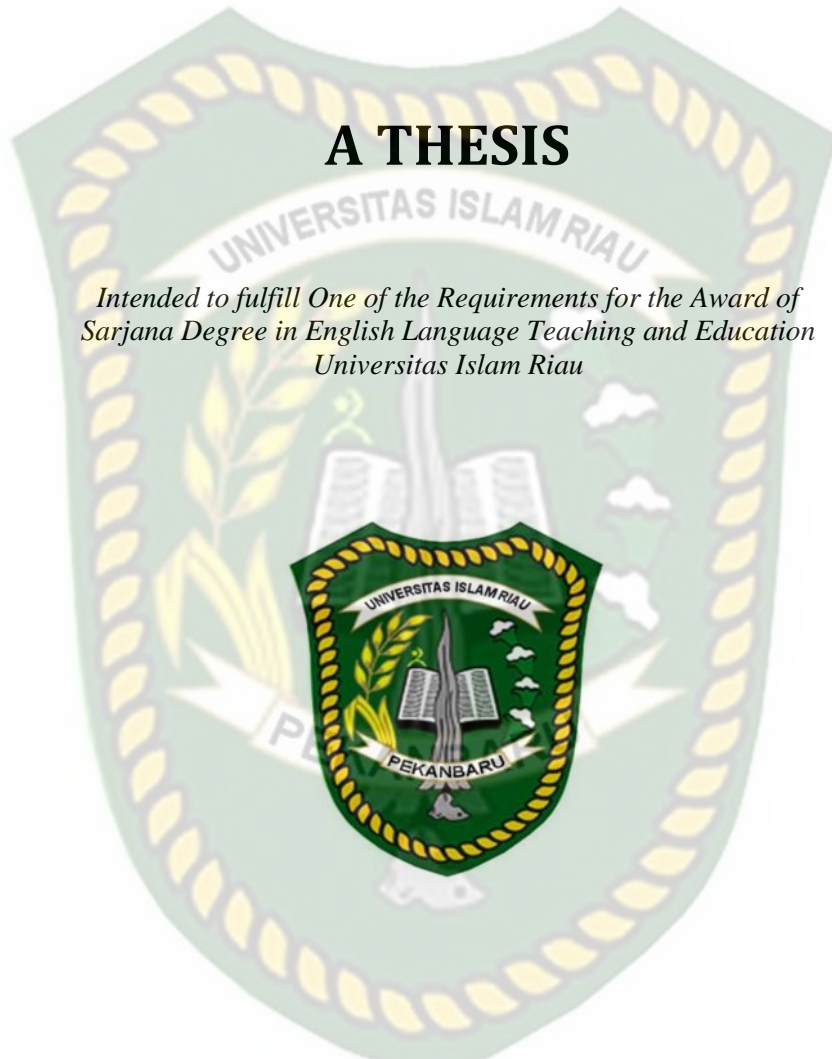


**AN ANALYSIS ON WRITING EXERCISES IN ENGLISH
TEXTBOOK ENTITLED WHEN ENGLISH RINGS THE BELL
FOR GRADE VII PUBLISHED BY MINISTER OF
EDUCATION**

A THESIS

*Intended to fulfill One of the Requirements for the Award of
Sarjana Degree in English Language Teaching and Education
Universitas Islam Riau*



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PEKANBARU
2020**

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ENTITLED WHEN ENGLISH RINGS THE BELL FOR GRADE VII
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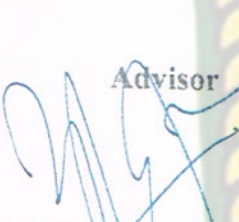
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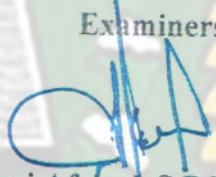
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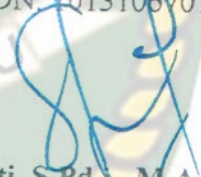
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2.	28 th January 2020	Revised Chapter I	
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DECLARATION LETTER

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I hereby declare this thesis is definitely from my own ideas, except the quotations (directly and indirectly) which were taken from various sources and mentioned scientifically. The researcher is responsible for the date and fact provided in this thesis.

Pekanbaru, 24th December 2020

Stated by



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Bismillahirrahmanirrahim...

First of all the researcher would you like to express gratitude and thanks to allah SWT for his blessing. Grace, mercy, kindness, healthy, and inspiration to the researcher during study process and accomplish the final project entitle “**An Analysis on Writing Exercises in English Textbook entitled when English Rings the Bell for Grade VII published by Minister and Education**”.

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Finally, the researcher really realizes that there are many weaknesses on this paper. Therefore, constructive critiques and suggestions are needed in order to improve this thesis.

Pekanbaru, 24th Desember 2020

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ABSTRACT

Aznil Fadlah, 2020. *An Analysis on Writing Exercises in English Textbook entitled When English Rings a Bell for Grade VII Published by Minister and Education. Thesis. Pekanbaru: English Study Program, Faculty of Teacher Training and Education, universitas islam riau.*

Keywords : *An Analysis, Writing Exercises, Textbook.*

Writing exercise has many benefits. Among these writing exercises can be used to introduce students to literary texts, to motivate and help them create their own understanding of texts, and articulate their own interpretations of texts. writing exercises are also useful to train creativity and develop imagination. The objectives of this research are (a) To analyze the types of writing exercises in When English Rings a Bell textbook (b) To analyze suitability based on syllabus 2013 curriculum. The research is content analysis design. The data were collected by using document study technique. The researcher using Rose and Grosvenor theory to analyzing the data of writing exercises. The data are the writing exercises in *When English Rings a Bell* English textbook, This textbook is a third edition which is published on 2016. The steps are (1) list the criteria of writing exercises suggested by Syllabus 2013 (2) find out the writing exercises provided in the textbook (3) classifying them based on the criteria of writing exercises (4) giving codes to each writing exercises based on the criteria of writing exercises on syllabus.

After observing the textbook, matching with the syllabus on 2013 Curriculum, the types writing exercises and the suitability of exercises with syllabus the researcher found. *First*, the types of writing exercises of *When English Rings A Bell* Textbook the researcher found four type there are is (a) Completing texts, (11,11%) (b) writing sentence dealing with grammar, (77,77%) (c) writing short functional text (3,70%) and (d) Developing vocabulary into sentence. (7,40%) And the researcher found the kinds practice of exercises there are Controlled exercises and Guided exercises. *Second*, the suitability of the writing exercises in *When English Rings A Bell* textbook with Syllabus 2013 Curriculum, the result is the percentages offering to the schema of quality classification by Arikunto (2010) is 80%. It means good in developing writing skills, the writing exercises is that score is good, and the textbook can be used the material to learning process and this book relevance with the 2013 Curriculum.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Language is the main ability of communication, and communication nearly always takes place within some kind of social context. Language as a capacity of verbal exchange is very useful and flexible. Language can serve human wants in their conversation in any situation. People have always been interested in language, in such things as its origin, its nature, its various uses for given that many years ago. People as social creatures, no depend on where they live, use a language or image to communicate with another.

Language develops further over time. English is a language that has experienced significant development. Today, English has become an international language. Almost all countries and regions use English as a second language or foreign language, including Indonesian. Indonesia considers English as the first foreign language and plays an important role in Indonesian education. From junior high school to university, English has become a compulsory subject.

Nurhadi (2003: 8) describes the purpose of teaching English to master four language skills, namely: listening, speaking, reading, and writing. These four language skills take part in exchanging information, establishing interpersonal relationships, and get knowledge, and enjoying the aesthetics of the English language. This is because there are many differences between English and the native language. In this regard, writing is one of the language skills included

in the curriculum and is considered the most difficult and complicated skill in student learning. Students feel that writing in a second language is more difficult than using the first language. This is caused by factors such as vocabulary, language function, grammar, language style, and sociolinguistics. These factors cannot be neglected in learning to write English.

Writing skills are one of the most important skills because they express our ideas and feelings in the appropriate method and affect the way others understand our thoughts. In writing, vocabulary, and grammar or specific language rules need to be used to express relevant and logical ideas so that they can describe or reveal clear information. Therefore, writing skills need to be trained constantly with valid media. Teaching writing skills can prepare advantages to practice and push students to express their writing skills freely. Teaching writing is a productive skill that needs students to express thoughts, information, feelings, imaginations, and use suitable language.

As we know, one of the learning sources used in schools is textbooks. Textbooks are a component in the learning process and are also reference books for teachers and students in teaching and learning activities. Textbooks have a big role in the learning process and can be used to encourage students to be motivated to like reading, become references, and become teaching guidelines for teachers. Therefore, textbooks play an important role in the learning process, both as teaching guidelines for teachers and as reference books for students to learn. In language schools around the world, the choice of English textbooks is often ignored, which may have serious consequences

for both teachers and students. According to Sitepu (2012:6), the compatibility of textbooks as the main learning source in the learning process in schools depends on the extent to which they meet curriculum requirements in terms of ability, the suitability of teaching materials, forms of expression and methods. Incorrect selection of textbooks often forces teachers to handle material that is too difficult or irrelevant and does not attract students' interest.

In order to make English teaching successful, especially teaching writing, some factors must be considered, such as teacher quality, student interest, and the textbooks used. According to the definition of Suparmo and Yunus (2007:4), writing is an activity that uses written media to take information and permits students to master English skills (especially writing skills). The exercises in the textbook can guide students to reach the purpose set out in the curriculum. The teacher should check whether the exercise of writing textbooks is relevant from several aspects considered in writing practice.

The Indonesian government has implemented English into the academic curriculum and formulated competency standards set out in the curriculum as a standard for the teaching and learning process. The curriculum that is currently being developed by the government is called the 2013 curriculum which was developed in 2013. The purpose of the 2013 curriculum development according to Permendikbud No. 69 of 2013 concerning the Basic Framework and Structure of the Senior High School / Madrasah Aliyah):

"The aim of the 2013 Curriculum is to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to life. society, nation, state, and world civilization."

The 2013 curriculum was developed based on the 2006 curriculum (KTSP) which rests on thinking about future challenges, public perceptions, scientific and pedagogical developments, future capabilities, and negative phenomena.

In addition to the curriculum, the existence of textbooks is needed to support the teaching and learning process. According to Richard in Nababan (2004: 53) explaining that textbooks must consider several aspects suggested by a good curriculum or textbook standards. Textbook serves as a resource or a dominant instructional media for teaching and learning takes place. In other words, the book is useful for delivering curriculum material (Supriadi, 2000:46).

Based on the previous statement, the researcher chose the English textbook entitled "When the English Bell Rings" to analyze the writing practice and assess how well it fits the 2013 curriculum published by the Minister and Education. By the objectives, the researcher tried to analyze and explain it in the title "*An Analysis on Writing exercises in English Textbook Entitled When English Rings the Bell for Grade VII Published by Minister and Education.*"

1.2 Identification of the Problem

The teaching and learning process is the responsibility of every teacher. Every teacher must be professional in managing student learning. Moreover,

choosing textbook as learning media. Besides, textbooks that present discourse with a high level of writing will also improve students' abilities in the learning process. Textbooks will also support the achievement of quality education. Related to textbook, in accordance with Yulianti (2011) states that:

“a textbook is an instructional material which consists of content and material of the subject that is well organized in written form and has a great contribution in the teaching and learning process.”

It can be concluded from the previous statement that textbooks are the main learning media, which can provide teaching materials, and make it easy for teachers and students about what and how to teach in class during the learning process so that students can more easily get information and knowledge. Textbooks play an important role in encouraging students' language learning, because the purpose of textbooks, especially English textbooks for foreign language learners, is to help readers improve their English, such as listening, speaking, reading, and writing.

There are many types of English textbooks provided by student publishers at all levels. A good English textbook is readable, interesting and attractive for students. Unfortunately, not all textbook content is based on student ability. Consequently, the teacher must choose the appropriate textbook for all students in the class according to their different ability levels and background knowledge. In addition, the teacher must also pay attention to whether the material in the textbook is in accordance with the syllabus and curriculum.

1.3 Focus of the Problem

The focus of this research is to analyze text writing exercises in the textbook "When English Rings the Bell" by the Minister of Education and for first grade junior high school students. Here, the researcher will use Rose and Grosvenor's theory to analyze the data of writing exercise. Collect data using document study technique.

1.3 Research Question

Based on the focus of the previous questions, the researcher will propose the following questions:

1. What kinds of writing exercises are provided in the When English Rings the bell textbook?
2. How is the suitability of the writing exercises in the text book When English Rings the Bell to Syllabus Curriculum 2013?

1.5 Objective of the Research

The objectives of this research is:

1. To analyze the types of writing exercises in When English Rings a Bell.
2. To analyze the suitability of the writing exercises in the When English Rings a Bell textbook with the 2013 Curriculum.

1.6 Significance of the research

The result of this study are expected to give worthy contribution and will be useful for :

1. Researcher

The researcher will understand more about how to choose a good textbook for a student based on their degree.

2. Teachers

This research can provide a reference for selecting appropriate English textbooks for teaching practice

3. Students

This research can help students choose writing exercises from English textbooks to improve their writing skills

4. Publisher

It is expected that in arranging a textbook, publisher will present the material and exercises which is suitable with the ideal of textbook material especially in writing.

1.7 Definition of the Key Terms

The following definitions are given so that readers have the same understanding or concept for some terms used in this research. They also aim to avoid ambiguity or misunderstanding. They are as follows:

1. Analysis

Analysis study is research method that describes the existing problems solving based on data: analyze and interprets the data (Nabuko and Achmadi 2004:44).

2. Textbook

According to Anshary and Babaii (in setiawati: 2010), a textbook is a structure which arrange or regulates the programs. A textbook provides ready-made teaching texts and learning exercises.

3. 2013 Curriculum

2013 Curriculum is a school based curriculum, it is an operational curriculum which is constructed, expanded, and implemented by each education unit. (Pemendikbud,2013:80).

4. Writing

According to Harmer (2002:154) described that writing is a process that we write is often heavily influenced by the constraints of genres.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Textbook

In some schools, textbooks are the foremost source of learning material. Therefore, it is very important to understand the definition of textbook, the function of textbook, and the advantages of using textbook

2.1.1 Definition of the Textbook

Textbook is reference books that must be used in schools. Teaching materials in these schools should constantly improve faith and piety, character and personality, ability to master science and technology, sensitivity and aesthetic abilities, as well as physical abilities and health potential. Textbook play an important role in teaching activities. Using textbook in class helps teachers teach material. Similar to the previous statement, Tomlinson (2011:296) states that textbook provide core cloth for language learning courses and are designed to meet the needs of students and teachers in these courses. It is best to think of textbook as sources for achieving goals related to the needs of learners. Textbook or schools usually use textbook and many other names, and are usually accompanied by practice questions and teaching materials.

Textbook is one of the teaching materials used in learning, usually written, neatly arranged and compact (Pamungkas in Rohmatillah, 2015). Textbook is a learning tool that can be used as a guide in the learning process (Hornby, 1986).

This means that textbook play an important role in the teaching and learning process and can help teachers show material.

In addition, McGrath (2002) states that textbook is important because it units the direction, content, and level of courses to be taught. Likewise, he emphasized that it is important to seem at the teacher's image as it reflects their attitudes and beliefs about the textbook, which will have an impact on the way the teacher uses the textbook.

Based on the previous definition, it can be concluded that textbook is teaching materials that become learning resources, making it easier for teachers and students to achieve the objectives of the learning process, as well as being a standard guideline for students and teachers to support the learning process. Learning process in class. In addition, Jazadi (2003) states that if textbook is designed to be learner-centered, they can be seen well to help students focus on learning and give learners a role in the decision-making process in the classroom. In Indonesia, the role of text books is very important. Textbook is the main teaching material that should be used in schools to facilitate the teaching process of teachers and students in the classroom.

Overall, textbook is one of the main learning media that provide teaching materials and provide information to teachers and students about what is being taught and how to teach in the teaching and learning process, considering that the curriculum and textbook must also meet the learning needs of students. Therefore,

textbook is the median of classroom teaching activities, and teacher must choose textbook according to student needs.

2.1.2 The Function of the Textbook

The textbook used in the teaching process is very important. Chandra (2003) argues that textbook is designed to help teachers provide teaching materials, and textbook can be used as a guide for less experienced teachers or as a tool for experienced teachers. It also provides an inexperienced or experienced teacher with guidance on what students should learn and what students want to learn.

Textbooks play an important role in the teaching process, Richard (1998:255) emphasizes some of the advantages of using textbook, as follows:

- a. It gives lesson plan and syllabus for teaching learning process

It means that textbook make it easier for teacher to prepare lesson plan, as well as guidelines in class.

- b. Teacher has a guiding in the teaching process

Every textbook has a standard size, it means a textbook can be used in different class. It helps teachers to provide even similar the same material in different class.

- c. Quality is the main priority

Before the book is published, a quality control process must be passed. All material is exposed to students based on tested learning principles.

d. Many learning resources

Textbooks is usually equipped with workbooks, CDs and tapes, videos, CD-ROMs, and comprehensive teaching guides providing many resources for teachers and students.

e. It is effective

It saves teachers' time and allows teachers to spend time teaching instead of producing materials.

f. It can provide an effective model and language input

Textbooks may support teachers whose native language is not native English, may not provide accurate language unput on their own.

g. It can train teachers

If the teacher has limited teaching experience, textbooks as teacher guidelines can be used as a medium for initial teacher training.

From the illustration above it can be concluded that in general the function of textbooks is to help teachers explain the material and make it easier for students to understand the material provided.

2.1.3 Advantages of Textbook

Graves (2000:175) describes the following as some of the advantages of using textbooks:

- a. It gives a syllabus for the course
- b. It gives safety for the students because they have a type of road map of the course
- c. It gives a visual set, activities, readings, etc., and thus saves the teacher time in finding or developing such material
- d. It gives teachers with a basis for evaluating students' learning.
- e. It can include supporting materials (e.g., teachers guide, cassettes, worksheets, video)
- f. It gives consistency within program across a gives level, if all teachers use the same textbook. If textbooks follow a sequence, it provides consistency between levels (graves, 2000:174)

2.1.4 Criteria of Good English Textbook

Textbook is one of the important media in classroom learning activities, so they must be of good quality. To find out what the quality of the textbook looks like, the researcher provides several criteria from experts.

Green and Petty (Tarigan, 1993: 20-21) proposed a textbook writing method with 10 criteria. Good textbook have certain qualities. They are as follows:

- a. Textbook should be attractive to students. Therefore, they will be interested in using textbooks.
- b. The textbook must be able to motivate the learners
- c. The content of the textbook must be illustrative.

- d. The textbook should consider the linguistic aspects. So, it will be suitable with the learners ability
- e. The contents of the textbook must be related to the other branch of science
- f. The textbook should stimulate the personal activity for students.
- g. The contain of textbook must be clear in written to avoid the student to be confused in using textbook.
- h. The textbook must have the clear point of view because it will be the students point of view.
- i. The textbook should be able to give the balance and emphasized on the value for the students.
- j. The textbook must be able to respect individual differences.

2.1.5 When English Rings the Bell Textbook

When English Rings the Bell textbook for grade VII of Junior High School is a book written by Siti Wachidah, et al and published by Minister and Education. This is a third edition which is published on 2016. There are VIII chapter in this book, those are :

Chapter I : Good morning, How are you ?

Chapter II :It's Me !

Chapter III : What Time Is It ?

Chapter IV : This is My World

Chapter V : It's beautiful day

Chapter VI : We love what we do

Chapter VII : I'm Proud of Indonesia

Chapter VIII : That's what friends are supposed to do

In this research, the researcher only focuses on analyzing writing exercises level of text in this textbook. Based on 2013 Curriculum, there are three genre will be learned by first grade students of senior high school, those are descriptive, recount, and narrative.

2.2 Writing

2.2.1 The Definition of Writing

The general meaning of writing is a communication tool, a skill tool and self-expression. It is said that writing is the fourth skill in language learning. Writing conveys our ideas or experience into composition so that readers can understand what it means. In other words, a message can send messages by writing. Through writing, many people can communicate over long distances. Writing activities are becoming increasingly important in everyday life. According to Harmer (2004:31), writing is a method of producing language and expressing ideas, feelings and opinions. Writing does not only require the correct use of vocabulary, sentences, and paragraph arrangement options to generate and organize ideas, but also needs to convert those ideas into readable text.

There are many general concepts in writing. As said by Harmer (2002:154), writing is a general definition that can be learned, writing is our writing process, and is usually greatly influenced by the constraints of genres. Then these elements must appear in learning activities. Meanwhile, according to

Richard (2000:172) Writing is a form of functional communication, which allows students to create imaginary words according to their own designs.

Basically, writing is not simply drawing a series of spelling symbols, it actually involves a complicated process where we have to use certain grammatical rules to organize facts. Writing is about having ideas, organizing ideas, and communicating ideas. Instead, message can be seen through writing. As a result, many people can communicate over long distances. Writing is a combination of a process and a product. Process refers to the act of gathering ideas and working with them until they present them in a way that is polished and comprehensible to readers. The other general concept of writing as Paul Davies states, writing is probably the linguistic skill that is least used by most people in their native language. Even in the most “advance” societies a significant percentage of the adult population writes with difficulty. Good writing skills usually develop from extensive reading, some specific training, and lots of practice.

Based on the previous definition, the researcher can conclude that writing is one way to generate language from our ideas. It is written on paper or on a computer. it is influenced not only by the personal attitudes and social experiences of the author, but also by the specific political and institutional environment. It is also a written process and is influenced by the constraints the recipient must have in learning activities. There is no instant process to pass these processes. Good writing skills advance from extensive reading, some specific training, and a good deal of practice. As a learner, they should know that a final piece of writing such

as essay, journal, a book, etc. In conclusion, the product of writing will be read and exist whenever the author is absent. Writing is also the ability to form words of higher value.

2.2.2 The Function of Writing

Writing is a skill that people in all walks of life must perform almost daily. For example, lecturers, teachers, students who write in journals, make teaching materials, books, and so on, relating to careers or ranks. That previous narration tells the importance of writing in everyday life. In a narrow sense, in language learning, writing is the most complex skill that must be mastered when learning a new language. Belcher and Jun Liu (2004:8) suggest that writing creates a situation where students will ultimately find themselves responsible for understanding a set of rules that have never been communicated directly to them.

Students are expected to create written products that are able to master all elements well. To be successful, students must write in several steps. When they know the order of the words, they will write down phrases, clauses and sentences correctly. After that, by using sentences, they can convey information.

Ramelan (1992:9) suggests that writing is very important as a part of human culture because it can be used to preserve thoughts, ideas and voices. It can be concluded from this sentence that people used writing as a means of writing down what they wanted to keep in 18 written languages (such as the ideas of many great people or philosophers of the past).

2.2.3 Types of Writing Classroom

To motivate productive students' in the classroom, teachers need to carry out several activities in the classroom (Brown, 2001:343). According to their performance, writing activities in students' class can be carried out by considering the three main categories of writing in the following class.

a. Imitative, or writing down

In the early stages of learning to write, students only need to “write down” English letters, words, and possible sentences to learn the spelling code rules. While dictation can also be used to teach and test advanced processing, some forms of dictation fall into this category.

b. Intensive, or controlled

Writing is sometimes used as a production method to learn, reinforce, or test grammar concepts. This intensive writing usually appears in controlled, written grammar exercises. This kind of writing does not enable much, if any, creativity on the part of the writer.

c. Self-writing

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

2.3 Writing Exercise

2.3.1 The Definition of Exercise

Exercise is an activity to occupy the interest and effort of; to task and to exert for the sake of education improvement, to exercise in order to improve and also to improve through practice. In the other words, exercise can be called as task too. In Oxford English Dictionary (2008:154) exercise is activity intended for education or testing somebody

According to Cunningsworth (1984:82) in practice of exercise, there are two kinds of the practice exercise, they are:

a. Controlled Exercise (Free Writing)

In free writing, students are given the topic of composition, that is, let them freely use the content they have just practiced. They are ready to write down their abilities in a particular area of interest and at the same time develop quite good habits.

b. Guided Exercise

In contrast to free writing, in guided exercises, students must make the same decisions and make some of their own expressions, and make them that they are doing the right thing and getting advice on how to do it.

Besides that, there are three main approaches to arrange a task in term of contain of ability is; they are:

a. Discrete point testing

Discrete points testing is a test designed to provide very specific information about a students' ability in a particular skill or language area. This

type of testing focuses on only one item at a time, so it tests his knowledge, not his ability to use it in real situations. Discrete points testing focuses on testing different language items and language skills (such as grammar, phonetic discrimination, listening comprehension, and writing) separately, and building students' English proficiency by combining the results of multiple tests or test items.

b. Communicative tests

A communication test is a test designed to find students' ability to communicate in English rather than to test their knowledge of a particular item or language.

c. Combination between Discrete test and communicative test

In line with it, Nunan (2003:13) defines exercises as six important characteristics, which are very important to use in the classroom:

1) Goals

Each exercises given to students has the intention or purpose of measuring students' achievement.

2) Input

Task or assignment is given to students based on input or material being studied.

3) Activity

Exercises have specific instructions as guidelines for students in carrying out assignment activities.

4) Teacher role

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

5) Learner role

Exercises of guiding students in arranging what students should do and what role they play in carrying out activities.

6) Setting

Exercises have a guided in the teaching learning setting, whether it is done either in group or in private.

2.3.2 The Types of Writing Exercise

Based on the description above, the types of writing exercises required by the Syllabus 2013 curriculum can be divided into several categories as follows:

a. Arranging scrambled word into good sentences.

This is a guided exercise because the paragraph function as a guide.

b. Completing texts/ sentences

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

c. Writing sentences dealing with grammar

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

.d. Writing short functional texts

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

e. Developing vocabulary into sentences

It is guided exercise when the students have to vocabulary and then developing into the sentence

2.4 Curriculum

Hamalik (2007:4) states that curriculum is defined as all information about courses, activities and experiences organized by students under school guidance (both in class and not). This course consists of four parts. Namely, objectives, materials, organization of learning experiences and evaluation specifications.

The curriculum is everything that students experience at school. According to Smith and Shoals, he explained that curriculum is a structured reproduction of culture. More importantly, it must respect independent thinking in the context of the widest possible sense of social responsibility.

According to Cattington (2010), curriculum (or curriculum standards) refers to standards, benchmarks, and results that describe the content to be taught and learned in a science classroom. In other words, the curriculum is initially related to the curriculum concepts adopted by students in educational institutions.

In this connection, research curriculum is the basis for doing teaching activities. A teacher should know the curriculum before they teaches to students, as the curriculum has been made on the basis of students need.

In Indonesia, the curriculum is designed by the government and is the responsibility of the Ministry of Culture and Education (*Kementrian Pendidikan dan Kebudayaan*), which contains a syllabus assesment formats. Curriculum is used to support educational institutions. As the related of that research, curriculum is the basis for doing teaching activities. A teacher must know the curriculum before teaching students, because the curriculum is made according to student needs.

According to Kementrian Pendidikan Dan Kebudayaan (2014) “Curriculum is one of some elements that gives a contribution to develop the quality of the students in Indonesia”. Curriculum is one of the government’s concerns to improve the quality of the education system. One of the ways to improve the education system is by developing curriculum according to the needs of the times. Curriculum is a guide for teachers and school institutions to standardize the Indonesian education system. Because the goal is to become a guide within a certain period of time, the curriculum is developed according to the needs of the times. Given the importance of the curriculum, the researcher will discuss about curriculum in 2013 for senior high school and vocational School.

2.4.1 Curriculum 2013

Curriculum 2013 is defined as a set of plans and arrangement regarding the objectives, content, and learning materials and methods used to guide the implementation of learning activities to achieve the objectives of national education and compliance with particularly, the condition and potential of the region, educational unit, the competency of graduates in educational unit, and learners.

The changing of curriculum, from the school-based curriculum to the 2013 curriculum aims to create a better future for education in the face of increasingly fierce global competition and demographic conditions in 2045. In particular, the 2013 curriculum is expected to encourage students to behave, have insight and skills.

Curriculum 2013 as the national curriculum includes rational, structure curriculum and expense study. Curriculum 2013 gives the students a chance to experience discovery learning. Third, Curriculum 2013 also builds the students' characteristics and nationalism. Besides, this curriculum also emphasizes on religious values.

However, there are many negative sides of Curriculum 2013. First, this Curriculum spends a high cost budget for the implementation, especially for the training and distributing the textbooks. Meanwhile, there are some teachers who have not been trained by the government, before implementing Curriculum 2013. Second, many districts are not ready to apply this curriculum. Many teachers are still confused with the implementation of the assessment in curriculum 2013.

Third, the students have a lot of pressure in order to survive with Curriculum 2013, because there are a lot of pressure in order to survive with Curriculum 2013, because there are a lot of aspects which are needed to be assessed during a short period of time. Since many educational parties are not ready to implement the Curriculum 2013, multiple doubts are directed to the effectiveness of this curriculum in enhancing the students' skill.

The structure of the curriculum is also an overview of the application of the principles of curriculum the position of a student in completing a learning unit or level of education.

As an addition, Kementrian Pendidikan dan Kebudayaan (2014) states that curriculum 2013 was developed based on the competences which were needed as the instrument to lead the students to be a better person, based on some criteria. First, a qualified person who is able to take the demands of the time, Second, and educated person who is also faithful to God, noble-hearted, knowledgeable, skilled, creative and independent. Third, a democratic and responsible person.

According to Print (in Mulyasa, 2013: 179-180), the 2013 curriculum implementation development strategy refers to the concept of curriculum development as a "process of planning, implementing, and assessing learning opportunities that aim to bring the expected changes to students". The implementation of the competency-based curriculum and development strategy is divided into three phases, namely designing, implementing, and evaluating.

2.5 Relevance Studies

The researcher finds some researchers that are almost similar, but different in focus and certainly different in research data, in conjunction with this research. In writing this study, they become guidance, especially as a comparison to current research.

There are some previous research related to the composition of this thesis. This research that can be described as follows:

First, Limsui (2011) conducted this study relating to the writer's study with his research paper entitled "An analysis of the Speaking Material on "English on Sky" published by Erlangga for the first grade of junior high school," related to this study, he used English on Sky textbook for analysis with the KTSP basic for the first grade junior high school. A descriptive qualitative was used in his research in this study using mapping technique for comparing suitable speaking material in "English on Sky" and "Speaking Material in 2006 Curriculum (KTSP)." Data was collected from the "English on Sky" textbook after the writer compared two of them with the data, and the last evaluated the gap between them to find out whether or not the textbook's speaking materials are compatible with KTSP.

Second is the Noviani thesis, from the State Islamic Institute of Surakarta's English Study Program, entitled An Analysis on Writing Exercises in When English Rings a Bell English Textbook Based on the 2013 Curriculum Syllabus. Content research design is the thesis. The data was obtained using the technique of document study. The researcher used the theory of Rose and Grosvenor to

analyze the details of writing exercises. The details in the When English Rings a Bell English textbook is the writing material. After observing the textbook, matching the 2013 Curriculum syllabus, the types of writing exercises and the compatibility of the researcher's syllabus exercises. The result is the percentages given in the quality classification scheme.

Third research is conducted by Wiwin Sutianah (Sutianah, 2014) from syarif Hidayatullah State Islamic University entitled The Readability Level of Reading Texts on Advanced Learning English 2. This research focused on analyzing the readability level of reading texts in the textbook using Flesch Reading Ease Formula. The goals of this research is to find out the readability level of reading text in textbook. This research got a conclusion that most of texts in the textbook are in the fairly case level.

2.6 Conceptual Framework

The title of the textbook for seventh grade is called when english rings a bell. The textbook used is the main guideline in language teaching, especially where the teacher is least able to convey the material. The researcher will analyze writing exercises. Writing as one of the four aspects of language is also very important for the learning of second language learners. Writing a foreign language is the ability to use that language. An exercise is defined as a series of questions in a book that test students' knowledge and skills. In other words, exercises can also be called a task. based on the 2013 curriculum, there are 5 types of writing exercises, namely: arranging scrambled word into good sentences, completing texts/ sentences, writing sentences dealing with grammar, writing short functional

texts, developing vocabulary into sentences. The following diagram explain the conceptual framework.

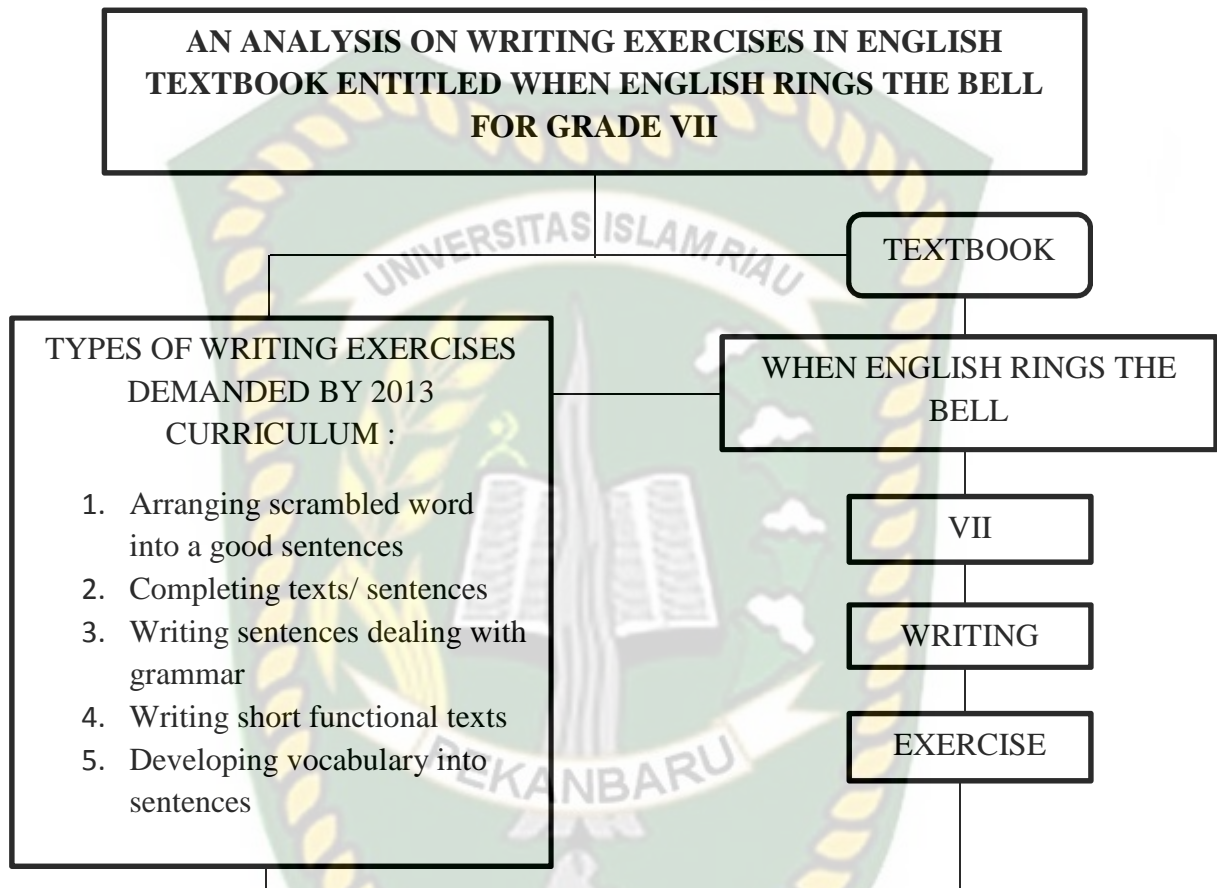


Figure 2.1 The Conceptual Framework

2.7 Assumption

The researcher assumes that writing exercises in When English Rings a Bell textbook can minimize students' error, and it also helps teacher to be right choosing writing materials for students according to the syllabus..

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Related to the goal of this study, the researcher conducted qualitative research. According to Moleong (2007:6), Qualitative research is research that does not use a method of information evaluation or different quantification. Qualitative research is also intended as kind of research that discovering is not received through procedure of statistic or quantitative (Syamsuddin dan Damaianti, 2007:73)

Maxwell (1996: 17) states that the strength of qualitative research comes from especially from its inductive approach, the focus is on a specific situation or people, and the emphasis is on words instead of numbers. It means data in this study analyzed in the form of description and identification or text analysis.

Qualitative research offers data analysis. The data from this study have been analyzed in the structure of description, identification, or text analysis. In this study, the researcher analyzed the exercise of writing English when in English in the textbook "*When English Rings the Bell*" for junior high school.

The researcher will choose the qualitative descriptive design because the researcher wanted to analyze whether the writing exercise in the Textbook *When English Rings the Bell*. The researcher focused on the analysis of the writing exercise English Textbook *When English Rings the Bell* for Junior High School Seventh Grade Students. Most the research strategies want a resource of

book (library) to help the research. The reason of this research is to analyze the writing exercises in *When English Rings the Bell*, an English textbook for junior high school seventh-grade students.

3.2 Source of the Data

In this research, the researcher uses the data of this research are writing exercises available in the English textbook *When English Rings the Bell*. In this research the researcher takes *When English Rings the Bell* an English textbook for Junior High School Seventh-Grade published by Minister and Education as the source of the data. According to Sutopo (2002:49), the source of data possibly in the structure of human beings and their social behavior, event, document, article, and so on Moreover, Arikunto (2006:129) states that the data resource is the subject from which the data can be found.

3.3 Data Collection Technique

In this research, the researcher used a documentary analysis as the technique of collecting the data. According to Rose and Grosvenor (2001:50), Documentary research is a precious approach for perception and explaining social relations. In addition, descriptive research is conducted to get information about the phenomenon when the research is done. Document analysis is not only collecting and writing in quoting from but additionally discovering the result of analysis of the document.

The Researcher describes all data obtained from the document. This is a way to accumulate research data and help the researcher in this research.

Documenting data from the syllabus, lesson plans, and lesson schedules. Then, the researcher identified the textbook response as relevant media. In addition, the researcher analyzed the percentage of application of the material developed in textbooks. After that, the researcher calculated the amount of material in percentage terms. In this analysis, the researcher went through the following steps:

1. Reading

The first step in the data collection process was reading the English textbook "*When English Rings the Bell*" for seventh grade junior high school. The researcher read all the texts and exercises in the textbook to find out which exercises were regarded data. The data were only in the form of textbook writing exercises.

2. Identifying

After reading, the next step was identification. The Researcher decided the number of writing exercises in every unit of the textbook "*When English Rings the Bell*".

3. Classifying

The next step was classification. The data that had been identified was then categorized based on the competency and skill which were emphasized in the exercise.

3.4 Data Analysis Technique

There are several steps in analyzing data. However, in this study the researcher only took four stages, namely selection, classification, analysis and making conclusions.

1. Selecting

The researcher read *When English Rings the Bell*, and then selected which exercise could be considered as writing in each unit of the textbook.

2. Categorizing

After selecting the writing exercises, the researcher categorized them into some aspects of writing exercise which were then be used to analyze the data.

3. Analyzing

Some aspects which were used to analyze the data are finding out the writing exercises provided in the textbook, the writing exercises are then coded, comparing writing skill exercises developed in the textbook and writing skill exercises demanded by the 2013 Curriculum, describing whether the writing exercises develop in the textbook is the compatible or not with writing exercises suggested by 2013 Curriculum, determining whether the English textbook is appropriate with the 2013 Curriculum or not, and the last is drawing conclusion.

The researcher does a process of coding based on the chapter, the title of book, and pages. The codes that the researcher used are describe:

C1, C2...: Chapter Number

WERB : *When English Rings A Bell Textbook* P.1,P.2 : Page.

After the coding, the researcher formulates to calculate the presentation of suitability using this :

$$\frac{\text{The total of compatible}}{\text{The total number of writing exercise}} \times 100$$

Then, in classifying the textbook quality, the researcher uses the percentage proposed by Arikunto (1993) :

Table 3.1 : Percentage and Suitability

Interval Percentage	Suitability
76-100%	Very good
56-75%	Good
40-55%	Fair
0-39%	Poor

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Description

4.1.1 The types of writing exercises in *When English Rings the Bell* textbook.

The types of writing exercises required by "Curriculum 2013" can be divided into the following categories:

- a. Arranging scrambled word into good sentences.

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

- b. Completing texts or sentence

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

- c. Writing sentences dealing with grammar

It can be controlled or guided exercise. It is guided because the students are asked to complete sentences and the sentences function as the guidelines. It is controlled exercise because the students are asked to write correct grammatical sentence.

d. Writing short functional texts

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

e. Developing vocabulary into sentences

It is guided exercise when the students have to vocabulary and then developing into the sentence.

The textbook analyzed in this research is *When English Rings the Bell* for seventh grade students of junior high school. The textbook published by Kemendikbud. The textbook consist 8 units of table of content and total of 191 pages. This table of content, they are : 1). Chapter I: Good Morning. How are You? 2). Chapter II : It's Me. 3). Chapter III : What Time Is It?. 4). Chapter IV : This is My World. 5). Chapter V : It's a Beautiful day. 6) Chapter VI : we love what we do. 7) Chapter VII : I'm Proud of Indonesia. 8) Chapter VIII : That's what friends are supposed to do.

The researcher describes the types of writing exercises for each unit in the textbook *When English Rings the Bell*.

a. Arranging Scrambled word into sentence.

In this textbook, the researcher did not find any type of writing exercise arranging scrambled words into sentence, because the textbook was still used for seventh grade students and did not match the 2013 syllabus.

b. Completing Texts/sentences

1) CII/WERB/P.32

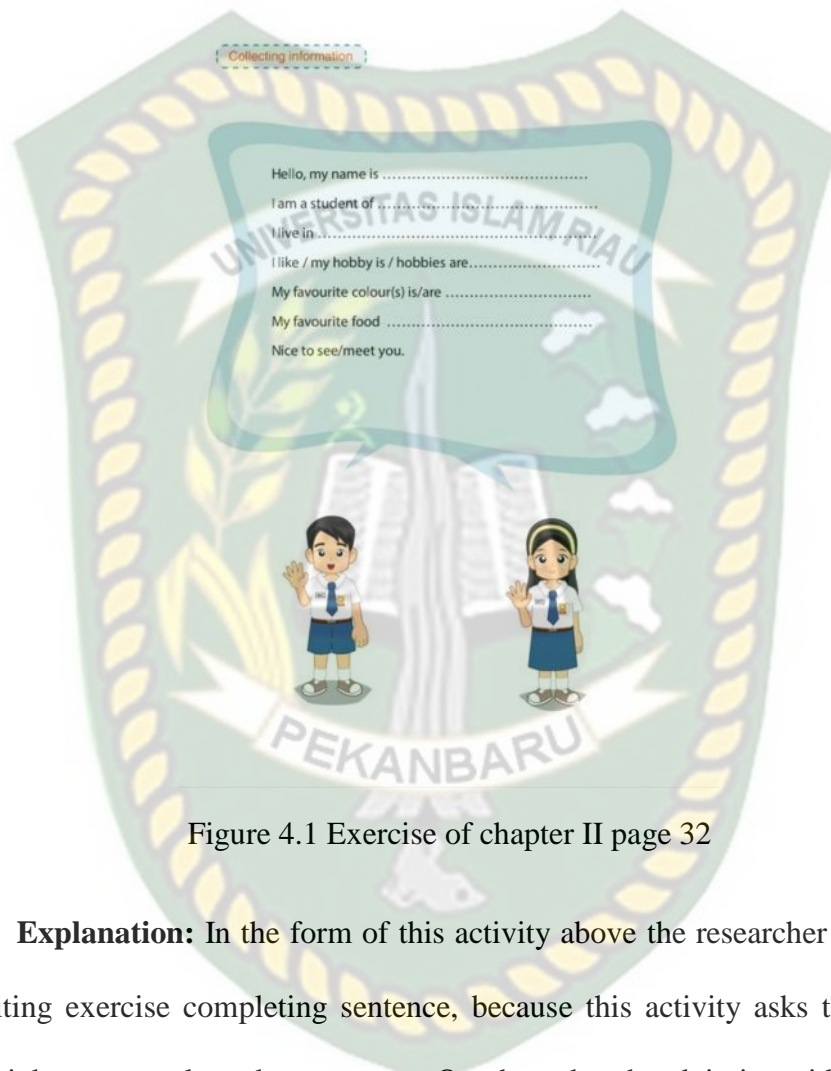


Figure 4.1 Exercise of chapter II page 32

Explanation: In the form of this activity above the researcher finds types of writing exercise completing sentence, because this activity asks the students have right to complete the sentence. On the other hand it is guided if there suggestions to write introducing their self-use the clues above. This exercises excellent with the syllabus of 2013 Curriculum. This exercise it mentioned in the simple competences for students in the first semester of Junior High school Grade VII on writing skill so this exercise relevance with the 2013 Curriculum. Basic competence of writing skill composition and communication. The purpose of this

exercise is to understand how students if respond what a question from a people.
Kind of exercise is controlled exercises.

2). CII/WERB/P.34

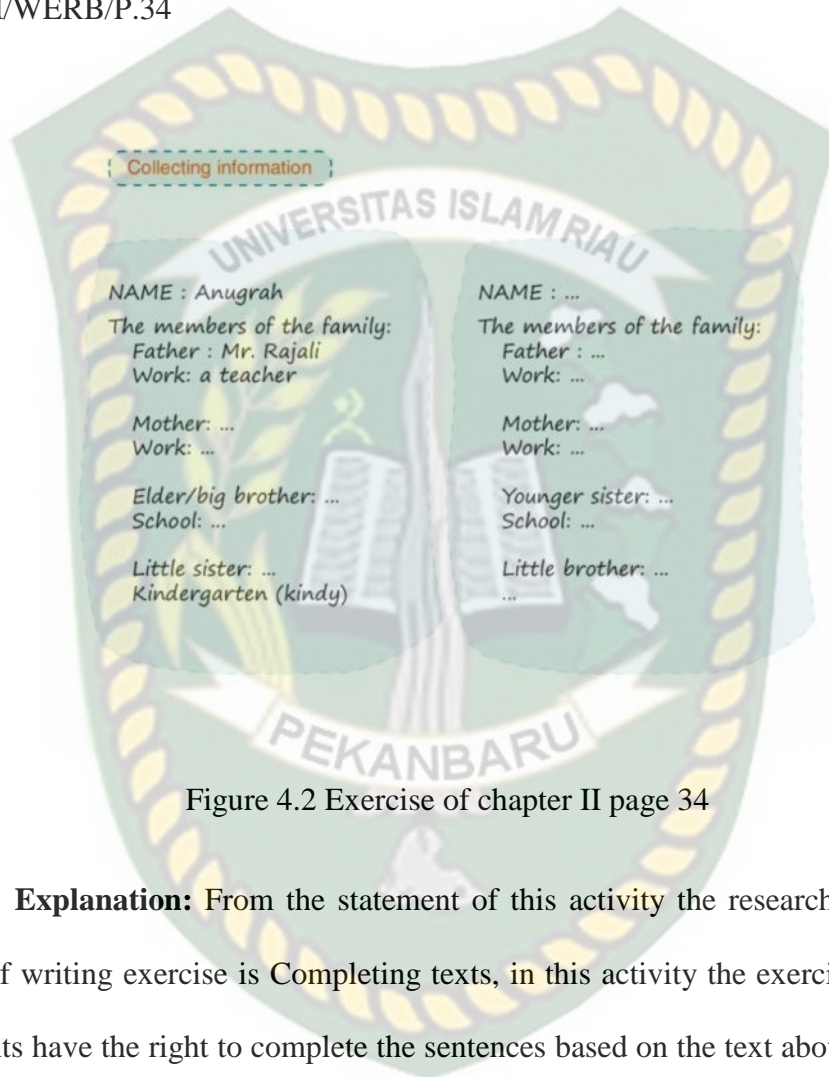


Figure 4.2 Exercise of chapter II page 34

Explanation: From the statement of this activity the researcher founded type of writing exercise is Completing texts, in this activity the exercise asks the students have the right to complete the sentences based on the text above. the type of writing in this exercise appropriate with the syllabus 2013 Curriculum. This exercise have a types of exercise is guided exercises. And kind of test is discrete point testing. These exercises include question that easy to complete the sentence. This exercise relevant to the syllabus 2013 Curriculum and correct to used material learning for seventh-grade students.

3) CII/WERB/P.36

I live in _____

I am from _____

My name is _____

There are ... people in my family. They are _____

My favourite thing(s) is/are _____

My hobby (ies) is/are _____

Figure 4.3 Exercise of chapter II Page 36

Explanation: In the writing exercise above, it can be understood that the exercise increases students' ability in completing sentences. In this exercise the researcher founded types of writing exercise is Completing texts/sentences, because this exercise suggests that this exercise ask the students to have the right to complete their essays. On the other hand, it is guided if their suggestions to write introducing their self-use the clues above. type of exercise is controlled exercises. The type of writing classroom is self-writing. This picture has communicative tests. And this is relevant with the syllabus 2013 Curriculum and correct to used learning material for Seventh Grade Students Junior High School

c. Writing sentences dealing with grammar

1) C1/WERB/P.10

Observing and asking questions

We will make a list of the people we greeted in English today. We will use the table and do it like the examples.

No.	Who?	What time?	What did you say?
1.	Nyoman	6.30	Good morning, Nyoman?
2.	Mr. Erry	10.00	Good morning, Sir. How are you?
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

Figure 4.4 Exercise of chapter I page 10

Explanation: In the table of the exercise above the researcher finds the types of writing exercise is Writing sentences dealing with grammar because in this exercise be found command the students are asked to make a list of the people they greeted in English, and do it like the example. The type of writing classroom is self-writing. This picture has discrete point testing tests. And this is relevant with the syllabus 2013 Curriculum and correct to used learning material for Seventh Grade Students Junior High School.

2) CI/WERB/P.13

Observing and asking questions

We will do a drill to say goodbye.

Here are what we will do each time.
First, we will hear our teacher state a situation.
Then, we will respond with a proper statement to say goodbye.

We will say the sentences loudly, clearly, and correctly.

We will make a list of the people we said goodbye to in English today. We will use the table and do it like the examples.

No.	Who?	What time?	What did you say?
1.	Mrs. Lina	12.35	Goodbye, Mrs. Lina. See you tomorrow.
2.	Winda	12.45	Bye. Take care.
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

Figure 4.5 Exercise of chapter I page 13

Explanation: This type the same as the previous activity. In the table of the exercise above the researcher finds the type of writing exercise is Writing sentences dealing with grammar because in this exercise be found command the students are asked to respond with a suitable statement to say goodbye. The type of writing classroom is self-writing. This picture has discrete point testing tests. And this is relevant with the syllabus 2013 Curriculum and good to used learning material for Seventh Grade Students Junior High School.

3) CII/WERB/P.29

Collecting information

We will redesign and add the English expressions into our Student ID Card, our Library ID Card, and any other ID card we have.

Here are what we will do. We will work in groups. First, we will study the examples. Second, we will put the English expressions under the Indonesian expressions. Then, we will put our cards in the new design on the wall of the classroom. We will answer questions from others who visit our cards.

We will spell the words and use the punctuation marks correctly.

Perpustakaan SMP

Nama : _____

No. Kartu : _____

Tempat/Tanggal lahir : _____

Alamat : _____

Library of SMP

Nama : _____

Name : _____

No. Kartu : _____

ID. Number : _____

Tempat/Tanggal lahir : _____

(Place and Date of Birth)

Alamat : _____

(Address)

Figure 4.6 Exercise of chapter II page 29

Explanation : From the picture of card Identity in this activity the researcher founded types of writing, exercise is writing sentences dealing with grammar because in this exercise indicates that this type the students are asked to complete sentences and the sentences function as the suggestions that the students asked to fill out the identity cards with the use of guiding question above. The type of writing classroom is self-writing. This picture has communicative tests. And this is relevant with the syllabus 2013 Curriculum and correct to used learning cloth for Seventh Grade Students Junior High School.

4) CIII/WERB/P.40

Collecting information

We will tell the class the meal times of everybody in our groups.

Here are what we will do. We will work in groups. **First**, we will repeat the example to tell Benny's meal times after the teacher. **Second**, we will make a table of our meal times in our notebooks. **Then**, each one of us will handwrite to tell the meal times of everybody in our group in our note books. **Finally**, each of us will tell the meal times of everybody in our groups to the class, orally.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly, too. If we have any problems, we will go to our teacher for help.

No.	Name	Breakfast Time	Lunch Time	Dinner Time
	Beni	06.00 in the morning	01.00 in the afternoon	07.00 in the evening
1.				
2.				
3.				
4.				
5.				

Beni has breakfast at six o'clock in the morning. He has lunch at one o'clock in the afternoon. He has dinner at seven o'clock in the evening.

Figure 4.7 Exercise of chapter III page 40

Explanation: In the form of this exercise, the researcher finds the types of writing exercise is Writing sentences dealing with grammar because in this exercise suggests that this type the students are asked to make sentences based on the table. The type of writing classroom is self-writing. This picture has communicative tests. And this is relevant with the syllabus 2013 Curriculum and correct to used learning material for Seventh Grade Students Junior High School.

5) CIII/WERB/P.43

Collecting information

What does Edo do on one Sunday? We will handwrite the information in a table.

Here are what we will do. We will work in groups. **First**, we will read the situations carefully. **Second**, we will discuss and decide the information from each statement. **Then**, every one of us will copy the example and handwrite the information on the table.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

No	Morning/Afternoon/	Time	Activities	Additional Information
1.	In the morning	05.00	Edo gets up and takes a bath.	-
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Figure 4.8 Exercise of chapter III page 43

Explanation: Based on the table of this exercise the researcher finds kind of writing exercise is Writing sentences dealing with grammar. This exercise asked the student to write the exercise and the time based on the text. The type of writing classroom is self-writing. This table has communicative tests. This is relevant with the syllabus 2013 Curriculum and correct to used learning material for Seventh Grade Students Junior High School.

6) CIII/WERB/P.45

Collecting information

We will learn to say the hour and the minute of the time.

Here are what we will do. We will work in groups. **First**, we will read the conversation carefully. **Second**, we will discuss and decide the information from the conversation. **Then**, every one of us will handwrite the missing information from the conversation.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

On _____ Lina and her family go _____
They usually go there at _____

On _____ Dayu and her family go to _____
They usually go there at _____

Figure 4.9 Exercise of chapter III Page 45

Explanation: In this exercise, the researcher finds the type of writing exercise is writing sentences dealing with grammar because this activity suggests that this type the students are asked to complete the missing information from the conversation. The type of writing classroom is self-writing. This picture has communicative tests. And this is relevant with the syllabus 2013 Curriculum and correct to used learning material for Seventh Grade Students Junior High School.

7) CIII/WERB/P.46

Collecting information

We will report our findings in good sentences.

Here are what we will do. First, we will study the example carefully. Second, we will make sentences about our daily activities. Then, we will handwrite it on our notebooks.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Example:
I usually wake up at five o'clock in the morning. My friend usually wakes up at half past four in the morning.

Figure 4.10 Exercise of chapter III page 46

Explanation: The writing exercises in this activity researcher finds types of writing exercise is Writing sentences dealing with grammar because in this exercise suggests that this instruction ask the students makes sentence about their daily activities. The type of writing classroom is self-writing. This picture has communicative tests. And this is relevant with the syllabus 2013 Curriculum and correct to used learning material for Seventh Grade Students Junior High School.

8) CIII/WERB/P.51

Collecting information

We will fill in the table with the birthdays of ten classmates.

Here are what we will do. First, we will study the example. Second, we will copy and handwrite the table on our notebook. Third, we will ask ten classmates for their birthdays. Then, we will fill the table with the information we got from the interview. Finally, we will handwrite the statements about our classmates' birthdays in sentences.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

No	Name	Birthday	Statements
1.	Beni	January 29 th	1. Beni's birthday is in January. 2. It is on the twenty ninth of January.
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Figure 4.11 Exercise of chapter III page 51

Explanation : In the form of this exercise, the researcher finds the type of writing exercise is writing sentences dealing with grammar because in this exercise suggests that this type the students are asked to fill the information with the data they obtained from their classmate's birthdays. After that students write down the statements about their classmates' birthdays in sentences. The type of writing classroom is self-writing. This picture has communicative tests. And this is relevant with the syllabus 2013 Curriculum and correct to used learning material for Seventh Grade Students Junior High School.

9) CIII/WERB/P.56

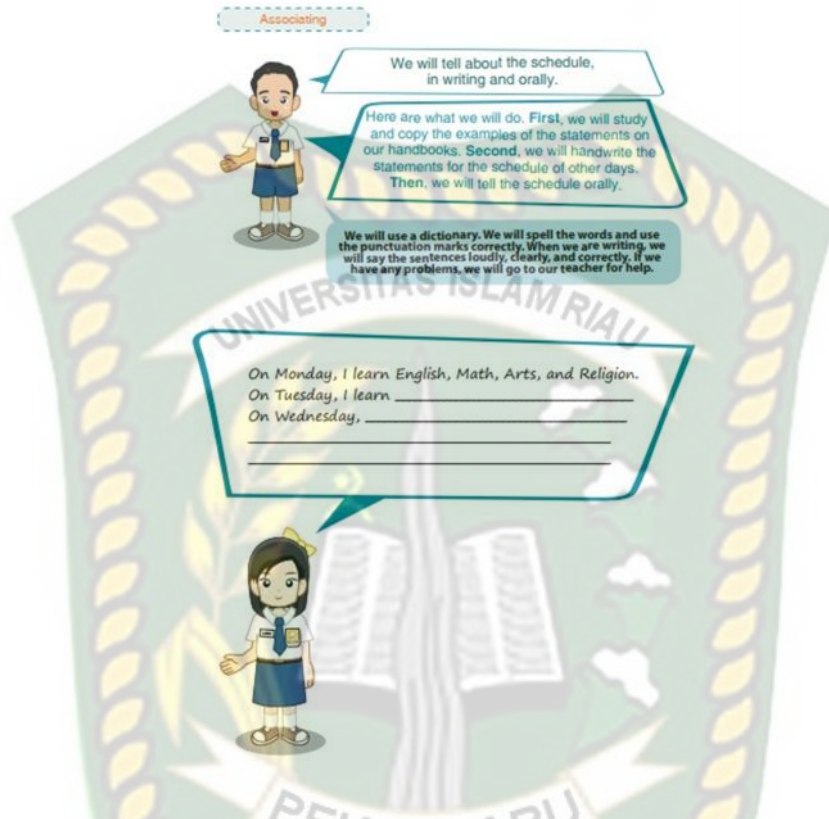


Figure 4.12 Exercise of chapter III page 56

Explanation: In this activity, the researcher finds the type of writing exercise is writing sentences dealing with grammar because in this exercise suggests that this type the students are asked to write down the statements for the schedule of other days. The type of writing classroom is self-writing. This picture has communicative tests. And this is relevant with the syllabus 2013 Curriculum and correct to used learning material for Seventh Grade Students Junior High School.

10) CIV/WERB/P.63

Collecting information

We will learn to tell the names of the things that we really have in our bags.

Here are what we will do. We will work in pairs. First, we will show the things in our bags to each other. Second, we will tell each other their names and their numbers.

We will use a dictionary. We will say the words loudly, clearly, and correctly. If we have a problem, we will go to our teacher.

I have two rubbers. What about you? how many pens do you have?

I have three pens.


No.	Names of the things	Numbers of the things in my bag	Numbers of the things in my friend's bag
	rubber	2	3
1.			
2.			
3.			
4.			
5.			

Figure 4.12 Exercise of chapter IV page 63

Explanation: In from of the exercise the researcher finds the types of writing exercise is Writing sentences dealing with grammar because in this exercise suggests that things in the bags to every other, and then students write down the things identity and their number in the table. The type of writing classroom is self-writing. This picture has communicative tests. And this is relevant with the syllabus 2013 Curriculum and correct to used learning material for Seventh Grade Students Junior High School.

11) CIV/WERB/P.65

Collecting information



We will tell the names of the things at the dining table, their number and locations.

Here are what we will do. **First**, we will go around our school to identify the rooms and other facilities there, and the number of each thing. **Second**, we will use a dictionary to know their names. **Then**, we will plan what to say about each of our findings in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. We have fifteen classrooms.
2. We have one library.
3. _____
4. _____
5. _____
6. Etc.

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Figure 4.13 Exercise of chapter IV page 65

Explanation: The writing exercises in this activity researcher find sorts of writing exercise is Writing sentences dealing with grammar because in this exercise suggests that this instruction ask the students write down the identity of rooms and different facilities there, and the number of each thing. The type of writing classroom is self-writing. This activity has communicative tests. And this is relevant with the syllabus 2013.

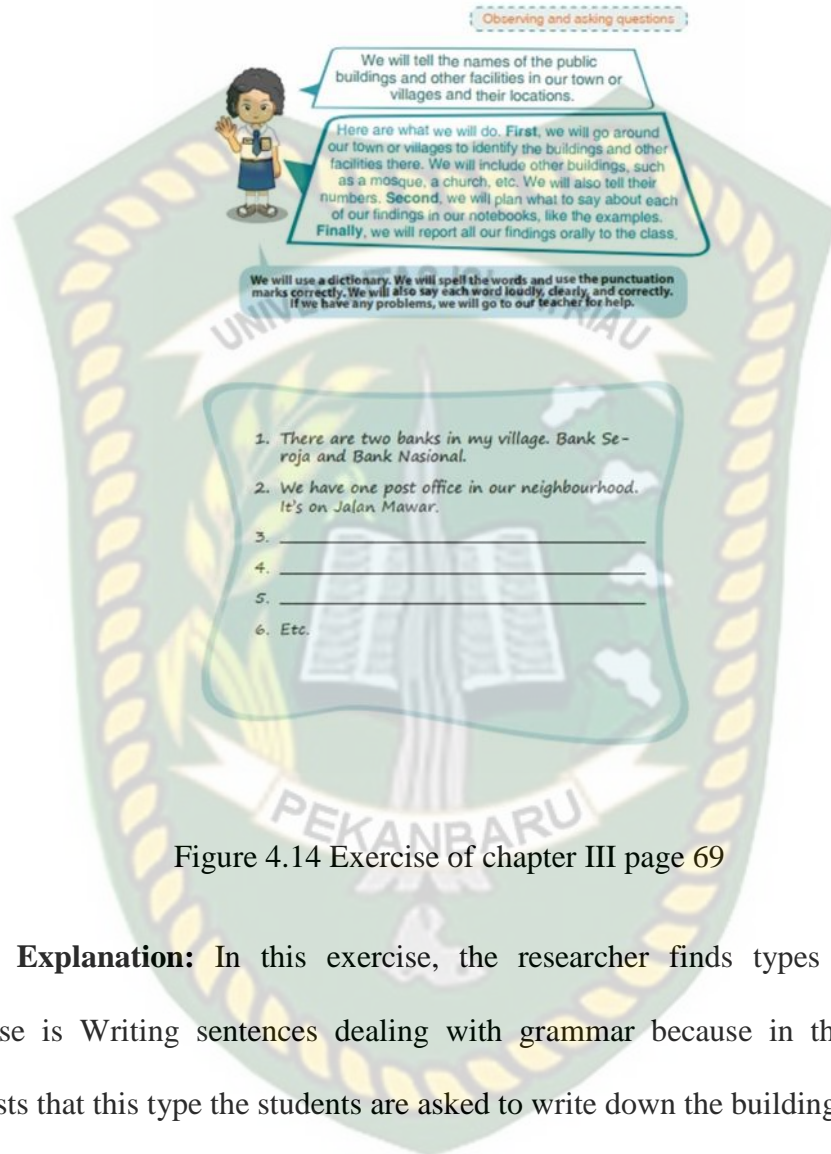


Figure 4.14 Exercise of chapter III page 69

Explanation: In this exercise, the researcher finds types of writing exercise is Writing sentences dealing with grammar because in this exercise suggests that this type the students are asked to write down the buildings and other facilities there, encompass other buildings. Such as a mosque. A church, etc. Students also write down their numbers. The type of writing classroom is self-writing. This picture has communicative tests. And this is relevant with the syllabus 2013 Curriculum and correct to used learning material for Seventh Grade Students Junior High School.

13) CIV/WERB/P.71

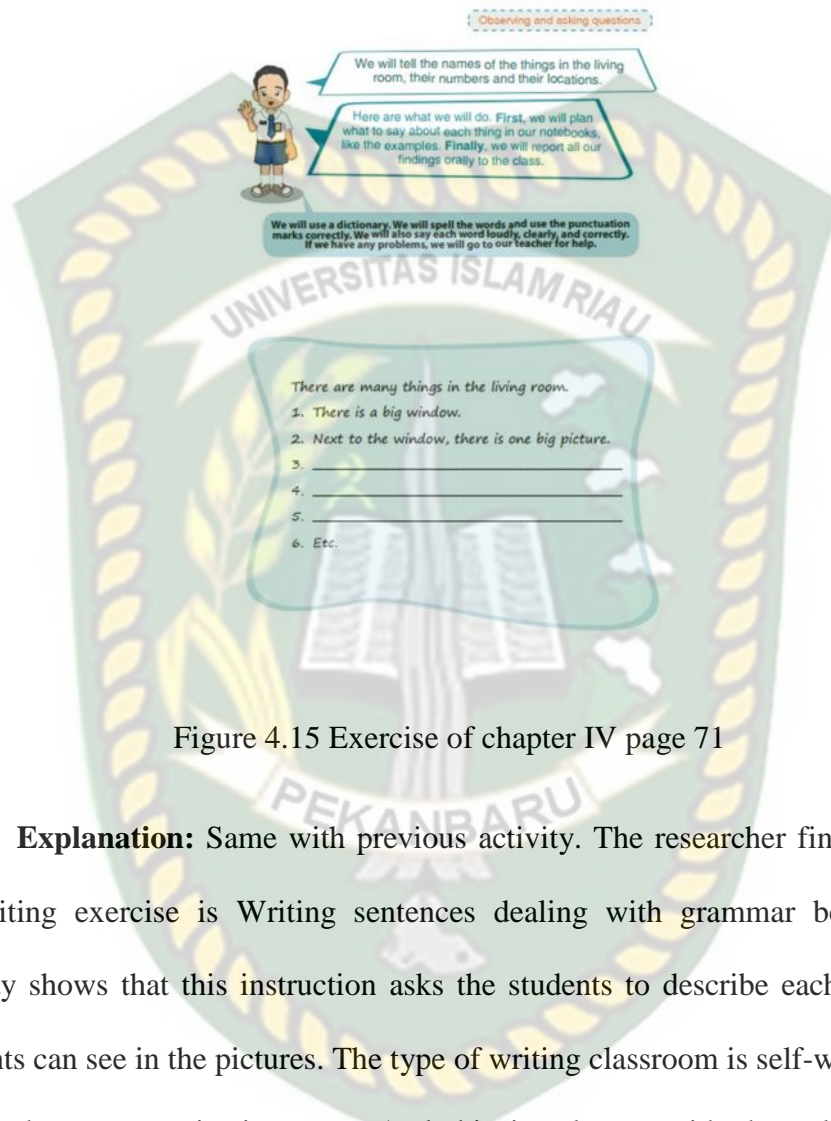


Figure 4.15 Exercise of chapter IV page 71

Explanation: Same with previous activity. The researcher finds the type of writing exercise is Writing sentences dealing with grammar because this activity shows that this instruction asks the students to describe each thing that students can see in the pictures. The type of writing classroom is self-writing. This picture has communicative tests. And this is relevant with the syllabus 2013 Curriculum and correct to used learning material for Seventh Grade Students Junior High School.

14). CIV/WERB/P77-78

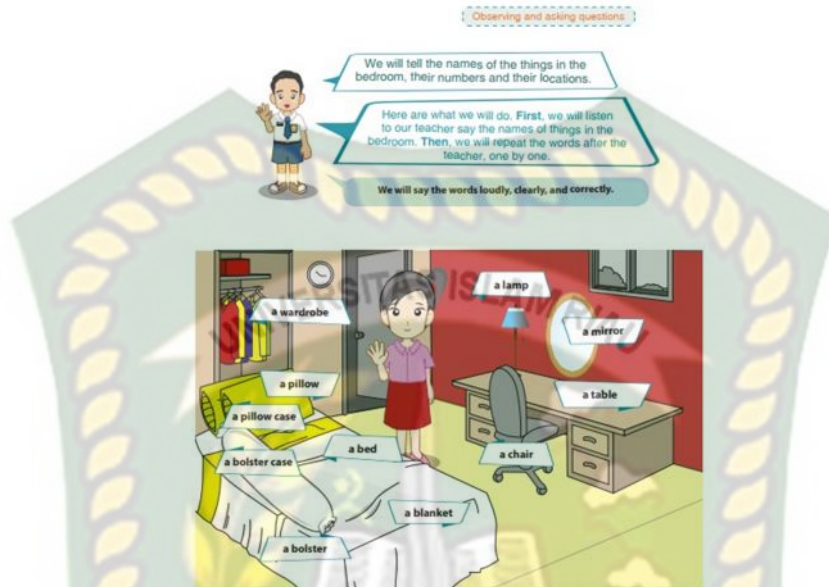


Figure 4.16 Exercise of chapter IV page 77



Figure 4.17 Exercise of chapter IV page 78

Explanation: In from of the exercise the researcher finds the types of writing exercise is writing sentences dealing with grammar, because in this exercise suggests that this direction ask the students to describe each thing in their notebooks, like the examples. The type of writing classroom is self-writing. This picture has communicative tests. And this is relevant with the syllabus 2013 Curriculum and properly to used learning material for Seventh Grade Students Junior High School.

15). CIV/WERB/P.79

Observing and asking questions

We will tell the names of the things in our bedrooms, their numbers and their locations.

Here are what we will do. First, each one of us will look closely into our own bedrooms to identify the things and other facilities there. We will also tell their numbers. Second, we will plan what to say about each of our findings in our notebooks, like the examples. Finally, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. I have a small bedroom. There is one bed with mattress on it.
2. I have no table in my bedroom.
3. _____
4. _____
5. _____
6. Etc.

Figure 4.18 Exercise of chapter IV page 79

Explanation: In the form of this exercise, the researcher finds the sort of writing exercise is Writing sentences dealing with grammar because in this activity shows that this type the students are asked to identify the things and other

facilities there. And they also write their numbers. make sentences based on the table. The type of writing classroom is self-writing. This picture has communicative tests. And this is relevant with the syllabus 2013 Curriculum and good to used learning material for Seventh Grade Students Junior High School.

16. CIV/WERB/P.91

Collecting information

We will tell the names of the animals we can find near our school and our houses.

Here are what we will do. First, we will look around our school and our houses to find small and big animals there. We will take notes of our findings. We will also tell their numbers. Second, we will use a dictionary to find the English words for the animals. Third, we will plan what to say about each of our findings in our notebooks, like the examples. Finally, we will report all our findings orally to the class.

We will use a dictionary. We will say the words loudly, clearly, and correctly. If we have a problem, we will go to our teacher.

There are many animals near our school and our houses.

1. There are some cats. Budi has one cat in his home.
2. Yani has two cows and some goats.
3. There are some caterpillars in the flower plants in front of the library.
4. _____
5. _____
6. Etc.

Figure 4.19 Exercise of chapter IV page 91

Explanation: The writing exercises in this activity researcher finds types of writing exercise is dealing with grammar because in this exercise suggests that this instruction ask the students makes sentence about animal and additionally tell their numbers. The type of writing classroom is self-writing. This picture has communicative tests. And this is relevant with the syllabus 2013 Curriculum and correct to used learning material for Seventh Grade Students Junior High School.

17). CV/WERB/P.102

Observing and asking questions

We will work in groups. We will list the speakers' statements about the park.

Here are what we will do. We will work in groups. First, we will study the examples carefully. We will copy and handwrite them in our notebooks. Second, we will discuss to find the speakers' statements about the park. Third, every one of us will handwrite the sentences on a piece of paper. Finally, in each group, we will read all the sentences to each other, orally.

We will use a dictionary. We will spell the words and use punctuation marks and capital letters correctly. When we are writing, we will say the sentences loudly, clearly and correctly. If we have any problems, we will go to our teacher for help.

According to the students, the mark has the following good qualities.

1. This park is shady.
2. _____
3. _____
4. _____
5. _____
6. _____

Siti likes the park because ...

1. The park is shady.
2. _____

Udin likes studying in the park because ...

1. The weather is nice.
2. _____
3. _____

Figure 4.20 Exercise of chapter V page 102

Explanation: The writing exercises in this activity researcher finds types of writing exercise is Writing sentences dealing with grammar because in this exercise shows that this instruction ask the students to find the speakers' statements about the park. Students write down the sentences on a piece of paper. The type of writing classroom is self-writing. This picture has communicative tests. And this is relevant with the syllabus 2013 Curriculum and precise to used learning material for Seventh Grade Students Junior High School.



Figure 4.21 Exercise of chapter V page 109

Explanation: In this exercise, the researcher finds type of writing exercise is writing sentences dealing with grammar because in this exercise suggests that this type the students are asked to discuss and write down ten objects (rooms and things) really have in their school and their qualities. Students are requested to write the sentence on a piece of paper. The type of writing classroom is self-writing. This picture has communicative tests. And this is relevant with the syllabus 2013 Curriculum and correct to used learning material for Seventh Grade Students Junior High School.

19). CV/WERB/P.110

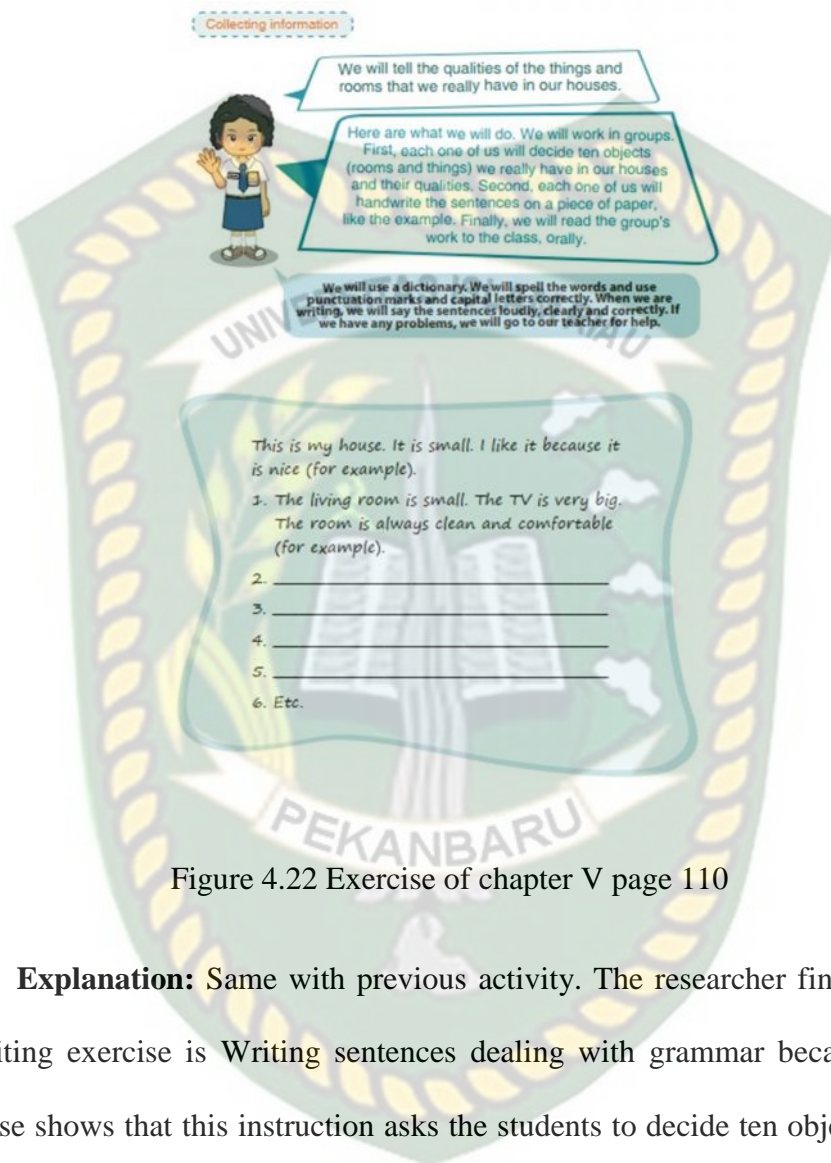


Figure 4.22 Exercise of chapter V page 110

Explanation: Same with previous activity. The researcher finds the type of writing exercise is Writing sentences dealing with grammar because in this exercise shows that this instruction asks the students to decide ten objects (rooms and things) really have in their houses and their qualities. Then, students write down the sentences on a piece of paper. The type of writing lecture room is self-writing. This picture has communicative tests. And this is relevant with the syllabus 2013 Curriculum and correct to used learning material for Seventh Grade Students Junior High School.

20). CVI/WERB/P.144-145

Associating

We will work in groups. We will write the names of the things in our classroom and what we use them for.

Here are what we will do. First, we will study the example carefully. Second, we will copy the table to our notebooks. Third, we will discuss what we use the things for. Then, we will complete the table based on the result of our discussion.

We will use a dictionary. We will spell the words correctly. When we are writing, we will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

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No.	The things	What we use them for
1.	chairs	We sit on it.
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Figure 4.23 Exercise of chapter VI page 144

Figure 4.24 Exercise of chapter IV page 145

Explanation: Same with previous activity. The researcher finds the type of writing exercising is Writing sentences dealing with grammar because this exercise shows that this instruction asks the students to determine ten objects

(rooms and things) really have in their houses and their qualities. Then, students write down the sentences on a piece of paper. The type of writing classroom is self-writing. This picture has communicative tests. And this is relevant with the syllabus 2013 Curriculum and desirable to used learning material for Seventh Grade Students Junior High School.

21). CVII/WERB/P.162

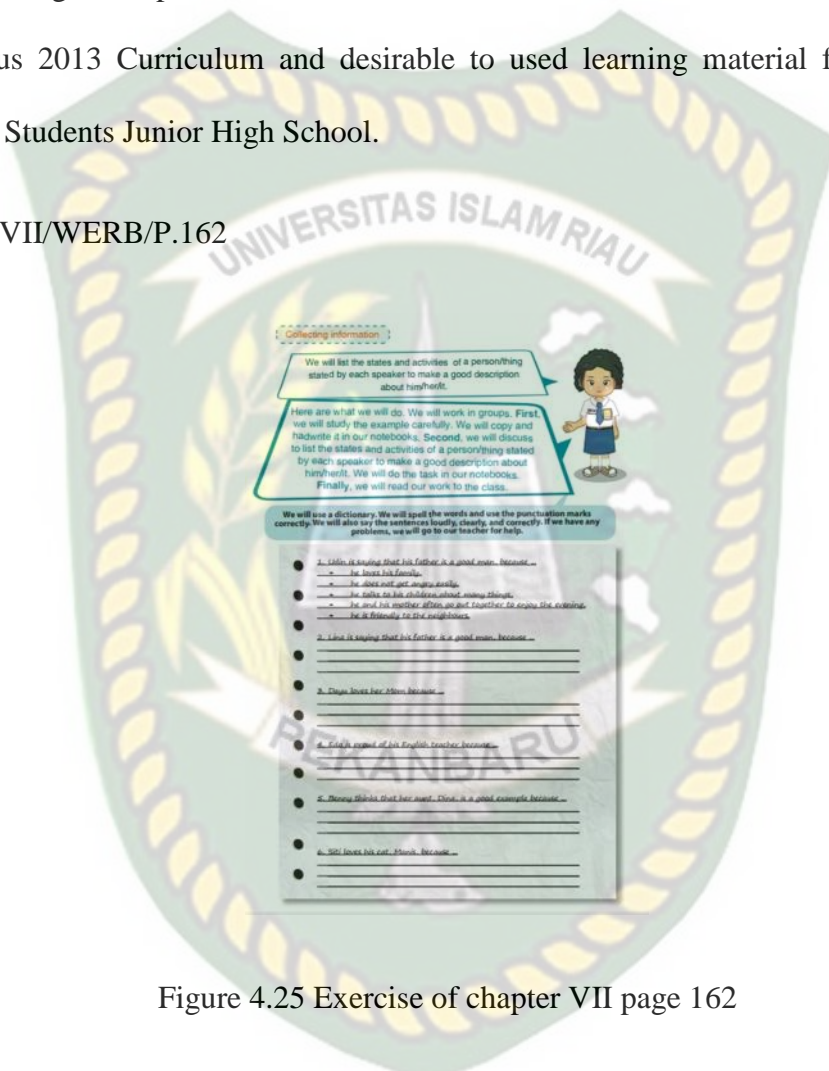


Figure 4.25 Exercise of chapter VII page 162

Explanation: The writing exercises above be found the command in this bubble that the students asked to make a sentence with their group, refers to the examples. From the command, the researcher finds the kind of writing exercise is writing a sentence with dealing with grammar, because students are asked to discuss list the states and activities of a person/thing stated through each speaker to make a correct description about him/her/it. The type of writing classroom is

self-writing. This picture has communicative tests. And this is relevant with the syllabus 2013 Curriculum and correct to used learning material for Seventh Grade Students Junior High School.

d. Writing Short Functional Texts

1) CVII/WERB/P.174-175

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Associating

We will work on a class project to write about our school to show our pride, to promote it, and to criticize it, too. The title is "This is our Lovely School". Each group will contribute at least five sentences.

Here are what we will do. First, all groups will go around and observe our school and collect useful information about it. Second, each group will make five statements about the school and write them on a piece of paper. Third, we will put all the statements from every group on the classroom wall. Fourth, one member of each group will read out their sentences to the class. We will then discuss to put the ideas from all the groups together in a good order. Fifth, we will add a picture or some decoration to make it look interesting. We will write down our identity at the bottom, on the right hand corner. Then, we will put it on the classroom wall. Finally, we will take turn reading out the text to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly, too. If we have any problems, we will go to our teacher for help.

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This is our Lovely School

Figure 4.26 Exercise of chapter VII page 174

Figure 4.27

Exercise of chapter VII page 175

Explanation: In this exercise, the researcher finds the type of writing exercise is writing short functional texts. Because it is can be controlled or guided exercise. It is guided when there are some suggestions provided, and this instruction asked the students to write a text about the school. The exercises identical with the indicator of syllabus 2013 Curriculum.

e. Developing Vocabulary into Sentences

1) CIII/WERB/P.47

You			Your Friend		
No.	Time	Activities	No.	Time	Activities
1.	05:00	wake up	1	04:30	wake up
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Figure 4.28 Exercise of chapter III page 47

Explanation: The writing exercises based on the picture above this activity, the researcher finds types of writing exercise is developing vocabulary into sentences because this exercise shows that this exercise asks the students to

write about what they usually do every day, and the time they do each activity. Then, students put the information in the table. The exercises identical with the indicator of syllabus 2013 Curriculum.

3) CIII/WERB/P.57

We will make our own schedule at school.

Here are what we will do. We will work in groups.
First, we will study the previous example.
Second, each of us will copy and handwrite the schedule on our notebooks, including the information about time. **Then**, we will make some statements related to our schedules. We can also decorate it and hang it on the wall.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Time	Monday	Tuesday	Wednesday	Thursday	Friday

On Sunday, I learn English at seven o'clock.
 On Wednesday, I learn English at half past nine.

Figure 4.29 Exercise of chapter III page 57

Explanation: In this exercise, the researcher finds type of writing exercise is developing vocabulary into sentences, because this exercise indicates that this exercise asks the students to write about the schedule in students' book, including the information about time. The exercises same as the indicator of syllabus 2013 Curriculum.

4.1.2 The Suitability of the writing exercise in the textbook *When English Rings the Bell*.

In this research, the researcher used a descriptive qualitative research method. The data in the textbook were taken from writing exercises in each chapter, and each chapter has writing exercises. The data about writing exercises in English Textbook “When English Rings the Bell” of seventh-grade junior high school published by Minister and Education.

In term of the suitability of writing exercises in textbook with the 2013 Curriculum, there are 27 writing exercises from 8 chapters, and researcher examine the suitability of writing types with the 2013 Curriculum.

Table 4.2 The result of writing exercises provided in the textbook

No	Types of writing exercises demanded by 2013 curriculum	Writing exercises provided in the textbook	Total	Percentage
1.	Arranging Scrambled into Paragraph	-	-	-
2.	Completing Text or sentence	CII/WERB/P.32 CII/WERB/P.34 CIII/WERB/P.36	3	11.11%
3.	Writing Sentences dealing with grammar	CI/WERB/P.10 CI/WERB/P.13 CII/WERB/P.29 CIII/WERB/P.40 CIII/WERB/P.43 CIII/WERB/P.45 CIII/WERB/P.46	21	77.77%

		CIII/WERB/P.51 CIII/WERB/P.56 CIV/WERB/P.63 CIV/WERB/P.65 CIV/WERB/P.69 CIV/WERB/P.71 CIV/WERB/P.77 CIV/WERB/P.79 CIV/WERB/P.91 CV/WERB/P.102 CV/WERB/P.109 CV/WERB/P.110 CVI/WERB/P.144-145 CVII/WERB/P.162		
4.	Writing short functional texts	CVII/WERB/P.174	1	3.70%
5.	Developing vocabulary into sentence	CIII/WERB/P.47 CIII/WERB/P.57	2	7.40%
		Total	27	

From that percentage, the researcher finds only four types of writing exercises in the textbook, namely; Write text functional text, Writing dealing with Grammar, Writing short functional text, Developing vocabulary into a sentence, Completing text or sentence, and Arranging scrambled word into a good essay or sentence not found in the textbook.

In term of the writing exercises in the textbook, the researcher is found 27 writing exercises from 8 chapters, then the researcher discuss the percentage of the types of writing exercises are dominant in When English Rings a Bell

textbook. is Writing sentences dealing with grammar (21) exercises, and the total for typewriting which is developed in the *When English Rings a Bell* textbook is twenty-seven (27).

Based on the previous table, the percentage of every writing exercises are; arranging scrambled word into good sentences (not observed in the textbook), completing texts/ sentences (11,11%), writing sentences dealing with grammar (77,77%), writing short functional texts (3,70%), developing vocabulary into sentences (7,40%), so the writing exercises are dominant found in the *When English Rings the Bell* textbook is Writing Sentences dealing with grammar (77,77%).

The English textbook entitled *When English Rings the Bell* for seventh grade Junior High School published by the government is a textbook which applied the 2013 Curriculum. It should contain the type of writing exercises. There are 5 types of writing exercise demanded by 2013 Curriculum they are Arranging scrambled word into good essay or sentence(not found in the textbook), Write the short functional text (3,70%), Writing dealing with Grammar(76,92%), Developing vocabulary into a sentence (7,40%), and Completing text or sentence (11,11%). After analyzing the textbook the writer calculating the dominant of writing exercise in the textbook, the score dominant is 77,77% that is writing sentences dealing with grammar. But there is still one writing exercise that not provide in this textbook is Arranging scrambled words into a good essay or sentence.

Table 4.3 The result of Suitability

No	The Activity of Writing exercises demanded by 2013 curriculum	Writing exercises provided in the textbook	Compatible	Not Compatible
1.	Arranging Scrambled into Paragraph	-		✓
2.	Completing Text	CII/WERB/P.32 CII/WERB/P.34 CIII/WERB/P.36	✓	
3.	Writing Sentences dealing with grammar	CI/WERB/P.10 CI/WERB/P.13 CII/WERB/P.29 CIII/WERB/P.40 CIII/WERB/P.43 CIII/WERB/P.45 CIII/WERB/P.46 CIII/WERB/P.51 CIII/WERB/P.56 CIV/WERB/P.63 CIV/WERB/P.65 CIV/WERB/P.69 CIV/WERB/P.71 CIV/WERB/P.77 CIV/WERB/P.79 CIV/WERB/P.91 CV/WERB/P.102 CV/WERB/P.109 CV/WERB/P.110 CVI/WERB/P.144-145 CVII/WERB/P.162	✓	
4.	Writing short functional texts	CVII/WERB/P.174	✓	
5.	Developing vocabulary into sentence	CIII/WERB/P.47 CIII/WERB/P.57	✓	
5		Total	4	1

After analyzing the data in each exercise develop in the textbook, the researcher finds the total variety for typewriting which are developed in the *When English Rings a Bell* textbook is eight (4) kind out of five (5) type. The percentage of the compatibility of writing exercises with the writing skill in the 2013 Curriculum can be seen as follows.

$$\frac{4}{5} \times 100$$

Based on the Schema of Quality Classification as proposed by Arikunto (1993:201), the score of writing exercises found in the *When English Rings the Bell* textbook is good because the score is 80 %, and this textbook compatible with the 2013 Curriculum.

4.2 Data Analysis

4.2.1 The types of writing exercise in *When English Rings the Bell* textbook based on 2013 Curriculum.

An English textbook entitled *When English Rings the Bell* for seventh grade junior high school published by the government is a textbook that applies the 2013 Curriculum. As a textbook that applies the 2013 Curriculum, it must contain a type of writing exercise. There are types of writing exercises required by the 2013 Curriculum, namely Arranging Random Words into Good Essays or Sentences, Writing Functional Texts, Writing dealing with Grammar, Developing vocabulary into Sentences, and completing Texts or Sentences.

After analyzing the content of the exercise to write When English Rings the Bell English textbook in each activity. The researcher did not find one type of writing practice in the textbook, specifically writing exercises that were not found in When English Rings a Bell is Arranging Scrambled word into sentences. Another type of writing exercise is provided in the 2013 Curriculum.

4.2.2 The Suitability of the writing exercise in the textbook *When English Rings the Bell*.

When English Rings the Bell English textbook with the 2013 Curriculum the researcher used a checklist instrument. First, the researcher compares the material of the writing exercise with the syllabus. Then, the researcher calculating used the theory of the Schema of Quality Classification as proposed by Suharsimi (1993:201). Based on the finding after calculating the compatibility of writing exercise in English textbook with the 2013 Curriculum, the score is 80%. From this result, it can be concluded that this book suitable with 2013 Curriculum and can be recommended as teaching-learning media in this class. But there is still one material that not provides in this textbook.

4.3 Discussion

The English textbook entitled When English Rings the Bell for seventh grade Junior High School published by the government is a textbook which applied the 2013 Curriculum. It must include the type of writing exercises. There are 5 types of writing exercise demanded by 2013 Curriculum they are Arranging scrambled word into correct essay or sentence (not found in the textbook), Write

text functional text (11,11%), Writing dealing with Grammar (77.77%), Developing vocabulary into a sentence (7,40%), and Completing text or sentence (11,11%). After analyzing the textbook the writer calculating the dominant of writing exercise in the textbook, the score dominant is 77.77% that is writing sentences dealing with grammar. But there is still one writing exercise that not provide in this textbook is Arranging scrambled words into a good essay or sentence.

The other writer Husein, Dwi M. (2010) found 6 types of writing exercises in 2006 Curriculum are: Arranging scrambled paragraphs into essays in the structure of a report, Completing texts, Writing sentences dealing with grammar, Writing essays in form of a report, narrative, analytical exposition, spoof, and hortatory exposition, writing short functional texts, Revising sentences or essays. From the analysis by the writer found arranging scrambled paragraphs into essays in form of a report, narrative, analytical exposition, spoof, and hortatory exposition (3 writing exercises) completing text (20 writing exercises), writing sentences dealing with grammar (29 writing exercises), writing essays in form of a report, narrative, analytical exposition, spoof and hortatory exposition (15 writing exercises), writing short functional text (4 writing exercises), and revising sentences or essays (3 writing exercises). From the result, the types of writing exercises in her textbook analyzed found all types of writing exercises in the textbook. It means that all the objectives of writing skills demanded by the 2006 curriculum are introduced in the textbook. So, the dominant type is writing sentences dealing with grammar (29 writing exercises).

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research is targeted at writing exercises in seventh grade When English rings a bell book based totally on the 2013 curriculum. Researcher used qualitative descriptions as a method for analyzing textual content in textbooks. First, the researcher observed the kind of writing. There are five kinds of writing exercises in the 2013 curriculum, however after the researcher analyzed writing exercises in textbooks, only 4 kinds of writing were found. The kind not discovered in textbooks is scrambled into proper sentences.

From this result, the writing exercise on *When English Rings the Bell*, English textbooks published by minister and education can be encouraged as a media for teaching and learning activities. Another cause is that the illustrations in the textbooks are very captivating to students. the sentences are additionally simple and easy to understand with clear directions for every activity.

From the first evaluation, the writing exercise in *When English Rings Bell*, an English textbook published by minister and education are: arranging scrambled word into correct sentences (not found in the textbook), completing texts/ sentences (11,11%), writing sentences dealing with grammar (77.77%), writing short functional texts (3,70%), developing vocabulary into sentences (7,40%), so the writing exercises are dominant in the textbook is writing sentences dealing with grammar. The researcher used the documentary to recognize the dominant of

the writing exercises provided in the textbook with the 2013 Curriculum, and after the percentage, the score of writing exercises calculated is 77,77 % of dominant with 2013 Curriculum.

The second evaluation is the suitability of writing exercises towards the 2013 Curriculum. The researcher used a checklist to understand the compatibility of the writing exercises provided in the textbook with the 2013 Curriculum, and after the percentage, the score of writing exercises calculated is very appropriate because the score is 80 % of compatibility with the 2013 curriculum. From the result, it can be concluded that the material of writing exercises in the textbook is suitable with the 2013 Curriculum.

5.2 Suggestion

Finally, from the finding and conclusion of this study, The researcher realizes that there is no ideal writing exercise in the world. But, the discovering of this learn about may also provide a broader overview to everyone towards the significance of the use of a perfect writing exercise from a proper textbook that will take some results of students perception and progress in writing skill. Hopefully, this research can provide a reference to choose an appropriate English textbook in terms of writing exercises in the educating process. Then the researcher submitted numerous guidelines as follows:

1. To English Teacher

- a. In the educating studying process, the English teacher needs to be chosen the great English textbook and the exercises it can improve conversation practiced

by the students and teachers. English teachers have to be selective to use English textbooks to educate the students. Because in teaching the students, the teacher English needs to be active and innovative to provide the materials for the students. So the students are more inspired to study English materials.

- b. The effects of the evaluation of this book can be used as a reference in choosing questions on student books that are appropriate for studying in the Curriculum 2013.

2. For Textbook Authors

The last results of this study can be used as input in revising English textbooks, specifically in gives the materials and tasks which is appropriate with the best of textbook materials specially in writing.

3. For other researchers.

The next researcher can also be able to make research about the exercises on the textbook in accurate variations and after that, the next researcher can also be able to make a test to the students. So that it can be new discovering to improve student's motivation in studying English by using experimental research.

Finally, the researcher realizes that this closing assignment is far from being perfect. Because of limiting conditions, positive critics and recommendations are definitely accepted for the perfection of the last project. Hopefully, this last project will be useful for all of us. Amin.

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