

# AN ANALYSIS ON WRITING EXERCISES IN ENGLISH TEXTBOOK FOR GRADE SEVEN ENTITLED “WHEN ENGLISH RINGS A BELL”

Wiwin Simanungkalit, Kammer Tuahman Sipayung, Harpen Silitonga  
Pendidikan Bahasa Inggris HKBP Nommensen University  
wiwinsimanungkalit80@gmail.com

## Abstract

This study is attempts Analysis on writing Exerciss In English Textbook Entitled “When English Rings a Bell”. The objectives of this research is to know the types of writing exercises in When English Rings a Bell textbook based on 2013 Curriculum. The research is content analysis design. The instrument for collecting data is documentary is taken from English textbook seventh grade students published by kemendikbud. After observing the textbook, matching with the 2013 Curriculum, the types of writing exercises of *When English Rings A Bell* Textbook the writer found four type there are is (a) Completing texts, (b) writing sentence dealing with grammar, (c) writing short functional text and (d) Developing vocabulary into sentence. The writer found the kinds practice of exercises there are Controlled exercises and Guided exercises, the result is are: arranging scrambled word into good sentences (not found in the textbook), completing texts/sentences (12,50%), writing sentences dealing with grammar (50%), writing short functional texts (18,75%), developing vocabulary into sentences (18,75%) so the types of writing exercises are dominant is writing sentences dealing with grammar (50%).

**Keywords :** *An Analysis, Writing Exercises, Textbook, 2013 Curriculum*

## INTRODUCTION

As human beings, people tend to live or interact with other people. It means that humans are social creatures, they need each other to live. As social creatures, they need to interact with others, express their feelings, opinions, and need the use of language as communication emerges. Languages develop further by time. One of the languages that has developed significantly is English. English has put its name as the international language. Nowadays, almost every nation use English as their second or foreign language, including Indonesia. Indonesia has considered English as the first foreign language which plays important roles in Indonesian education. It becomes a compulsory subject to be taught gradually from junior high school to the university level.

The aim of teaching English is to master the four language skills, namely: listening, reading, speaking, and writing. These four language skills enable students to take part in information exchange, to

establish interpersonal relationship, and to obtain knowledge as well as to enjoy the language esthetic of English (Nurhadi, 2004:200). It is because English has many differences from our native language. Relating to this matter, writing, as one of the language skills stated in the curriculum, is considered as the most difficult and complex skill to learn by students. Students find difficulties in writing in the foreign language rather than in their first language. It is caused by some factors such as vocabulary, language functions, grammar, and style and sociolinguistic. Those factors cannot be ignored in learning writing in English.

The writing skill is one of the most important skills since it represents our thoughts and feelings in a real form and influences other people’s understandings toward our ideas. Sipayung (2016) state that students can express their idea into written form. The development of writing is one of the great human inventions. It is difficult for many people to imagine how language nowadays without the presence of

writing. When people speak without having any written form, oral literature will abound, much crucial knowledge will be memorized by limited people and environment, it cannot be delivered widely to others who are different in place and generations. Finally, all of them will pass away. These are very serious problems, because human memory is short-lived. The presence of writing has overcome such problems and allowed communication across miles and through the years and centuries. Writing permits a society to permanently record its poetry, its history and its technology in order to be known and learned by others.

Textbook has a great role in teaching and learning process, it is like a guide for teacher in teaching and it can be a reference for student in studying. English textbook is considered to be the course of study, the guide on methods of instruction and the source of language. That is why media of a prepared teaching material is needed. One of that are used in the learning process is textbook.

In teaching learning process, textbook is a common instructional material. It becomes a favorite instructional material because it has several benefits. Richard (200:251) says that "Textbook provides structures and a syllabus for a program, helps standardized instruction, maintains quality, provides a variety of learning resources, is efficient, can provide effective language models and input, can train teachers, and it is visually appealing". The function of textbook in teaching is very important in curriculum system; without textbook, teaching learning process is not organized well. Teacher can teach the material well if there is an appropriate textbook guiding the teaching learning process. Teacher and students can build and develop their communicative competence better if they use qualified textbook, which provides and supports the material needed.

The Indonesian government has implemented English into academic curriculum, and developed a standard

competence which is stated in the curriculum as the standard of teaching-learning process. The curriculum developed by the government nowadays is called the 2013 Curriculum which has been developed recently in year. The 2013 Curriculum aims to prepare Indonesian people to have the ability to live as religious, productive, creative, innovative, and affective individual and citizens who could contribute to society in Indonesia and all over the world (Pendidikbud Nomor 67 tahun 2013).

The main purpose of the curriculum is to shape individuals who believed in God, have good character and are confident and successful in learning (Kemendikbud 1, 2013). K13 has since been applied at many schools in Indonesia, consequently textbooks have been produced for the 2013 curriculum and teachers have to use such a textbook with the new curriculum. In order to improve the quality of English education.

In this research the writer use "When English Rings a Bell" to be analyze because it is very interesting to study. By analyzing this book, teacher do not to ask students to do all the writing exercises in the book. In writing exercises based on Curriculum 2013 there are five types of writing exercises. They are : arranging scrambled word into good sentences, completing texts/sentences, writing sentences dealing with grammar, writing short functional texts, developing vocabulary into sentences. After observing the textbook, the writer found only four types of writing exercises. Arranging scrambled word into good sentences not found in the textbook. In addition to that, this book is published by Kemendikbud.

The writer will analyzed the textbook by using formula Arikunto(1993:201). And writer choose this textbook entitled "When English Rings a Bell" to analyze what types of writing exercises are dominant in "When English Rings a Bell". In this research, the writer focuses on writing exercises in the textbook When English Rings a Bell. The writer to

percentage the dominant of writing exercises in Textbook When English Rings a Bell for grade seven students published by kemendikbud.

### **1. Writing**

All of people, whether in temporary or more permanent transition to a new culture, need to make themselves understood in another language. They do not only need to be able to speak that language, but also write it well. In some way, writing can be considered the most difficult skill to acquire since it requires commands of both listening and speech production sub skills ( e.g.,vocabulary retrieval, choice of grammatical pattern, and so forth ) in unpredictable situations. On the other hand, writing can be viewed as the easiest skill since one can use body language, demonstrations, repetition, and various other strategies to make one self understood.

According to Harmer (2002:250) states that the learning of productive skills is closely bound up with receptive skill work, the two feed off each other. The first process of learning writing as a productive skill is output and input, when student produces a piece of language and sees how it turns out, that information is fed back into the acquisition process. Output becomes input.

Texts as models can be placed on the second process, especially where students are working with genre-focused tasks, written texts are a vital way of providing models for them to follow. One of the best ways of having students write certain kinds of report, for example, is to show them some actual reports and help to analyze their structure and style.

The next process is text as stimuli, a lot of language production work grows out of texts that students see or hear. A controversial reading passage may be the springboard for discussion, or for written riposte in letter form. After having some description about the text above, students will receive some information before they rebuild in their writing. Reception as part of

production in many situations production can only continue in combination with the practice of receptive skills. In writing, what we write often depends upon what we read. Productive skill work is a way of helping students with their receptive skills. Students can apply the insights they gain from their writing work to their reading.

### **2. Exercises**

Exercise is an activity to occupy the attention and effort of; to task and to exert for the sake of training improvement, to practice in order to develop and also to improve by practice. In the other words, exercise can be called as task too. Because According to Skehan, a task is an activity that satisfies the following criteria; meaning is primary, there is a goal that need to be worked, the activity is outcome-evaluated and there is a real-world relationship. Both of them have functions to assess student's achievements.

In practice of exercise, there are two kinds of the practice exercise, they are:

1. Controlled exercise (free writing) In free writing, students are given a composition topic, which makes them possible use freely what they have just practiced. When the process established enough good habits, they are ready to write with the competence in the field of their special interest.
2. Guided exercises  
Guided exercise helps students feel certain that they are doing the right thing they are given advice on how to do it. The learners have to make some decisions of their own and to create some of their own expressions, for example: Write a paragraph saying which towns you have visited since coming to Britain. Remember to use the present perfect when you do not refer to a particular time and the simple past when you do refer to a particular time. e.g. I have been to Stratford twice. I went there during my first weekend in England and I went again last weekend.

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

1. Discrete point testing

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

2. Communicative tests Communication test is a test designed to discover the learner's abilities to communicate in English rather than to test their knowledge of particular language items or aspects of the language.

3. Combination between Discrete test and communicative test

In line with it Nunan (2003:13) defines tasks in terms of six characteristics that are salient to their use in the classroom:

1) **Goals**, Every task which is given to learner has a purposes or goal about to measure the student's achievement.

2) **Input**, Task or assignment is given for students based on input or materials which are learned by them.

3) Activity

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

1) Teacher role, Task has a certain instruction as the guide for teachers in monitoring of students activity.

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

3) Setting, Tasks have a guided in the teaching learning setting, whether it is done either in group or in personal

Types of writing exercise demanded by 2013 Curriculum can be categorized as follow:

1) Arranging scrambled word into good sentences., This is a guided exercise since the paragraphs function as the guidelines.

2) 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 if there are guidelines.

3) Writing sentences dealing with grammar. It can be controlled or guided exercise. It is guided since the students are asked to complete sentences and the sentences function as the guidelines. It is controlled exercise since the students are asked to write correct grammatical sentences.

4) Writing short functional texts/ It can be controlled or guided exercise. It is guided when there are some guidelines provided.

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

**3. Textbook**

Hornby (1974:893) states that textbook is a book that is giving instruction in a branch of learning. Bacon in Tarigan (1993:11) states, textbook is a book used in class. It is arranged accurately and it is prepared by the expert in his field. It is also completed with suitable and appropriate instruments of teaching.

The term textbook has several meaning, according to Oxford dictionary, of a textbook means "a book giving instruction in a branch of learning." It means that a textbook is a kind of book used in some studies at school. Meanwhile, related to English language teaching, textbooks are used in different ways in language programs. For example, a reading textbook contains the main materials of

reading skill, some reading passages and several questions related to. It is included for measuring student's achievement in this skill. In this case, the other language skill textbooks have the same composition materials with the previous one. It helps students maximize their understanding to the subject.

In addition, Richards (1998:198) states that textbook is seen as an essential component of instructional design and often viewed as a way of influencing the quality of classroom interaction and language use. It means that good textbook often contain lively and interesting materials. It provides a sensible progression of language items, clearly showing what has to be learned and in some cases summarizing what has been studied so that students can revise grammatical and functional points that they have been concentrating on.

A Textbook has an important role in teaching and learning process, Richard (1998:255) has highlighted some advantages of using textbook as follow:

1. It provides lesson plan and syllabus for teaching learning process It means that textbook make a teacher is easier arrange the lesson plan, and also as a guide in classroom.
2. Teacher has a guiding in the teaching process every textbook have a standard measurement, it means that a textbook can be used in different class. It helps teacher to give similar even the same material in different class.
3. Quality is the main priority Before a book is issued, a quality control process has to be passed. All the materials are exposed to students based on learning principles that have been tested.
4. Many learning resources Textbook is often accompanied by workbooks, CDs and cassettes, videos, CD-ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners.
5. It is efficient It saves teachers' time, enabling teachers to devote time to

teaching rather than materials production.

6. It can provide effective language models and input Textbook can provide support for teachers whose first language is not English and who may not be able to generate accurate language input on their own.
7. It can train teachers If teachers have limited teaching experience, a textbook together with the teacher's manual can serve as a medium of initial teacher training.
8. It is visually appealing Textbook usually have high standards of design and production and hence are appealing to learners and teachers. In addition, Brown (1983:84) gives his view about the role of textbook. Textbook helps individualize instruction by enabling students to proceed at their own rate and to a limited extend, according to what they are interested in studying. Textbook helps organize instruction by providing common suggested activities, recommended material, and question. It also as a tutorial contribution. In this case teachers often maintain that course book helps students to learn better. In improving teaching process textbook is also regarded as helpful in improving teachers.

From the illustration above, it can be concluded that generally the function of textbook is to help teacher in explaining the materials and to make students become easier in understanding the materials given.

#### **4. 2013 curriculum**

The 2013 Curriculum is a new curriculum developed by Indonesian government in 2013. The 2013 Curriculum aims to prepare Indonesian people to have the ability to live as religious, productive, creative, innovative, and affective individual and citizens who could contribute to society in Indonesia and all over the world (Pendidikan Nomor 67 Tahun 2013). The 2013 Curriculum is designed in three aspects, they are: affective, cognitive, and psychomotor.

Affective aspects encourage students to; accept, perform, appreciate, and inspire. Cognitive aspects encourage students to; comprehend, apply, analyze, and evaluate.

While psychomotoric aspects encourage students to, observe, ask, try, find reasons, present, and compose (Pemendikbud Nomor 65 Tahun 2013). From the explanation above it can be concluded that the 2013 Curriculum is a brand new curriculum which was developed by the government of education in order to improve the students' qualities. These qualities are covering three aspects, namely affective, cognitive and psychomotoric domain.

## RESEARCH METHOD

Related to the objective of this study, the writer was used qualitative research. According to Arikunto (2010:25) Descriptive qualitative research is the research to clarify or to explain the phenomenon. Maxwell (1996:17) states that the strength of qualitative research derives primarily from its inductive approach, its focus on specific situation or people, and its emphasis on words rather than the numbers. It means that the data in this study are analyzed in the form of description and identification or analysis of the texts.

Qualitative research gives priority to analyze data. The data in this study were analyzed in the form of description and identification or analysis of the texts. In this research, the writer analyzed writing exercise in the English textbook *When English Rings a Bell* for junior high school. The writer chose the descriptive qualitative design because the writer wanted analyze whether the writing exercise in the Textbook *When English Rings a Bell*. The writer analyzed of writing exercise English Textbook *When English Rings a Bell* for junior high school seventh grade students. The purpose of this research is to analyze the dominant of writing exercises in *When English Rings a Bell*. In this research *When English Rings a Bell* an English textbook for junior high

school seventh grade. By doing the research on the mentioned textbook, the writer wants to evaluate writing exercises in the textbook in term of the kinds of tests, 2013 curriculum and its dominant in writing exercises.

The Instrument of Collecting the Data In this study, the writer used a documentary analysis as the instrument of collecting the data. According to Suharsimi Arikunto (2010:201,274) Documentary research is a valuable method for understanding and explaining social relations. In addition, descriptive research is conducted to get information about phenomenon when the research is done. Document analysis is not only collecting and writing in quoting from but also finding the result of analysis of the document.

The writer described all the data obtained from documentation. It is the way how to collect the research data and it helped the writer to do this research. The data of documentation will taken from *When English Rings a Bell* Textbook. Then, the writer determined the feedback of textbook as media with its relevance. Next, the writer analyzed percentage of the appropriateness of materials developed in the textbook. After that, the writer counted the number of materials in the form of percentages. The data of this research are writing exercises available in English textbook *When English Rings a Bell*. In this research the writer takes *When English Rings A Bell* an English textbook for Junior High School Students Seventh Grade published by Kemendikbud as the source of the data.

## RESULT

In this research, the writer applied descriptive qualitative research method. The data from the textbook were taken from writing exercises in every chapter where every chapter has writing exercises. The data about writing exercises in English Textbook "When English Rings a Bell" of seventh grade junior high school published by Kementerian pendidikan dan Kebudayaan Republik Indonesia. The

writer finds four types of the textbook namely: completing texts/ sentences, writing sentences dealing with grammar, writing short functional texts, developing vocabulary into sentences. After the writer get the data the writer wanted to analyzed the types of writing exercises in the textbook. There were four types of writing exercises are dominant. After that the writer counted manually all the data and make it in a table. How many writing exercises that get in the textbook. After that the writer percentage which writing exercises are dominant.

The textbook analyzed in this research is *When English Rings Bell* for seventh grade students of Junior High School. The textbook published by Kemendikbud. The textbook consist 11 units of table of content and total of 210 pages. This table of content, they are: 1). Chapter I: How are you? 2). Chapter II: It's Me. 3). Chapter III: It's My Birthday. 4). Chapter IV: I Love People around Me. 5). Chapter V: How Many Pets do You have. 6). Chapter VI: Let's Listen to the Songs. 7). Chapter VII: I Love Things around Me. 8). Chapter VIII: She's so Nice. 9). Chapter IX: My Grandfather is a Doctor. 10). Chapter X: Attention, Please!. 11). Chapter XI: I am Proud of My Teacher. The writer explains about types of writing exercise from every unit in *When English Rings a Bell* textbook.

The English textbook entitled *When English Rings a Bell* for seventh grade Junior High School published by Kemendikbud is a textbook which applied the 2013 Curriculum. As a textbook which applied the 2013 Curriculum, it should contain the type of writing exercises. The writer 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 sentence, Completing text or sentence, and Arranging scrambled word into good essay or sentence not found in the textbook.

In term of the writing exercises in the textbook, the writer be found 32 writing

exercises from 11 chapter, then the writer want to percentage of the types of writing exercises are dominant in *When English Rings a Bell* textbook are dominant is Write text functional text (16) exercises, and the total for type writing which are developed in the *When English Rings a Bell* textbook is twenty two (32). The percentage of the dominant of writing exercises can be seen the percentage below:

| NO | Types of Writing exercises demanded by 2013 Curriculum | Writing exercises provided in textbook   | Total | %       |
|----|--|--|-------|---------|
| 1  | Arranging scrambled paragraphs                         | -  | -     | -       |
| 2  | Completing Text  | C2/WERB/P.26<br>C2/WERB/P.29<br><br>C3/WERB/P.61<br>C9/WERB/P.194  | 4     | 12,50 % |
| 3  | Writing sentences dealing with grammar                 | C1/WERB/P.13-14<br>C1/WERB/P.16<br>C2/WERB/P.31<br>C2/WERB/P.33<br>C3/WERB/P.48<br>C3/WERB/P.52<br>C3/WERB/P.53<br>C3/WERB/P.55<br>C4/WERB/P.77<br>C5/WERB/P.79<br>C5/WERB/P.87<br>C7/WERB/P.121<br>C7/WERB/P.128<br>C9/WERB/P.157<br>C10/WERB/P.196<br>C10/WERB/P.193 | 16    | 50%     |
| 4  | Writing short functional texts                         | C4/WERB/P.80<br>C8/WERB/P.136<br><br>C8/WERB/P.144<br>C9/WERB/P.167<br>C10/WERB/P.181<br>C10/WERB/P.185  | 6     | 18,75 % |
| 5  | Developing vocabulary into sentence                    | C1/WERB/P.9<br>C1/WERB/P.11<br><br>C1/WERB/P.18<br>C2/WERB/P.34<br>C2/WERB/P.37<br>C3/WERB/P.47  | 6     | 18,75 % |

From the percentage above, the writer 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 sentence, Completing text or sentence, and Arranging scrambled word into good essay or sentence not found in the textbook.

In term of the writing exercises in the textbook, the writer be found 32 writing exercises from 11 chapter, then the writer discuss percentage of the types of writing exercises are dominant in *When English Rings a Bell* textbook. is Write text functional text (16) exercises, and the total for type writing which are developed in the *When English Rings a Bell* textbook is twenty two (32).

Based on the table above, the percentage of every writing exercises are; arranging scrambled word into good sentences (not found in the textbook), completing texts/ sentences(12,50%), writing sentences dealing with grammar (50%), writing short functional texts (18,75%), developing vocabulary into sentences (18,75%), so the writing exercises are dominant found in the *When English Rings A Bell* textbook is Writing Sentences dealing with grammar (50%).

#### **DISCUSSION**

The English textbook entitled *When English Rings a 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 text functional text(12,50%), Writing dealing with Grammar(50%), Developing vocabulary into sentence(18,75%), and Completing text or sentence(18,75%). After analyze the textbook the writer calculating the dominant of writing exercise intextbook, the score dominant is 50% that is writing sentences dealing with grammar. But there is still one writing exercises that not provide in this textbook is Arranging scrambled word into 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 form of report, Completing texts, Writing sentences

dealing with grammar, Writing essays in form of 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 report, narrative, analytical exposition, spoof, and hortatory exposition (3 writing exercises) completing text (20 writing exercises), writing sentences dealing with grammar (29 writing exercises), writing essays in form of report, narrative, analytical exposition, spoof and hortatory exposition (15 writing exercises), writing short functional text (4 writing exercises), and revising sentences or essays (3 writing exercises). From the result, the types of writing exercises in the her textbook analyzed found all type of writing exercise in textbook. It means that all the objectives of writing skills demanded by the 2006 curriculum are presented in the textbook. So the dominant types is writing sentences dealing with grammar (29 writing exercises). So the discuss about types of writing exercises based on 2013 curriculum (16 exercises dominant) and 2006 curriculum (29 exercises dominant).

#### **CONCLUSION**

This research is focused on the writing exercises in *When English Rings Bell* textbook based on the 2013 Curriculum. The writer used descriptive qualitative as a method to analyze the content of writing exercises in the textbook. The writer finds the type of writing exercises demanded by 2013 Curriculum, they are five 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, but after the writer analyzed the writing exercises in the textbook, only four types were found. The type is that not found in the textbook is Arranging Scrambled into good sentence.

From the result, the writing exercise in *When English Rings Bell*, an English



textbook published by Kemendikbud are: arranging scrambled word into good sentences (not found in the textbook), completing texts/ sentences(12,50%), writing sentences dealing with grammar (50%), writing short functional texts (18,75%), developing vocabulary into sentences (18,75%), so the writing exercises are dominant in the textbook is Writing sentences dealing with grammar. The writer used documentary to know 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 is 50 % of dominant with 2013 curriculum.

#### ACKNOWLEDGMENT

The writer say thankyou and convey the deepest gratitude to Dr.Kammer Sipayung,M.Pd as the first consultant and also to Harpen Silitinga,Mhum as the second consultant.

#### REFERENCES

- Arikunto, Suharsimi. 2010. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta.
- Brown,H. Douglas.2001.*Teaching by Principles; an Interactive Approach to Language Pedagogy*. New York: Addison Wesley Longman, Inc
- Cunningworth, Alan. 1984. *Evaluating and Selecting ELF Teaching Material*. London: Heinemann Educational Press
- D.Belcher, Jun Liu. 2004. *Genre and Second Language Writing*.Michigan: University of Michigan Press
- Fauziati, Endang. 2010. *English Language Teaching and Learning: Theory and Practice*: Makassar University Press.
- Flower, Hayes.1981. *A Cognitive Process Theory of Writing*. National Council of Teacher of English.
- Grant, Neville. 1989. *Making the Most of Your Textbook*. New York: Longman Hamalik, Oemar. 2007. *Proses Belajar Mengajar*. Bandung: PT. Bumi Aksara
- Hamalik, Oemar.2007. *Proses Belajar Mengajar*. Bandung: PT. Bumi Aksara
- Hanifa, Rizaldy. 2017. *An Evaluation of English Textbook for Junior High School in Indonesia*. English Education Department: Bandung
- Harmer, Jeremy. 2002. *The Practice of English Language Teaching*. London: Longman
- Sipayung, Kammer Tuahman, Sinaga, Nenni Triana, Sianipar, Maria Olivia Cristina & Napitupulu, Fenty Debora. 2016. *Metafunction Realization on Students' Descriptive Paragraphs*. International Journal of Linguistics. Vol 8 (6). p 20-30
- Kementerian Pendidikan dan Kebudayaan 2013. *Kurikulum 2013: Kompetensi Dasar Menengah Pertama (SMP/MTs)*. Jakarta:Mendikbud
- Kementrian Pendidikan dan Kebudayaan. 2013. *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*. Jakarta: Kementrian Pendidikan dan Kebudayaan
- Lado, R. 1997. *Language Testing: The Construction and Use of Foreign Language Test*. London: Longman
- Moleong, Lexy. 1989. *Metodologi Penelitian Kualitatif*. Bandung: CV Remadja Karya
- Nurhadi. 2004. *Kurikulum 2004: Pertanyaan dan Jawaban*. Jakarta: PT. Gramedia Widia Sarana Indonesia.
- Nuria, Ida. 2013.*The Evaluation of Writing Exercises of English Textbook*

- Entitled "Contextual English" Based on Curriculum.* Muhammadiyah University of Surakarta
- Pincas, Anita. 1991. *Teaching English Writing*. London
- Ramelan, 1992. *Introduction to Linguistics Analysis*. Semarang: IKIP Semarang Press
- Richards, JC. 1998. *Beyond Training*. Cambridge: Cambridge University Press
- Rineka Cipta Arikunto, Suharsimi. 2006. *Prosedur Penelitian*. Jakarta : PT Rineka Cipta.
- Shinta, Trisyana Sari. 2015. *An Analysis of the Relevance English Materials in Textbook Eitled "Bright 1" for Junior High School Grade VII Published by Erlangga to the 2013 Curriculum*. English Study Program FBS: Surabaya State University