AN ANALYSIS OF THE WRITING SKILL IN ENGLISH STUDENTS’ WORKSHEET USED BY EIGHTH GRADE STUDENTS AT SMP N 22 SURAKARTA

FINAL PROJECT REPORT

Submitted as a Partial Requirement in Obtaining Degree in the English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University

By:
Hary Setyo Nugroho

C9308032

ENGLISH DIPLOMA PROGRAM
FACULTY OF LETTERS AND FINE ARTS
SEBELAS MARET UNIVERSITY
SURAKARTA
APPROVAL OF CONSULTANT

Approved to be examined before the Board of Examiners
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Name : Hary Setyo Nugroho
NIM : C9308032

Supervisor

Prof. Dr. M. Sri Samiati T
Supervisor
NIP. 19440602 196511 2 001

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APPROVAL OF THE BOARD OF EXAMINERS

Accepted and approved by the Board of Examiners,
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Sebelas Maret University

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Student’s name : Hary Setyo Nugroho
NIM : C9308032
Examination Date : 31 January 2012

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   Main examiner

Faculty of Letters and Fine Arts
Sebelas Maret University

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Drs. Riyadi Santosa, M.Ed, Ph.D
NIP. 196008281986011001

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MOTTO

“Arriving at one goal is the starting point to another”

(John Dewey)
DEDICATION

I dedicate this final project to:

1. My beloved parents and my family.

2. All the people who support me.

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PREFACE

I would like to thank Allah SWT for all his blessing and guidance in my life. This final project report is written to fulfill the requirement in obtaining the English Diploma Degree.

This final project was made based on the job training in SMP N 22 Surakarta, entitled “AN ANALYSIS OF THE WRITING SKILL IN ENGLISH STUDENTS’ WORKSHEET USED BY EIGHTH GRADE STUDENTS AT SMP N 22 SURAKARTA”. In this final project, the writer explains the analysis of writing skill in English students worksheet and also the suggestion for the school institution, teacher and publisher.

The writer realizes that this final project is far from being perfect, therefore the writer welcomes suggestions and advices in improving this final project. Hopefully, this final project will give some benefits to the readers.

Surakarta, January, 2012

Hary Setyo Nugroho
ACKNOWLEDGMENT

Alhamdulillahi robbi’alamin, all praise is to The lord “ALLAH SWT” for the wonderful blessing. However, I realize that it is impossible to finish this report without contribution from the others. Therefore, I would like to express my sincere gratitude to:

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c. Prof. Dr. M. Sri Samiati T, as my supervisor. Thank you very much for your guidance and giving me suggestions to finish this final project.


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Surakarta, January, 2012

Hary Setyo Nugroho
ABSTRACT

Hary Setyo Nugroho. 2012. An analysis of the writing skill in English students’ worksheet used by eighth grade students at SMP N 22 Surakarta. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

The final project is written based on the job training which has been done SMP N 22 Surakarta. This report analyzes the writing skill in students’ worksheet for eighth grade students.

In analyzing the students’ worksheet, the writer used two strategies. There are reading the whole parts and having reference to Priyanto’s material development. By using the first strategy, reading the whole parts, the writer found mistyping and grammatical errors in the students’ worksheet. The second strategy is by having reference to Priyanto’s material development. The six indicators used by the writer are relevant to the curriculum and syllabus, scaffolding, well-linked with one another, has good instructions, attractive, flexible/more activities.

By doing the study, the writer knew about the materials inside the students’ worksheet whether it is good or not. The writer also knew how to analyze the students’ worksheet and how to choose a good students’ worksheet for the students.

To improve the quality in choosing the students’ worksheet, the writer gives suggestions to the school institution and the teacher to pay more attention in evaluating the appropriation of the students’ worksheet and more selective in choosing the students’ worksheet. The writer also gives suggestion to the publisher to recheck the contents before publishing the students’ worksheets.
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CHAPTER I

INTRODUCTION

A. Background of the study

Mastering English becomes a must due to the development of this world in order to follow the wave of globalization, that everything must be done professionally. Mastering English means mastering language skills such as speaking, listening, reading and writing.

By mastering English, people can know what happens or what is new in globalization area. It is because English is a universal language. In order to master English, education must start earlier or in other words, English must be taught in elementary school even at the level of kindergarten.

At every level of schools, teachers usually use some media. One of them is students’ worksheet. An English teacher cannot avoid using a students’ worksheet that is important in giving instructions at school. It is not only the teacher but also the students who use students’ worksheet. Students’ worksheet is very helpful for the students, because after they receive the material from the teacher at school, they can learn it again at their home. Not only material inside students’ worksheet but also tasks that can be used by the students to practice at their home after learning the material.

A good students’ worksheet is a students’ worksheet which is appropriate with the standard curriculum that has been arranged by the government, because
the curriculum is a guideline for the teacher in teaching and learning process. Standard curriculum must be fulfilled by the students’ worksheet. The Standard curriculum arranged by the government is Standard Curriculum Based Competence. Usually the curriculum statement is developed prior to the design of the class syllabus.

Every junior high school has different students’ worksheets. They have different policy and reason in choosing students’ worksheet. This difference happens because every school has its own syllabus. A syllabus is a school lesson plan which is arranged by school and appropriate with the standard of curriculum. A syllabus for a single course provides direction for the teacher in planning the class, and for students in setting their personal objectives. A good students’ worksheet should be appropriate with their syllabus, so that teacher should consider about it when choosing students’ worksheet. The material inside students’ worksheet also must cover four language skills. That four language skills should balance each other. Writing is one of the language skills that must be written in the material inside the students’ worksheet.

Nowadays there are many publishers that publish English students’ worksheet for the eight graders. The students’ worksheet should hold a main instrument to apply the curriculum that has been arranged before. However, some of them are not appropriate with the standard of curriculum yet. Sometimes the writing skill inside the students’ worksheet is not balance with the other language skills and it is not appropriate with the syllabus. It will become a problem both for the teachers and the students. For the teacher, it will be difficult in teaching the
material to the students and for the students it will be difficult in learning the material and the material may not be accepted well.

The writer did the job training in SMPN 22 Surakarta for eight weeks as an English teacher. The writer also did observation toward the students’ worksheet through final project report entitled “AN ANALYSIS OF THE WRITING SKILL IN ENGLISH STUDENTS’ WORKSHEET USED BY EIGHTH GRADE STUDENTS AT SMP N 22 SURAKARTA”.

B. Objective of the study
To analyze the writing skill in English students’ worksheet used by the eighth grade of SMP N 22 Surakarta.

C. Benefits of the study

- For the school institution
  As suggestions for the school institution in evaluating the appropriation of students’ worksheet

- For the teacher
  As references for the teacher when choosing the English students’ worksheet for junior high school.

- For the publisher
  As suggestions for the publisher in publishing the English students’ worksheet for learners.

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CHAPTER II

LITERATUR REVIEW

A. Curriculum

Reid states that “A curriculum is a general statement that combine educational and cultural goals with language goals.” He also states that “The document contains distinct assumption about the nature of language and language learning and about the teaching writing.” (Reid, 1993:74). Moris states that “the interpretation defines the curriculum as a course study, or body of course offered by an educational institution”. (Moris (in Pase, 1999:4). Howel, Fox and Morehead state that “Curriculum is pivotal to all instruction activities, including evaluation. They also state that “the curriculum indicates what we need to teach and when we need to teach it.” (Howel, Fox, and Morehead, 1993:3).

According to Brown, a curriculum is used to deliver a program or lesson at school. It has exact objectives to fulfill the students’ requirement in teaching and learning process. (Brown:1987). Richards states that “Curriculum development focuses on determining what knowledge, skills, and about intended learning outcomes, and how teaching and learning in schools or educational system can be planned, measured, and evaluated”. He also states that “Curriculum development includes the processes that are used to determine the needs of a group learners, to develop aims or objectives for a program to address those needs, to determine an
appropriate syllabus, course structure, teaching methods, and materials, and to carry out an evaluation of the language program that result from this process.” (Richards, 2001:3).

Based on the definitions above it can be concluded that curriculum is a general statement that provides the guidelines for teaching and learning process which is arranged by educational institution.

In every school, the curriculum is used as a guideline to make a syllabus. A syllabus is a standard for the teacher in teaching material which is arranged by school based on the curriculum.

Johnson quotes that “A syllabus is essentially a job specification, and the standard of criteria to be met by those who do it”. (P. Johnson (in Reid:73). Based on Reid, the syllabus provides guidelines for the effective, integrated organization of the writing class; it is operational document that translates the philisophy of the curriculum goals into the course content (Reid,1993:79). Reid also states that “ The amount detail of syllabus depends on the philosophical assumption behind the syllabus and on the experiences, the skills, and the style of the teacher who will use it.” (Reid, 1993:79).

Richards quotes that “a syllabus is a specification of the content of a course of instruction and lists what will be taught and tested.” (Richards, 2001:3). Allen (in Nunan, 1989:6) states that “a syllabus, on the other hand, refers to that subpart of curriculum which is concerned with a specification of what units will be taught (as distinct from how they will be taught, which is a matter for methodology)”. 
Based on Widdowson, syllabus is simply a framework within which activities can be carried out: a teaching device to facilitate learning. He also states that “It only becomes a threat to pedagogy when it is regarded as absolute rules for determining what is to be learned rather than points of reference from which bearings can be taken” (Widdowson in Nunan, 1989:6). Based on the states above it has been explained why the syllabus in every school is different and it can be concluded that syllabus is a guidance made by the teacher to support the success of English teaching and learning activity based on the curriculum.

B. Writing Skill

“Writing is a process that occurs a period of time in thinking to create an initial draft or outline.” (Harris, 1993:10). Harris also states that, writing is a process that usually involves several stages. Pupils need to have experience of this process and to develop their own approach to writing accordingly. However, the process of writing should not become a rigid system that specifies a given number of stages or drafts (Harris, 1993:63).

Byrne states that, “Writing can be said to be the act of forming some symbol, making a mark on a flat surface of some kind. But writing is clearly much more than the production of a graphic symbols, just as speech is more than a production of sounds. The symbols have to be arranged according to certain convention, to form words, and words have to be arranged to form sentences, although again we can say to be “writing” if we are merely making list of words, as in inventories of items such as a shopping list.” (Byrne, 1997:1).
Writing is divided into several types. One of them is writing skill. Writing skill is one of the language skills that should be learned by the students’ in learning English.

Based on Byrne, writing skill is one of the language skills that produce a sequence of sentences arranged in a particular order and linked together in certain ways. The sequence maybe very short, two or three sentences, or more sentences put in order and linked together forming a coherent whole called as text, (Byrne, 1997:1).

Meanwhile, White and Arndt state, “Writing skill is far from being a simple matter of transcribing language into writing symbols, if it is a thinking process in its own right. It demands conscious intellectual effort, which has to be sustained over a considerable period of time. Furthermore, precisely because cognitive skills are involved, proficiency in language does not, of itself, make writing easier.” (White and Arndt, 1991:3).

Bell and Burnaby point out that “Writing skill is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables.” (Bell and Burnaby in Nunan, 1989:36). Murcia states that “The view of writing skill is an act of communication that requires an interaction process which takes place between the writer and reader via the text (Murcia, 2001:234).
C. Material Development

Material development is basically dealing with selection, adaptation, and creation of teaching materials (Nunan, 1991). In practice, it is focused on evaluation, adaptation of published materials and creation (development of teaching materials by teacher in line with the existing syllabus).

Canningsworth (1995: p) summarizes the role of teaching materials as:

a) a resource for presenting materials (spoken and written)

b) a source of activities for practice and communicative interaction

c) a reference source for learners on grammar, vocabulary, pronunciation, and so on

d) a source for stimulation and ideas for classroom activities

e) a support for less experienced teachers who have yet to gain in confidence

In selecting or choosing a good material the teacher should consider several things. Based on Priyanto, the criteria of good material are:

a) Relevant to the curriculum and syllabus

The material or topic in the students’ worksheet must appropriate with the syllabus.
b) Appropriate with the scaffolding

Scaffolding means that all of the exercise should be well-staged from less difficult to more difficult.

c) Well linked with one another

All of the materials and exercises have to be linked with the topic. So the students are able to focus in the topic.

d) Has good instructions

A good instruction can make the students understand how to do the exercise and make them easier in understanding the material.

e) Attractive

The students’ worksheet should be written with a good design so the students will be more interested and enjoy learning it.

f) Flexible/more activities

More activities can improve the students’ skills and make the students feel not bored with the available exercises.
D. Analysis

In providing material for the students, a teacher should consider the appropriation when choosing the material. That is why the teacher needs to analyze the material that will be given for the students. But before analyzing the material the teacher should know about what analysis is.

There are several definitions of analysis. Holsti (1969: p.4) says that content analysis means any technique for making inferences by objectively and systematically identifying specific characteristic of messages. This statement is supported by Krippendorff (1980: p.51) who says that content analysis is systematic, replicable technique for compressing many words of text into fewer categories based on explicit rules of coding. Krippendorff (1980: p.52) also notes that much content analysis research is motivated by the search for technique to infer from symbolic data would be either too costly or too obtrusive by the use of other technique.

Nuendorf quotes, "Content analysis is a summarising, quantitative analysis of messages that relies on the scientific method (including attention to objectivity, intersubjectivity, a priori design, reliability, validity, generalisability, replicability, and hypothesis testing) and is not limited as to the types of variables that may be measured or the context in which the messages are created or presented." (Nuendorf, 2002:10).
Holsti (1969) divides the use of analysis into three categories.

a) make inferences about the antecedents of a communication

b) describe and make inferences about characteristics of a communication

c) make inferences about the effects of a communication.

Based on the statements above, it can be concluded that analysis is identifying or getting information of messages or materials with some techniques which is not only restricted to the domain of textual analysis, but also may be applied to other areas such as coding student drawing or coding of action observed on study in order to allow replication.

E. Students’ Worksheet

Dahar says that “Students’ worksheet is a worksheet which contains information and interaction from the teacher to the students so that students are able to do learning activity by themselves, through a practice or applying the learning result to reach the purpose of instructional.” Dahar (1986:29). Azhar quotes that “Students’ worksheet is a worksheet for the students both in intracurricular and extracurricular to make the students easier in understanding the material given.” (Azhar, 1993 : 78). He also says that “Students’ worksheet is made to guide the students in the activities which is necessary to be given and also considering the thinking process which is going to be grown to the students.
a. The Benefits of Students’ Worksheet

Based on the PKG instructor team in Sudiati (2003:11-12), the benefits of students’ worksheet are:

a) to guide the learning process or introducing a certain activity for the teacher.

b) to fasten the teaching learning process and efficiency of teaching time.

c) to optimize the limited teaching media because students are able to use the equipment alternately.

b. The Purposes of Students’ Worksheet

A students’ worksheet has a function as a work arrangement which is given in activities both intracurricular and extracurricular in understanding the material given.” (Azhar, 1993:78).

Based on the PKG instructor team in Sudiati (2003:11), the purposes of students’ worksheets are:

a) to teach the students think more steady in teaching and learning process.

b) to improve the students’ desire in learning activity, for example the teacher makes students’ worksheets more systematic,
colorful, and pictorial to interest the students in learning the students’ worksheet.

The English students’ worksheet which is analyzed by the writer is *Medali*, published in 2011 by Indonesia Jaya, Kadipiro, Solo. This students’ worksheet is used by SMP N 22 Surakarta for the eighth grade students.
CHAPTER III

DISCUSSION

A. Brief Description

The English students’ worksheet which is analyzed by the writer is *Medali*, published in 2011 by Indonesia Jaya, Sendang Mulyo RT 10/18, Kadipiro, Solo. This students’ worksheet is used by SMP N 22 Surakarta for the eighth grade students.

SMP N 22 Surakarta is a public school and it was established in 1985. It is located in Makam Irawan Bergola Street, Serangan Surakarta. The school was built on the area about 6,015 m². The dimension of all building is about 3,302 m². SMP N 22 Surakarta is a Junior High School which gets score A in school accreditation.

The building is divided into several rooms such as head master room, administration room, teacher room, school clinic room, guidance and counseling room, a library, a multimedia room, a mosque, an auditorium, three laboratories, a warehouse, three canteens, a students’ organization room, and 21 classrooms.

The vision of SMPN 22 Surakarta is to create graduates who have noble character and excellent achievement. The missions of SMP N 22 Surakarta are indicated as follows:
1. Developing laudable character based on faith and piety (IMTAQ)
2. Improving students’ learning based on their self-reliance
3. Improving students’ knowledge based on science and technology
4. Developing students’ skills

B. The Analysis of The Writing Skill in Students’ Worksheet

The writer has done observation in SMP N 22 Surakarta. During the observation, the writer had provided some materials by making it on his own, or taking from the students’ worksheet. Moreover, in using the students’ worksheet as the resources, many errors found especially for the writing skills in it, but there was no more detailed correction. Based on that case, the writer analyzed the students’ worksheet in order to check the errors of the students’ worksheet and to give some suggestions.

The writing skill in this students’ worksheet consists of three units. Unit 1 talks about Health, Unit 2 talks about teenage life and Unit 3 talks about recreation. In analyzing the students’ worksheet, the writer used two strategies. There are reading the whole parts and having reference to Priyanto’s material development.

1. **Reading the whole parts**

The writer read the whole parts writing skill in all units. Based on that strategy, the writer found some errors in the students’ worksheet. These were the simple errors like misstyping and grammatical errors.
1.1 Mistyping

The writer found so many mistyping here, for example:

In page 17, Exercise 1, the instruction is “arrange the jumbled *sentense* into good *recound* text”. The italic words should be sentence and recount.

In page 17, Exercise 2, there is a recount text with the blank words and need to be filled with the words in the box. The errors inside the text are in the fourth and fifth sentences. After the blank words, the words “To” and “Me” are written with capital letter. It can make the students confused when doing the Exercise. Because capital letter used in the begining of the sentence and after fullstop.

In page 38, there are six jumbled paragraphs that should be arranged into a good narrative text. The writer found mistyping in the title and the third paragraph. The title is “The Man Who *Wantad* to Live Forever”, and the third paragraph is “There was once a man who *wantet* to live forever”. The underlined words should be wanted.

1.2 Grammatical errors

In page 17, Exercise 1, the fourth sentence is written “first, he *went* his doctor and completed about his swallen hands ..........”. The word “went” should be followed by to infinitive. So the sentence should be “first, he went to his doctor and completed about his swallen hands ..........”.

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In page 38 there is a grammatical error in the instruction. The instruction is “Arrange the jumbled paragraph into a good narrative text”. The underlined word should be “paragraphs”, because there are six paragraphs in the text.

Page 17

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Standar Kompetensi : Menulis/Writing
12. Mengungkapkan maksud berbahasa dalam text baik funsiional maupun non-fungsional dengan akurasi dan narrative untuk kebutuhan dengan lingkungan sektoral

Indikator : Teka recond dan diri kebahasaan

**EXERCISE 1**

Arrange the jumbled sentence into a good recount text:

1. After that, her doctor asked her about her diet. Andi told her that she ate a lot of bread. She told him not to eat bread or pasta, for safety time. Andi had stop eating his favorite food.
2. Andi is a mechanic. He deals with equipment and tools like screwdrivers to repair cars but one day, his was not able to hold his tools. His hands were swollen.
3. After ten days, Andi could hold his tools again. He is careful about what he eats.
4. First, he met his doctor and completed about his swollen hands and the doctor gave him some medicine. The medicine didn’t work, he still couldn’t hold his tools.

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**EXERCISE 2**

Complete the following text with appropriate words in the box:

1. asked
2. was
3. disappointed
4. picked
5. arrived
6. went
7. watch
8. insisted

Yesterday (1) ______ fun when I spent time to (2) ______ TV until called me at 7 p.m. He (3) ______ me to accompany him to the cassette store to pick up a new cassette of AFI because he won it in a radio quiz unfortunately, it was raining. However, he (4) ______ to go there. So, we decided to go there by bicycle. And (5) ______ up at 6 p.m. Then we (6) ______ there at 6:30 p.m. But we were very (7) ______ as the store was closed at 8 p.m. because yesterday was Sunday. After that, we (8) ______ home sadly.

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2. Having references to Priyanto

The second way which is used by the writer to analyze the students’ worksheet is based on Priyanto. There are some criteria in material evaluation.

2.1 Relevant to the curriculum and syllabus,

In the syllabus of SMP N 22 Surakarta, there are six indicators of material learning. The indicators are invitation, announcement, short message, essay text of narrative/recount, language features of narrative/recount text, and rhetorical step of narrative/recount text.

In Medali students’ worksheet there are three parts of writing skill containing all of the indicators. In the first part, page 17, the indicators are
recount text and language features. There are three exercises consist the indicators.

In Exercise 1, there are four jumbled sentences that should be arranged by the students into a good recount text. In the second exercise there is a recount text with the blank words and a box with the key words. The students have to put the words in the box to complete the text. In exercise three there are five jumbled words and students should arrange the jumbled words into a good sentence. That exercises had fulfill the indicators. So, the exercises had been appropriate with syllabus and curriculum.

In the second part, page 33, the indicator is writing short functional texts of announcement and short message. The writer found an error in the exercise. In the first exercise there are an announcement and multiple choices. They are not appropriate with the indicator, because that exercise is for reading skill not writing skill and should be placed in reading exercise.
Read the following announcement

**SCHOOL ANNOUNCEMENT**

Monday morning, football games will begin at 7.30 d.m on May 21st. The event will run from 07.30 – 09.30 four the next four weeks. The final tournament will be held on June 20th. For more information contact Agus 085371889900.

1. Where can you find that announcement?
   a. at the school wall magazine
   b. at the school announcement board
   c. at the school canteen
   d. at the school yard

2. What is the text about? It announces about ....
   a. a child’s birth
   b. basketball matches
   c. soccer games
   d. exhibition

3. Who is the writer?
   a. the committee of football games
   b. the owner of football matches
   c. the head master of school
   d. there isn’t any writer

4. How long does football games will be held?
   a. one day
   b. a week
   c. a month
   d. one and half

5. What is the purpose of the text?
   a. to describe the students activity
   b. to announce the students football games school
   c. to tell about the students football games
   d. to explain about the football itself
In the third part, the indicators are writing short functional text in form of short message and invitation. There are four exercises available in that part. This part has fulfilled the indicators in the syllabus.

2.2 Appropriate with the scaffolding

In the first part, the exercises are not appropriate with the scaffolding. The difficulty level in these exercises should be well-staged from the less difficult to the more difficult. The exercises will be better if arranged from gap-filling like exercise 2, jumbled words like in exercise 3 and jumbled sentence in exercise 1.

In the second part, teenage lifestyle, the activities are well-linked enough. It is begun with multiple choice, jumble words, and question-answer, but the students are not given chances to express their idea into free construction text.

The third part, the writing exercises were not in a good order. The beginning exercise was making students’ invitation by their own. It should be in the last session. The jumbled sentences and the jumbled paragraph should be in the first session remembering that a good material should contain well-staged activities.

2.3 Well-linked with one another

The topic in Unit 1 is talking about “Health”. The writer found an error in Exercise 2. The Exercise 1 and 3 are still linked with the Health
topic. But in Exercise 2 it is talking about going to the music store. It supposed to be linked with the Health topic like the other exercises.

The next topic in Unit 2 is “Teenage Life”. In the writing exercises, all exercises are well-linked each other. Actually, this topic is too general. One topic should focus on specific topic. Remembering the target learners are teenagers, so all of the topics should be suitable to their daily life.

In the last topic, recreation, Exercise 3 is not really appropriate because it is not linked with the topic, recreation. Moreover, in this topic, there are two exercises in form of narrative text. It could be more effective if it is changed into recount telling recreation story.

2.4 Has good instructions.

In page 18, Exercise 3, there is a grammatical error in the instruction. The instruction is “Arrange the jumbled words into a good sentences”. This instruction will be more appropriate if changed to be “good sentences”.

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In page 35, Exercise 3 and 4, there are mistakes in the instructions. In Exercise 3 the instruction is “Question”, and Exercise 4 the instruction is “Read this short message and answer the question”. Both the instructions have the same mistakes, because there are two questions in Exercise 3 and 3 questions in Exercise 4. All of that instructions suppose to be plural and it should be “questions”. 
EXERCISE 3

Read the following short message & the reply.

To: Aisyah

Hi Aisyah! I want to tell you some thing. I have a good idea. What do you think if we take computer course in this semester? Do you agree with me? I'll be happy if we can take this course together.

Please answer me as soon as possible.

Johana.

The reply:

To: Johana

I have read your short message. And I have made my mind. I agree with you to take the computer course in this semester. I think taking this course is a good idea. So, let's talk about where will take the course.

Aisyah.

Question 1

1. What is Aisyah going to do in this semester?
   Answer:

2. Does Johana agree with Aisyah?
   Answer:

EXERCISE 4

Read this short message and answer the question.

To: Harris

Don't forget to pick up your little brother at the Mathematics course at 05.00 p.m. I think it's going to rain this evening so don't forget to bring an umbrella or a raincoat with you.

Thank you, dear.

Love,
Mommy
2.5 Attractive

The attractiveness of students’ worksheet can be seen from several points.

They are:

2.5.1 Physical appearance

Based on the physical appearance, this students’ worksheet is not quite good-looking especially for junior high school students. It is not made with a good paper. So, it can be torn easily. The pictures are not printed in colors. It could be more attractive if it is printed in beautiful color that can encourage the student to study and do the task with a big willingness.

2.5.2 User-friendliness

This students’ worksheet does not meet this qualification because the writer had found many mistyping, for examples in pages 55 and 56, there are Exercise 2 “the legent” and Exercise 4 “into qa good invitation card”. Those kinds of examples made the students confused.
EXERCISE 2

Write your own story.
Write a short narrative text about Sangkuriang/the legend of Tangkuban-prahu or other stories.

The legend of Tangkuban-prahu.

Orientation → Once upon time, there was a princess. Her name is Dayang Sumbi. She had a son; his name was Sangkuriang .......

Complication →

Resolution →

EXERCISE 4

Rearrange these jumbled sentences into a good invitation card:

It would be held on Sunday, 29th October 2010, at 7:00 pm

You are invited to attend a BBQ of our house warming party.

It would be our gratitude when you come

Thank you
This students’ worksheet also does not provide the students with enough space to handwriting their response such as Exercise 3 in page 18.

2.6 Flexible/more activities

This students’ worksheet has a limited variation of activities. A good students’ worksheet should provide the learner with various activities in order to vary the choice of tasks. It is important because students could be bored with the same exercise all the time. The difference and attractiveness of exercise are the significant element to be considered in selecting a good students’ worksheet.

Unfortunately, this students’ worksheet did not provide the learner with various and attractive exercise. This problem could cause the student to neglect the exercise given. This students’ worksheet majorly contained multiple choice, completing text, arranging sentences or paragraphs. For instance, writing exercise in part one, there are only three exercises such as; arranging jumbled sentences, completing text, and arranging jumbled words.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the writer will highlight the discussion in chapter 3 and also present the writer’s suggestion.

Based on the discussion above, the writer found many errors in the writing skill of the students’ worksheet. Some parts of the writing skill in this students’ worksheet still need to be fixed. But there were also good materials inside it. The writer divided the analysis into eight points.

1. Mistyping

This students’ worksheet still has many mistyping. There were mistyping in each part of the writing skill.

2. Grammatical errors

The grammatical errors were found in the instructions and the exercises. This should not happen because it makes the students confuse in learning and practicing the material.

commit to user
3. Relevant to the curriculum and syllabus

There was a material which was not appropriate with the syllabus, because the writer found a reading exercise in part of the writing skill. But most of the materials in this students’ worksheet have been appropriate with the curriculum and syllabus.

4. Inappropriate with the scaffolding

The exercises in this students’ worksheet were not well-staged or not suitable with the scaffolding. The exercises should begin from the less difficult to the more difficult ones.

5. Well-linked with one another

The materials were well-linked with one another. Even though there was an error in the Unit 2, the materials still well-linked with the topics.

6. Has good instruction

This students’ worksheet has good instructions. Even there were grammatical errors and mistyping, the instructions were clear and easy to understand.
7. Less attractive.

It can be seen from the physical appearance. It was not made with a good paper so it can be torn easily and the pictures were not printed in color. It would be more encouraging the students if it was printed in color and made with a good paper. This students’ worksheet did not fulfill user-friendliness, because there were still some mistyping inside.

8. Less activities

This students’ worksheet also has limited variety of activities. The limited variety of activities make the students feel bored. The students will be bored with the same exercises. More activities not only encourage the students but also those activities improve the students’ skill.

B. Suggestion

1. For the school institution

The school institution should pay more attention to the English students’ worksheet appropriation whether it is effective in testing the students or not. Besides that, the institution should put more effort in providing the facility in learning English. It is significant remembering students’ worksheet is not sufficient.
2. For the teacher

The teacher should be more selective in choosing students’ worksheet for the students. When choosing students’ worksheet, teacher should consider several points in order that the students can get benefit from that.

3. For the publisher

The publisher should be more careful in publishing English students’ worksheet because it brings a lot of influences to the students’ motivation to learn and practice. The publisher should recheck the content before publishing the students’ worksheet.