

**AN ANALYSIS ON WRITING TASK IN *BAHASA
INGGRIS* 2013 CURRICULUM TEXTBOOK FOR
THE TENTH GRADE STUDENTS OF SENIOR HIGH
SCHOOL PUBLISHED BY MINISTER OF
EDUCATION AND CULTURE BASED ON PAUL
NATION'S THEORY**

A THESIS

**Submitted in Partial Fulfillment of the Requirement for Gaining
the Degree of Bachelor of Education
in English Language Education**



**By:
SITI LAELATUL FARIKHAH
Students Number: 133411018**

**ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2017**

THESIS STATEMENT

I am the student with the following identity:

Name of Student : Siti Laelatul Farikhah
Students Number : 133411018
Department : English Language Education

Certify that this thesis:

**AN ANALYSIS ON WRITING TASK IN *BAHASA INGGRIS*
2013 CURRICULUM TEXTBOOK FOR THE TENTH GRADE
STUDENTS OF SENIOR HIGH SCHOOL PUBLISHED BY
MINISTER OF EDUCATION AND CULTURE BASED ON
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The Writer,



Siti Laelatul Farikhah
NIM. 133411018



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang, Telp/Fax (024) 7601295, 7615387

RATIFICATION

Thesis with the following identity:

Title : An Analysis on Writing Task in *Bahasa Inggris* 2013 Curriculum
Textbook for the Tenth Grade Students of Senior High School
Published by Minister of Education and Culture Based on Paul
Nation's Theory
Name : Siti Laelatul Farikhah
Student Number : 133411018
Department : English Language Education

Had been ratified by the board of examiner of Education and Teaching Training
Faculty Walisongo State Islamic University and can be received as one the
requirements for gaining the Bachelor Degree in English Language Education.

Semarang, 4th of July 2017

THE BOARD OF EXAMINERS

Chair Person,


Dr. H. Raharjo, M.Ed, St.
NIP. 19651123 199103 1 003

Examiner I,


Dr. Ikhsrom, M.Ag
NIP. 19650329 199403 1 002



Secretary,


Sayyidatul Fadlilah, M.Pd
NIP. 19810908 200710 2 001

Examiner II,


Daviq Rizal, M.Pd
NIP. 19771025200701 1 005

Advisor,


Dra. Ma'rifatul Fadhlilah, M.Ed
NIP. 19620803 198903 1 001



KEMENTERIAN AGAMA R.I.
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. PDr. Hamka (Kampus II) Ngaliyan Telp. 7601295 Fax. 7615387 Semarang

ADVISOR APPROVAL

Semarang, 12 June 2017

To
The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University

Assalamu'alaikum Wr.Wb.

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis identification:

Title : **AN ANALYSIS ON WRITING TASK IN *BAHASA INGGRIS* 2013 CURRICULUM TEXTBOOK FOR THE TENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL PUBLISHED BY MINISTER OF EDUCATION AND CULTURE IN THE YEAR OF 2016**

Name : **Siti Laelatul Farikhah**

NIM : 133411018

Department : English Language Education

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at Munaqosyah Session.

Wassalamu'alaikum Wr. Wb.

Advisor,

Dra. Ma'rifatul Fadhilah, M.Ed
NIP.19620803 198903 1 001

ABSTRACT

Title : An Analysis on Writing Task in *Bahasa Inggris* 2013 Curriculum Textbook for the Tenth Grade Students of Senior High School Published by Minister of Education and Culture Based on Paul Nation's Theory

Writer : Siti Laelatul Farikhah

Student Number : 133411018

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Keywords: *writing task, task analysis, textbook.*

The objectives of the Research are: (1) To describe the writing tasks in English textbook entitled *Bahasa Inggris* 2013 Curriculum Textbook for the Tenth Grade Students of Senior High School Published by Minister of Education and Culture Based on Paul Nation's Theory. (2) To find out whether the writing tasks provided in English textbook entitled *Bahasa Inggris* 2013 Curriculum Textbook meet the criteria of writing task as suggested by Paul Nation. In this research, the writer employs descriptive research. The descriptive research is the research to clarify or explain phenomenon. This research uses the content analysis. The method of collecting data is comparing method and analyzing document by selecting the writing tasks on the textbook entitled *Bahasa Inggris* textbook for the tenth grade students of senior high school that meet the criteria of writing task suggested by Paul Nation. The results of the research findings of writing tasks provided in the textbook meet the criteria of writing task suggested by Paul Nation. The criteria of writing task as suggested by I.S.P Nation, there are Experience Task (22,22%), Shared Task (11,11), Guided Task (59,25%) and Independent Task (7,40%). Based on the percentage whether the tasks provided in textbook are suitable with the criteria of writing tasks as suggested by Paul Nation proposed by Arikunto are 54, 17 %. The writing tasks in the textbook entitled *Bahasa Inggris* for the tenth grade students are categorized as good task because the writing tasks in the textbook meet the criteria of writing task as suggested by Paul Nation and this textbook is appropriate to be used by the students at the tenth grade students of senior high school.

DEDICATION

This thesis is dedicated to:

1. My beloved parents (Mr. Jamariand Mrs. Maryati).
2. My lovely old sister (Nafi'atul Fitriyati and his husband), and my best old brother (Muhammad Husni Thamrin).
3. All of my family members.
4. All of my teachers who have educated and taught me with great sincerity and genuineness.

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The writer realizes that this thesis is still far from completeness, so that the writer expects constructive suggestion and criticism from all side for the advantages of the thesis.

Finally, the writer expects this thesis be useful, especially for the writer and generally for the readers.

Semarang, July 4th 2017

The researcher

Siti Laelatul Farikhah
NIM. 133411018

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CHAPTER 1

INTRODUCTION

A. Background of the Research

As human being, people tend to live or interact with other people. This interaction is called communication. In daily life, people use language as a tool to communicate. It proves that in general, human beings are social creatures who need each other. As social creatures, the most important thing is that naturally they are motivated to interact with other people to express their existences, needs, opinions, and to influence other people. The importance of language includes all of the aspects of life because experience, feeling and idea of someone can only be known by other people by using language. It means that language is used for communication.

Language is a special characteristic properly of human or it can be regarded as humanly criterion, because only human being speaks a language. The varieties of sounds employed for communication, the contents or message that may be conveyed through languages are some differences between human languages and animal's means of communication. Ramelan explicitly stated, only means of communications used by human should be called "language" while the one used by animals should be excluded

from the concept of language.¹ Naturally, only human being use language, which is then regarded as human criterion, whereas animals or any other species do not. The possession of language more than any other attribute distinguishes human being from animal. To understand our humanity one must understand the language that makes us as human.

English is an important means of communication which is used in many countries in the world. It plays an important role in the process of modernization as an international language to be taught in schools.² Therefore, in Indonesia, English is taught in school as a compulsory subject from kindergarten until the University. As a result, the Indonesian government always makes an effort to improve the quality of English education in order to make English teaching successful. The purpose of teaching English is to develop four skills: listening, speaking, reading and writing. As English learners, they not only begin to develop language skills in listening, speaking, and reading, but also they need to develop writing skills. It means that, those skills are related to each other. There is no higher level where the students have to learn a skill which is the most important, because all of these skills are essentially important when students want to develop their English language. In fact, there are many students

¹ Ramelan, *Introduction to Linguistics*, (Semarang: IKIP Semarang Press, 1992), p. 9.

² Ramelan, *Introduction to Linguistics ...*, p. 6.

who face difficulties in writing. On the other hand, the ability to write effectively is becoming important in our global community. As we see, now days, many educational institutions, local or international business, and others ask their followers to write (thesis, dissertations, essay, etc) as a requirement to pass their program, it means that the ability to write a second language becomes more important. Furthermore, the development in transportation and technology allow people to interact each other, it means that communication becomes more essential.

Realizing that writing is very important for English learners, it is essential for students to develop their writing skills in English. Allah stated in verse Qur'an Al-‘Alaq: 4-5.

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

“He who taught [the use of] the pen, taught man that which He knew not” (Q.S Al- Alaq: 4-5).³

Then, with this verse Allah explains that He equipped nature as a tool to write, so that this article becomes lesson between human although they are far apart places. As they relate with oral. Nature as a solid thing that can't move is used as a tool of information and communication, so it is difficult for Allah to

³ Abdullah Yusuf Ali, *the Holy Quran (Koran) Juz 30*, (Saudi Arabia: the King Fahd Holy Qur'an, 1987), p. 320.

make His prophet as His human choices read, orient and also teach.⁴

From the verse above, we know that writing has an important role in human life. Allah explained in the verse that Allah taught human by pen. By writing, people will get some information. That is why human being needs to learn how to write correctly.

Allah SWT also stated in the Surah Al Qolam: 1.

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

“Nun, by the pen and the [record] which [men] write”⁵

The word *Al Qalam* naturally appears that it is similar to a pen used to write. As the word of Allah which means: “Proclaim! And the Lord is most bountiful, He who taught [the use of] the pen, taught man that which He knew not.” (Q.S al alaq: 3-5).⁶ This expresses that the pen was included great favors bestowed God to humans, besides favors articulate and explain something to others. With a pen, people can get knowledge by doing teaching and learning process, convey good and sad news and others. With this verse as God indicated to the Muslims that His knowledge is very broad, boundless and immeasurable. Therefore, look for that

⁴ M. Quraish Shihab, *Tafsir al-Misbah Vol XV*, (Jakarta: Lentera Hati, 2002), p. 10.

⁵ Abdullah Yusuf Ali, *the Holy Quran (Koran) Juz 30*, (Saudi Arabia: the King Fahd Holy Qur'an, 1987), p. 292.

⁶ Abdullah Yusuf Ali, *the Holy Quran (Koran) Juz 30...*, p. 320.

broad knowledge and use for the benefit of humans such as: take notes and convey knowledge to others. In order not to be lost due to forgetfulness or the owner dies, the Pen is needed as a tool to write it. Therefore, the pen is closely related and inseparable with the development of science and human welfare.

In order to make English teaching successful, it will be unfair if we consider it only from students or teachers points of view. Factors like the use of visual aids, time allotment, methodology, teaching material, and other facilities work together in affecting the result of teaching. Teaching materials are the key component in teaching learning process. One of teaching materials that teachers use is textbooks. Nevertheless, the combinations of other sources like internet, magazine, newspaper, videos, also gives the additional sources to support a textbook content.

Textbook has a great role in the classroom. As the guidance for teacher to convey the material for their students, teacher should select a good textbook from the named publisher. A good textbook is not the expensive one, but it is good in the presenting materials and it has the relevance with the curriculum. Textbooks are used in different ways in language programs. For example, a reading textbook might be the basis for a course on reading skills, providing both a set of reading texts and exercises for a skills practice. A writing textbook might provide model

composition and a list of topics for students to write about.⁷ It means that 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. In language classroom for example, English textbook is considered to be the course of study, the guide on methods of instruction and the source of language. Finally, the choice of textbooks, the used of textbook should consider in some aspects required students.

When the acquisition of a specific language skill is seen as important, it becomes important to test that skill, writing is no exception. To know the role of writing ability in second language education, we use ways to test writing ability valid and reliable or not, both for classroom use and as a predictor of academic success. Hughes said that the best way to test people's writing ability is to get them to write.⁸ It means that a test of writing involves at least two basic components: one or more writing task or instructions that tell test takers what have to write down, and a means of evaluating the writing samples that test takers produce. Exercises in the course book could lead students to the goal as stated in the curriculum. The teacher should examine whether the writing exercises of a course book are relevant or not with some aspects consider in writing exercise. Finally, designing a good

⁷ Jack C. Richarrd, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2001), P. 254.

⁸ Sara Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), p. 1.

exercise of writing is very important to know how much their writing ability increase.

In this final project, the writer will focus on the writing exercises presented in *Bahasa Inggris* 2013 Curriculum Textbook for the Tenth Grade Students of Senior High School Published by Minister of Education and Culture Based on Paul Nation's Theory.

B. Reasons for Choosing the Topic

The reasons that motivated the writer to choose the topic are as follows:

1. English is a foreign language; it is understandable that most students face difficulties in understanding writing skill. Many factors influence the success of teaching learning foreign language, one of the factors that affect it is the teaching materials including course book.
2. Writing is one of language skill that student should be developed in mastering English language. The needs of writing English are very urgent at present time. The most of companies are required their applicants to be talent in English both written and spoken.
3. Task is very important way to measure how much student develop in writing skill. the suitable task also becomes important to analyze to find out whether the textbooks

consists of enough and appropriate exercise writing task and do the writing task facilitate the students writing or not.

4. Textbook is one of a material teaching that commonly used by teacher in Indonesia, analyzing one of the chosen textbook becomes important to know how well that textbook according to learning's need. Here, the writer wants to find out whether the course book consists of enough and appropriate exercise or not.
5. *Bahasa Inggris* textbook that analyzed is the most textbook use for teaching and learning English for the tenth grade students in Semarang. Therefore, it is important to find out whether the types of writing task in *Bahasa Inggris* textbook is appropriate with the students' need or not.

C. Questions of the Research

1. How is the writing task in English textbook entitled *Bahasa Inggris* 2013 Curriculum Textbook for the Tenth Grade Students of Senior High School Published by Minister of Education and Culture Based on Paul Nation's Theory?
2. Do the writing tasks in English textbook entitled *Bahasa Inggris* 2013 Curriculum Textbook meet the criteria of writing task as suggested by Paul Nation?

D. Objectives of the Research

1. To describes the writing tasks in English textbook entitled *Bahasa Inggris* 2013 Curriculum Textbook for the Tenth

Grade Students of Senior High School Published by Minister of Education and Culture Based on Paul Nation's Theory.

2. To find out whether the writing tasks provided in English textbook entitled *Bahasa Inggris* 2013 Curriculum Textbook meet the criteria of writing task as suggested by Paul Nation.

E. Significances of the Research

The result of the study can contribute some benefits as follows:

1. For English Teacher

This research gives contributions toward the English teacher to know the appropriate textbook that can be used in teaching learning process and how far the textbook follows the curriculum demands. The last it could give some inputs for the teacher to select the good materials used in teaching learning process.

2. For Student

The result of this research can help them in choosing a writing exercise from English textbook to improve their writing skill.

3. For English Course Book Authors

It is hoped that in arranging a textbook, they will present materials and exercises which is appropriate with the ideal of textbook materials especially in writing.

4. For the Researcher

This study can help the researcher to answer the research question. The researcher will know about the types of writing task in *Bahasa Inggris* textbook and criteria of writing task as suggested by Paul Nation. For the other researchers who have interest in this study, the result of this study will help them make a new research of textbook analysis by using other textbook.

F. Limitations of The Research

Based on the identification of the problem, the writer limits the problem as follows:

1. The study only focuses on the series of writing tasks provided in *Bahasa Inggris* 2013 Curriculum Textbook meet the criteria features of task as suggested by Paul Nation.
2. The English textbook analyzed is *Bahasa Inggris* 2013 Curriculum Textbook for the Tenth Grade Students of Senior High School Published by Minister of Education and Culture in the Year of 2016.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Textbook

a. Definition of Textbook

The most commonly found elements in classroom around the world are teachers, learners, and course book. A teacher usually uses some media to make him or her easier in explaining the teaching materials. The success or the failure of English language teaching does not only depend on learners and teacher, but also the use of visual aids, teaching method, teaching material and other facilities. Textbook is one of the teaching aids that used by the teacher to teach their students.

According to Oxford dictionary, a textbook means “A book used as a standard work for the study of a particular subject”.¹ In another definition, a textbook is a manual of instruction or a standard book in any branch of study which is produced according to the demands of educational institutions.² It means that a textbook is a kind of book used in some studies at schools.

¹ <https://en.oxforddictionaries.com/definition/textbook>, retrived on 29th December 2016.

² Wikipedia, *Textbook*, <https://en.wikipedia.org/wiki/Textbook>, retrieved on 23th December 2016.

The term “course book” is used here to mean a textbook of which the teacher and, usually, each students has a copy, and which is in principle to be followed systematically as the basis for a language course.³

Meanwhile, in related to English language teaching, textbook are used in different ways in language program. For example, a writing textbook might provide model compositions and a list of topics for students to write about. A reading textbook contains the main material 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 skills textbook has the same composition materials with the previous one; it helps students to maximize their understanding to the subject.⁴

Textbooks contain highly abstracts and cognitively demanding concepts, and they are written in language appropriate to the grade for which they are intended. Fortunately, textbook reading can be made more comprehensible to English language learner and to native

³ Penny Ur, *a Course in Language Teaching Practice and Theory*, (Cambridge: Cambridge University Press, 1991), p. 183.

⁴ Jack C. Richards, *Curriculum Development in Language Teaching...*, p. 254.

English speaking students who do not read at grade level- though the creative application of modification strategies.⁵

Heines, characterizes differences between past and current trends in English language textbooks.⁶

Then	Now
Author and academic centered	Market led
Uncertain global market	Specific fragmented markets
European focus	Pacific rim/ Latin American focus
Sell what is published	International or local culture
Culture and methodology of origin	Indigenous learning situation
English for its own sake	English for its specific purposes
UK/US publisher dominance	Rise in local publishing
Native speaker expertise	Non-native speaker competence
Culturally insensitive	Culturally sensitive
Low risk/ competition	High risk/ competition
Little design	Design rich
Artificial texts and tasks	Authenticity
Single- volume titles	Multi-component/ multimedia

⁵Jodi Reiss, *Teaching Content to English Language Learners*, (New York: Longman Pearson Education, 2005), p. 41.

⁶ Jack C. Richards, *Curriculum Development in Language Teaching...*, p. 254.

Based on the definitions above, it is important for teachers to use a textbook when they teach a particular subject in order to help them when they conduct teaching and learning activities as well as to reach educational purposes.

b. Kinds of Textbook

Actually, there are many kinds of course book, which is very difficult to make accurate generalization about them. But according to Grant there are two kinds of course book. The two categories are traditional course book and communicative course book. They may be briefly described as follows:⁷

1) Traditional Course Book

Although it is used traditional here, traditional course book are still published today. So, the label is used to describe a type of course book, rather than the date it is published. The traditional course book tries to get students to learn the language as a system. Once they have learned the system, it is hoped that they are then equipped to use the language for their own purposes in any way they think fit.

⁷ Neville Grant, *Making the Most of Your Textbook*, (New York: Longman, 1989), p. 12-14.

Traditional course book have all most of these characteristics:

- a) They tend to emphasis the forms, or patterns of language (the grammar) more than communicative functions of language the jobs we do using it, for example, asking for information, making requests, apologizing, asking the way, etc.
- b) They tend to focus on reading and writing activities, rather than listening and speaking activities.
- c) They often make use of great deal of first language.
- d) They emphasis the importance of accuracy.
- e) They tend to focus rather narrowly a syllabus and examinations.
- f) They are often attractive to some teachers, because they seem easy to use, and are highly examination oriented.

Generally, the teacher can use traditional textbooks without too much difficulty. The main problem with traditional textbooks are: students work through them, sometimes for years, and often conscientiously. Despite this, at the end of their studies they are still incapable of using the language.

They may ‘know’ its grammar (the system) but they can’t communicate in it.

Moreover, teachers are required for one reason or another to use traditional textbooks. In this case, the teacher has a challenge: both to satisfy the syllabus, and to ensure that students using the textbook learn not just the forms of the language, but how to use them to communicate.

2) Communicative Course Book

Communicative course books try to solve this problem by creating opportunities for the students to use the language in the classroom, as a sort of “halfway house” before using it in real life.

Communicative course books vary quite a lot, but very broadly they have the following characteristics:

- a) They emphasize the communicative functions of language – the jobs people using the language not only the forms.
- b) They try to reflect the students’ needs and interests.
- c) They emphasize skills in using the language, not just the forms of the language, and they are therefore activity-based.

- d) They usually have a good balance among the four language skills, but many emphasize listening and speaking more than traditional course book does.
- e) They tend to be very specific in their definition of aims.
- f) Both content and method reflect the authentic language of everyday life.
- g) They encourage work in groups and pairs, and therefore make heavier on teacher's organizational abilities.
- h) They emphasize fluency, not just accuracy.

A communicative activity means any classroom exercise that helps the students to use the language they have learned in the classroom in real life. The theory is simple: by doing things like these in the classroom, students will be more likely to be able to do them in real life.

c. Advantages and Disadvantages of Textbook

The use of commercial textbook in teaching has both advantages and disadvantages, depending on how they are used and the contexts for their use. Richard has highlighted some advantages of using course book as follow:⁸

⁸ Jack C. Richards, *Curriculum Development in Language Teaching...*, p. 254- 255.

- 1) They provide structure and syllabus for a program.

It means that course book make a teacher is easier arrange the lesson plan, and also as a guide in classroom.

- 2) They help standardized instruction.

Every course book have a standard measurement, it means that a course book can be used in different class. It helps teacher to give similar even the same material in different class.

- 3) They maintain quality.

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) They provide a variety of learning resources.

Course book 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) They are efficient.

It saves teachers' time, enabling teachers to devote time to teaching rather than materials production.

- 6) They can provide effective language models and input.

Course book 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) They can train teachers.

If teachers have limited teaching experience, a course book together with the teacher's manual can serve as a medium of initial teacher training.

8) They are visually appealing.

Course book usually have high standards of design and production and hence are appealing to learners and teachers.

However, there are also potential negative effects of the use of textbooks, those are:⁹

1) They may contain non-authentic language.

Textbook sometimes present inauthentic language because texts, dialogues, and other aspects of content to be specially written to incorporate teaching points and are often not representative of real language use.

2) They may distort content.

Textbook often present an idealized view of the world or fail to represent real issues. In order to make textbook acceptable in many different context, controversial topics are avoided and instead an

⁹ Jack C. Richards, "Curriculum Development in Language Teaching" ..., p. 255-256.

idealized white middle-class view of the world is portrayed as the norm.

3) They may not reflect student's needs.

Because textbooks are often written for global markets, they may not reflect the interest and needs of students and may require adaptation.

4) They can deskill teachers.

If teachers use textbooks as primary source, leaving the textbook and teacher's manual to make the major instructional decisions for them, the teacher's role will be reduced because the primary function is to present materials prepared by others.

5) They are expensive.

Commercial textbooks represent a financial burden for students in many parts of the world.

From the illustration above, the researcher concludes that there is no perfect textbook. Each of them has strength and weakness. It is important for teachers to evaluate and decide the textbook first before they choose a textbook as their guidance in the teaching learning process. Generally, the function of course book is to help teachers in explaining the materials and to make students become easier in understanding the materials given.

d. The Role of Textbook

Cunnings worth, summarizes the role of materials (particularly textbooks) in language teaching as follows:¹⁰

- 1) A resource for presentation materials (spoken and written).
- 2) A source of activities for learners on grammar, vocabulary, pronunciation, and so on.
- 3) A source of stimulation and ideas for classroom activities.
- 4) A syllabus (where they reflect learning objectives that have already been determined).
- 5) A support for less experienced teachers who have yet to gain in confidence.

Generally, the role of textbook is to be at the service of teacher and learners but not to be their master. It is importance to select the material closely related to the aims, methods and values of teaching program. The aim of the textbook should correspond to the aim of the teacher and both should seek to meet the needs of the learners.

e. Evaluation Textbook

Neville states that the perfect course book does not exist; but the best book available in the English

¹⁰ E-book: Alan Cunningsworth, *Choosing Your Course book*, (Oxford: Mackmilan Education, 1995), p. 7.

learning and teaching process. Such a book should satisfy three conditions.¹¹ It should suit the needs, interest and abilities of your students. It should suit with the teacher (the best book in the world will not work in the classroom if the teacher has good reasons for disliking it). The course book must meet the needs of official public teaching syllabuses or examinations.

In addition, one way of finding out whether a book is worth looking at more closely the eight criteria as follows:¹²

1) Communicative

Is the course book communicative?

2) Aims

Does it fit in the English learning aims and objectives?

3) Teachable

Does it seem reasonably easy to use, well organized and easy?

4) Available add on

Are there additional materials?

5) Level

Does the level fit the learners' ability and proficiency?

¹¹ Neville Grant, *Making the Most of Your Textbook*, (New York: Longman, 1989), p. 118.

¹² Neville Grant, *Making the Most of Your Textbook...*, p. 119.

6) Your impression

What is your overall impression towards the course?

7) Students interest

Do the learners find the course book interesting?

8) Tried and tested

Has the course been tried and tested in real classroom?

In conclusion, there is no perfect book but by choosing the best book will be very challenging for teacher to create an atmosphere of learning process more effective and efficient. With the steps mentioned above, it expected to help teachers in selecting the best books. Finally, the teaching and learning process will be easily done.

2. Writing

a. Definition of Writing

As one of the four language skills, writing has always occupied a place in most English language course. One of the reasons in that more and more people need to learn to write in English for occupational or academic purposes. English department students especially need to learn to write to prepare themselves for the final academic, assignment, thesis writing. Thus, in terms of students' need, writing occupies an equal role with the other language skill.

Basically, writing is not simply drawing a range of orthographic symbols, but it actually involves a complex process where we have to use certain grammatical rules in organizing the facts. Writing is having ideas, organizing ideas, and communicating ideas. In contrast, message can be seen through writing. As a result, many people can communicate each other over long distance.

Writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.¹³

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 a good deal of practice.¹⁴

From the definitions above the writer can conclude that writing is a way to produce the language which comes from our thought. It is written on a paper or

¹³ David Nunan, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill, 2006), p. 98.

¹⁴ Paul Davies with Eric Pearce, *Success in English Teaching*, (Oxford: Oxford University Press, 2000), p. 96.

a computer. It is influenced both by the personal attitudes and social experiences that the writer brings to writing and the impacts of their particular political and institutional contexts. It is also a process that is written and influenced by the constraints of genre and has to be present in learning activities. There is no instant process to pass these processes. Good writing skills develop 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 an ability to make a form of words that have a higher value.

b. Purposes of Writing

All of the skills in English perform a different function. For example writing and speaking. We cannot say that writing perform “better” or “worse” function than speaking, each perform different function in society, uses different form and different linguistics characteristic.

The social prestige of written language is probably derived from the added functions which a written variety can fulfill for a society:¹⁵

¹⁵ Geoffrey Leech, Margaret Deuchar, and Robert Hoogenraad, *English Grammar for Today Second Edition*, (New York: Palgrave Macmillan, 2006), p. 142- 143.

- 1) Writing has the advantage of relative permanence.
It allows for record-keeping in a form independent of the memories of those who keep the record, and capable of being checked and consulted by many different people.
- 2) Allows for communication over a great distance.
It can be done by letters, newspaper, magazine, and social media for now days, etc. and to large numbers simultaneously (by publications of all kinds).
- 3) Not only permanent, but also leaves visible traces.
It can be carefully planned and revised by the writer in a way that spoken language cannot.
- 4) Written language can be processed at leisure, with part of it reread and other omitted at will.
Of course, this characteristic of written language promoted the development of literatures and intellectual development in general.
- 5) The persistence of written language through historical time makes possible the creation of literary works of art in ways comparable with the creation of paintings or sculpture.
- 6) Promotes intellectual development by overcoming the limitations of human memory and allowing the incremental storage of visually accessible knowledge.

From illustration above, it means that writing becomes important in our daily life. The aims of writing are not only to enhance knowledge but also create a literary works.

c. The Reason Teaching Writing

The reason why teacher teach writing to students of English as a foreign language includes:¹⁶

1) Reinforcement

Some students obtain language in an oral/aural way, but most of us get benefit greatly from seeing the language written down. Students often find it useful to write sentences using new language shortly after they have studied it.

2) Language development

It seems that the actual process of writing (rather like the process of speaking) helps us to learn as we go along. The mental activity we have to go is one way in order to construct proper written texts, these all part of learning experience.

3) Learning style

Some students are quick at picking up language just by looking and listening. And the others say that it may take a little longer. Writing is appropriate for

¹⁶ Jeremy Harmer, *How to Teach English*, (New York: Long man, 1998), p. 79-80.

such learners, it seem like reflective activity instead of the rush and bother of interpersonal face-to-face communication.

4) Writing as a skill

The most important reason for teaching writing is as a basic language skill, same as important as speaking, listening and reading. Students need to know how to write a letter, how to write using electronic media, etc. They need to know some writing's special conventions (punctuation, paragraph construction, etc). Same as they need to know how to pronounce spoken English appropriately. Part of our job is to give them that skill.

In school point of view, Writing is a way of life. Without some ability to express yourself in writing, you don't pass the course. From elementary school until through university graduate courses, we write in order to success on mastering the subject matter. Students are expected to create written products that demonstrate the mastery of all elements. To be success, students have to write in some steps. They will write a phrase, a clause, and a sentence correctly when they know the word order. After that, by using sentences, they can communicate a message.

Moreover, writing is very important as a part human culture because it can be used to preserve ideas also speech sound. It can be concluded that people use writing as a means of recording what people want to store in the form of written language (e.g. a lot of great people or philosophers' ideas in the past).

3. Writing Task

a. Definition of Task

While there is a good deal of variation among experts on how to describe or define task. The definition of “task” as an educational activity according to Peter Skehan's, he defines task as an activity in which: Meaning is primary, there is some communication problem to solve, there is some sort of relationship to comparable real-world activities, task completion has some priority, and the assessment of the task is in terms of outcome.¹⁷

Nunan states that, “Task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning rather than form.”¹⁸

¹⁷H. Douglas Brown, *Teaching by Principles; an Interactive Approach to Language Pedagogy...*, p. 50.

¹⁸Kris Van den Branden, *Task-Based Language Education: From Theory to Practice*, (Cambridge: Cambridge University Press, 2006), p. 7.

According to Bachman and Palmer task is an activity that involves individuals in using language for the purpose of achieving a particular goal or objective in a particular situation.¹⁹

A task is an activity in which a person engages in order to attain an objective, and which necessitates the use of language.²⁰

From the definition above, it should be a relation between what the learner's task in the classroom and what learner's need in real world. In classroom activity, Tasks used by teachers to monitor how much the student abilities in some subject increases. If students not already understand with the teacher explanation, teacher will do some treatment, preparing for establishing course content with designing a curriculum or syllabus or remedial test. Task also used to measure students to stay in a class or continue in next class.

b. The Component of Task

In line with it, Nunan defines tasks in terms of six characteristics that are salient to their use in the classroom According to Nunan, the framework which combines simplicity with the power to analyze the majority of

¹⁹ Kris Van den Branden, *Task-Based Language Education: From Theory to Practice ...*, p. 4.

²⁰ Kris Van den Branden, *Task-Based Language Education: From Theory to Practice...*, p. 4.

learning tasks has just three components: goal, input, activities.²¹

1) Goals

Goals are the vague general intentions behind any given learning task. They provide a point of contact between the task and the broader curriculum. Goals may relate to a range of general outcomes (communicative, affective, or cognitive) or may directly describe teacher or learner behavior.

One classification of goals from a recent large- scale language curriculum project in Australia (the Australia Language Levels, or ALL, project):

Goal Type	Example
Communicative	- Establish and maintain interpersonal relations, and through this to exchange information, ideas, opinions, attitudes, feelings, and to get things done.
Socio-Cultural	- Have some understanding of the everyday life patterns of their contemporary age group in the target language speech community. This will cover their life at home, at school and at leisure.
Learning how to learn	- To negotiate and plan their work over a certain time

²¹E-book: David Nunan, *Designing Tasks for the Communicative*, (Cambridge: Cambridge University Press, 1989), p. 47-70.

	span, and learn how to set themselves realistic objectives and how to devise the means to attain them.
Language and Cultural Awareness	- To have some understanding of the systematic nature of language and the way it works.

2) Input

Input refers to the data that form the point of departure for the task. In fact, input for communicative tasks can be derived from a wide range of sources, for example: letters (formal/informal), newspaper, pictures stories, shopping list, etc.

3) Activities

Activities specify what learners will actually do with the input which forms the point of departure for the learning task.

4) Teacher role

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

5) Learner role

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

6) Settings

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

In conclusion, the writer suggested that tasks can be analyzed in term of their goals, input data, activities, settings, and role. Tasks can be used as building block in developing lesson and unit of work and how this result can be seen though simultaneous specification of content and tasks.

c. **Type of Writing Task**

Writing task can make student be more diligent in doing exercise and in mastering the material. Besides, writing task is aimed at developing student's ability to think critically. According to Paul Nation,²² there are four kinds of writing tasks in writing skill. These four kinds of tasks are called experience tasks, shared tasks, guided tasks, and independent tasks.

1) Experience Task

Experience tasks try to narrow the gap as much as possible by using or developing learners' previous experience. Experience tasks are ones where the learners already have a lot of the knowledge needed to do the task.

²² E-book: Nation, I. S. P, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p. 95-111.

Table 2.1 Ways of Providing Experience in Experience Task

Control through selection or simplification	- Using simplified material - Using carefully graded material - Using learner produced material - Using material based on first language material
Recall or sharing of previous experience	- Discussions and brainstorming - Questioning - Questioning peers
peers Pre-teaching or experiencing	- Direct teaching of sounds, vocabulary, grammar, - Text types . . . - Visits and field trips - Direct teaching of content

Here are some experience tasks for writing:

a) Draw and write

The learners draw a picture about something that happened to them or something imagined, and then they write about it, describing the picture. The picture provides a way of recalling past experience and acts as a memory cue for the writing.

b) Linked skills tasks

The writing tasks are designed as the end of activities after students speaking about, listening to and reading about the topic. By the time goes, the students will attempt to write because they already have many previous experiences.

c) Partial writing

The learners list useful words that they will need in the following writing task.

d) Ten perfect sentences

The teacher showing learners a picture or an easy subject and then the learners must write ten separate sentences about that. They are given one mark for each correct sentence.

e) Setting your own questions

Each student produces the question they want to write about. This is then translated into good English and is made into an examination question which the students answer under examination conditions.

2) Shared Task

A task which is too difficult for an individual to do alone may be done successfully if a pair or group does it.

a) Reproduction exercise/ Retell

The learners read or listen to a story and then they retell it without looking at the original.

b) Blackboard composition

The whole class works together. The teacher or the learners suggest a subject and a rough plan for the composition. Members of the class raise their hands and suggest a sentence to put in the composition. If the sentence is correct it is written on the blackboard. If it is not correct, the class and the teacher correct it and then it is written on the board. When the whole composition is finished, the learners read it and then the learners must rewrite it from their memory.

c) Group-class composition

The teacher gives the subject of the composition and then the learners in their groups discuss and make a list of the main ideas that they will write about. Then the teacher brings the class together and, following the learners' suggestions, makes a list of the main ideas on the blackboard. After this is discussed, the learners return to their groups and write a composition as a group. When the composition is finished each member of the

group makes a copy of the composition. Only one copy is handed to the teacher for marking. The learners correct their copies by looking at the marked copy when the teacher gives it back to them. It is useful if they discuss the teacher's corrections in their groups.

d) Group composition

The learners are divided into groups or pairs. Each group writes one composition. Each learner suggests sentences and corrects the sentences suggested by the other learners. When the composition is finished, each learner makes a copy but only one composition from each group is handed to the teacher to be marked. When the composition has been marked, the learners correct their own copy from the marked one. The teacher just has to suggest a subject. Marking is usually easy because the learners correct most of the mistakes themselves before the composition is handed to the teacher. The teacher marks only one composition for each group.

e) Writing with a secretary

The learners work in pairs to do a piece of writing. One member of the pair has primary

responsibility for the content and the other has to produce the written form.

3) Guided Task

This usually has the effect of narrowing the task that the learners have to do. For example, guided composition exercises, such as picture composition, provide the ideas that the learners will write about.

Identification

a) Translation

The learners translate sentences or a story into English or Indonesia.

b) Look and write

The teacher performs an action, or shows the learners a picture of a real object, and the learners write a sentence to describe what they see.

c) Picture composition

The teacher shows the learners a picture or a series of pictures. Under the picture there are several questions. By answering the questions with the help of the picture, the learners can write a composition.

d) Delayed copying

Delayed copying technique is designed to help learners become fluent in forming letters and words, especially where the writing system of the

second language is different from that of the first language. It also helps learners develop fluent access to phrases.

e) Writing with grammar

Involve guided compositions which are based on special grammar problems. Usually the rules are given first for the learner to study and then they must use the rules when doing the composition

f) Question Answer

The learners try to answer the question based on text provided before.

g) Correction

In correction techniques the learners look for mistakes either in ideas or form and describe them or correct them.

h) Completion (Complete the sentences)

In completion techniques the learners are given words, sentences, a passage, or pictures that have parts missing or that can have parts added to them. The learners complete the words, sentences or passage by filling in the missing parts, or by saying what is missing from the picture.

i) Back-writing

The learners read a passage. After they have understood the text, they copy some of the key

words from the passage onto a sheet of paper. Only the base form of the word is copied (i.e. walk not walking). The learners then put the text away and write what they remember of the passage filling in around the key words that they copied.

j) Ordering

In ordering techniques the learners are presented with a set of items in the wrong order which they must rearrange in the desired order.

k) Substitution

In substitution techniques the learners replace one or more parts of a word, sentence, passage, picture, story, etc.

l) Change the sentence

The learners are given some sentences and are asked to rewrite them making certain change

m) Sentence Combining

The learners are given pairs of sentences. They must join together the two sentences to make one sentence.

4) Independent Tasks

Independent tasks require the learners to work alone without any planned help. Learners can work successfully on independent tasks when they have

developed some proficiency in the language and when they have command of helpful strategies. These strategies can develop from experience, shared, or guided tasks:

A good independent task has the following features:

- a) It provides a reasonable challenge, i.e. it has some difficulty but the learners can see that with effort they can do it.
- b) It is a task that learners are likely to face outside the classroom.

The difference between an experience and independent task lies in the control and preparation that goes into an experience task. Experience tasks are planned so that learners are faced with only one aspect of the task that is outside their previous experience. Independent tasks do not involve this degree of control and learners may be faced with several kinds of difficulty in the same task.

B. Previous Research

These are some previous researches related to this study that can be described as follows:

The first research conducted by Dita Ayuk Prastian (A320100192), entitled “*An Analysis on Writing Task of English Textbook Entitled Bright for the Seventh Grade Students of Junior*

High School". In this research, the analyzed object of the research is the writing task in English textbook entitled *Bright* for the seventh year of Junior High School written by Nur Zaida published by Erlangga in 2013. The data of the research are materials of writing task from *Bright*. The aim of the study are (1) To describe the writing tasks that are appropriate with the criteria suggested by Raimes in English textbook entitled *Bright* and (2) To describe whether writing tasks in English textbook entitled *Bright* facilitate the students in increasing writing ability or not. This research is qualitative. The result of the research shows the percentages that writing task in English textbook entitled "*Bright*" is 64, 28% because the writer finds nine criteria from fourteen criteria. The writer concludes that writing task in English textbook entitled *Bright* is good and appropriate with criteria as suggested by Raimes. In addition, the material in English textbook entitled "*Bright*" facilitates the students in increasing writing ability.²³

The similarities between the research above and the writer's is on the analyzing the writing task on English textbook. The difference between the research above and the writer's is on object of study (textbook) and the grade of students. The object of the research above is English textbook entitled *bright* but in this research, researcher uses English textbook entitled *Bahasa*

²³ Dita Ayuk Prastian (A320100192), "*An analysis On Writing Task Of English Textbook Entitled Bright For The Seventh Grade Students Of Junior High School*", A thesis in Teacher Training and Education Faculty, Muhammadiyah University of Surakarta, 2014.

Inggris. Another difference are research above uses theory suggested by Raimes in analyzing writing task, but in this research uses theory suggested by Paul Nation.

The second research conducted by Yulia Marheni Ambarwati (A320100127), entitled “*An Analysis on Writing Task of English Textbook Entitled Talk Active for the Tenth Grade Students of Senior High School*”. The research analyzed the writing tasks on English Textbook entitled *Talk Active* for the tenth grade students of Senior High School are compatible with the writing tasks as suggested by Raimes and to describe whether or not the writing task facilitate to the students achieve the competency. The percentage for the writing tasks provided in *Talk Active* based on the percentage, referring to the schema of quality classification proposed by Arikunto is 71, 43%. It means that the writing task is good in developing writing skill.²⁴

The similarities between the research above and the writer’s is on the analyzing the writing task on English textbook. The difference between the research above and the writers were on object of study (Textbook). The object of the research above is English textbook entitled *Talk Active* but in this research, researcher uses English textbook entitled *Bahasa Inggris*. Another difference are research above uses theory suggested by Raimes in

²⁴ Yulia Marheni Ambarwati (A320100127), “*An Analysis on Writing Task Of English Textbook Entitled Talk Active For The Tenth Grade Students Of Senior High School*”, a thesis in Teacher Training and Education, Muhammadiyah University of Surakarta, 2014.

analyzing writing task, but in this research uses theory suggested by Paul Nation.

Another previous research related with this research conducted by Dwi M. Husein (053411055), entitled “*Analysis on Writing Exercises in Look Ahead 2 (English Course Book for Senior High School Students Year XI) Published by Erlangga*”. The main problem of this research is to evaluate the writing exercises presented in Look Ahead 2 (English Course Book for Senior High School Students Year XI) in terms of the kinds of tests, KTSP curriculum, basic competence in writing skills, kinds of classroom writing, and types of writing exercise, teach-ability, presence of example, aims, and kinds of practice exercise. From the findings, the writing exercises in Look Ahead 2 are relevant with those nine aspects of writing exercise.²⁵

The similarities between the research above and the writer's is on the analyzing the writing task on English textbook. The difference between the research above and the writers were on object of study (Textbook). The object of the research above is English textbook entitled *Look Ahead 2* but in this research, researcher uses English textbook entitled *Bahasa Inggris*. Another difference are research above try to evaluate the writing exercise

²⁵ Dwi M. Husein (053411055), *Analysis On Writing Exercises In Look Ahead 2 (English Course Book For Senior High School Students Year XI) Published by Erlangga*, a thesis in English Language Education, Education Faculty Walisongo State Institute For Islamic Studies Semarang, 2010.

in terms of the kinds of tests, KTSP curriculum, basic competence in writing skills, kinds of classroom writing, and types of writing exercise, teach-ability, presence of example, aims, and kinds of practice exercise, but in this research only evaluate writing task uses theory suggested by Paul Nation.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher will present in details the methodology of the research used in this study. It is divided into several sub chapters. They are: Design of the research, object of study, source of data, data collection technique, data analysis technique, and procedures of the research.

A. Design of the Research

Research method is defined as a scientific way to get data with a specific purpose and usefulness.¹ Research method contains the procedures and ways of verifying the data needed to solve problems and answer the problem's researcher. Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participants' setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meanings of the data.² This research does not find the statistical procedure or another counting form but analyzed the data in the form of word.

¹ Sugiono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, (Bandung: Alfabeta, 2015), p. 3.

² Jhon W. Creswell, *Research Design (Qualitative, Quantitative, and Mixed Methods Approaches)*, (United Kingdom: SAGE, 2009), p. 4.

Content analysis can also be categorized as qualitative. Content analysis is the process of summarizing and reporting written data- the main contents of data and their messages.³ Clearly, Content analysis used to examine the text, images, or symbols that had been documented.

From the definition above, research that will be used by researcher is content analysis research. This study will be disclosed in writing task found in *Bahasa Inggris* 2013 Curriculum Textbook for the Tenth Grade Students of Senior High School Published by Minister of Education and Culture Based on Paul Nation's Theory. Library research will be chosen as research approach. Library research is used to obtain and collect data from written material that needed by the writer that has been published.

B. Object of Study

The object of the study in this final project is *Bahasa Inggris* 2013 Curriculum Textbook for the Tenth Grade Students of Senior High School Published by Minister of Education and Culture Based on Paul Nation's Theory.

By doing the research on the mentioned textbook, the writer would like to describe the types of writing task in *Bahasa Inggris* textbook and find out whether the writing tasks provided

³ Louis Cohen, at all, *Research Method in Education*, (New York: Routledge, 2007), p. 475.

in English textbook entitled *Bahasa Inggris 2013 Curriculum Textbook* meet the criteria of writing task as suggested by Paul Nation.

C. Source of Data

Arikunto stated that the data resource is the subject from which the data can be finding.⁴ In this research, the writer classifies source of data into two:

1. Primary Data is the main data to be processed and analyzed sourced from the writing tasks found in *Bahasa Inggris 2013 Curriculum Textbook for The Tenth Grade Students of Senior High School* Published by Minister of Education and Culture in the Year of 2016.

It means that, this research only focuses on series of writing exercises provided in book itself. There are twenty seventh exercises derived from all writing exercise in 2 English textbooks for the tenth grade student semester 1 and 2.

2. Secondary data is complementary data that still have correlation with the research in question. This secondary data is obtained from internet, book as the theory, and other sources.

⁴Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), 6th Edt, p.172.

Here are the writing task provided in *Bahasa Inggris*
Textbook

No	Writing Tasks provided in the textbook	Unit	Page
1.	Responding to an email/letter.	Unit 1	18
2.	Write down the inside part of the congratulation based on cover.	Unit 2	29-32
3.	Write a paragraph about your holiday plan.	Unit 3	47
4.	Editing- pair work	Unit 4	65
5.	Rewriting description pair work	Unit 4	66
6.	Writing a descriptive essay	Unit 4	67
7.	Work in pairs- Complete the following chart	Unit 5	78
8.	Collaborative description	Unit 5	79
9.	Independent writing	Unit 5	80
10.	The following announcement about regional games is not written properly. Edit the announcement so that it makes sense	Unit 6	92
11.	Use the following question to help you Rewrite the above announcement	Unit 6	93
12.	Write a recount about your holiday and make the outline of the story	Unit 7	106
13.	Write a recount text	Unit 8	118-119
14.	Independent writing	Unit 9	129
15.	Peer feedback	Unit 9	129
16.	Rewrite the biographical recount	Unit 9	129
17.	Collaborative biographical recount writing	Unit 10	141-142
18.	Fill in the blank with appropriate words	Unit 11	154
19.	Have you ever written story?	Unit 11	155
20.	Edit work	Unit 11	155

21.	Finishing story	Unit 11	155
22.	Try to write an outline of the story by answer the question below!	Unit 12	167
23.	Write the outline into a paragraph	Unit 12	167
24.	Write the interview report	Unit 13	181
25.	Collaborative story writing	Unit 14	193
26.	Write the meaning of the song	Unit 15	204
27.	Write a short description of your favorite song	Unit 15	204

Based on the above table, it can be seen that there are twenty seven writing task types found in analyze textbook.

D. Data Collection Technique

In collecting data, the writer used documentation study. Documentation is a wide range of written material can produce qualitative information. Data collection technique through documentation means an attempt to obtain data and information in the form of written notes/ pictures regarding to the problems examined. The importance' of documentations studies to help understand the phenomenon, interpretation, developed theories, and data validation.⁵ Documentation method can be implemented by:⁶

1. Documentation guidelines that contain the outlines or categories to be searched for.

⁵Rully Indrawan and Poppy Yaniawati, *Metodologi Penelitian (Kuantitative, kualitative, dan Campuran untuk Manajemen, Pembangunan dan Pendidikan)*, (Bandung: PT Refika Aditama, 2014), p. 139.

⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik....*, p. 201-202.

2. Checklist, the list of variables to be collected data. In this case the researchers give a sign or tally of each appearance of the symptoms in question.

In this research, the method of documentation is done to the tasks contained in the *Bahasa Inggris* 2013 Curriculum Textbook semester 1 and 2 for The Tenth Grade Students of Senior High School Published by Minister of Education and Culture in The Year Of 2016, which will be analyzed based on the writing tasks as suggested by I.S.P Nation. To do this, the researcher will do are as follows:

1. Reading

The first step of data collection procedure was reading the *Bahasa Inggris* 2013 Curriculum Textbook for The Tenth Grade Students of Senior High School Published by Minister of Education and Culture in The Year Of 2016. I read all text and exercises in the text book to find which tasks are considered as the data. The data are the only the writing exercises in the textbook.

2. Identifying

While reading the task, I also identified the types of task according to I.S.P Nation. The step is giving checklist. If there are variables sought, then the researchers stay put a check or tally in the appropriate place.

Table 3.1 Analysis Documentation Sheet

NO	The Criteria of Writing Task Suggested by Paul Nation	Writing Task Provided in Textbook	Provided	Not Provided	Explanations

The first column used for numbering of the data. The second column used for The Criteria of Writing Task as Suggested by Paul Nation. The third column used for the writing task provided in textbook. The fourth column used for provided data, if there is suitable data between the criteria of writing task and writing task provided in the textbook. Five column used for not provided data, if there it is not in accordance with the criteria of writing task and writing task provided in the textbook And the last column used for further explanation.

E. Data Analysis Technique

The analysis data technique that researcher used is content analysis. Content analysis is one of the techniques that commonly used in qualitative research.

Content analysis is simply defines the process of summarizing and reporting written data, the main contents of data and their messages. In other word, it is a strict procedure for

rigorous analysis, examination and verification of the contents of written data.⁷

Content analysis starts with a sample of texts (the units), defines the units of analysis (e.g. word, sentences) and the categories to be used for analysis, reviews the texts in order to code them and place them into categories, and then counts and logs the occurrence words, codes and categories.

The whole process of content analysis can follow ten steps:⁸ define the research questions to be addressed by the contents analysis, define the population from which units of text are to be sampled, define the sample to be included, define the context of the generation of the document, define the units of analysis, decide the codes to be used in the analysis, construct the categories of analysis, conduct the data analysis, summarizing, and making speculative inference. In analyzing data, the researcher took only some steps of content analysis as below:

1. Selecting

The writer reads *Bahasa Inggris* textbook and then selects which task could be considered as the writing task in every unit of the course book.

2. Categorizing

⁷ Louis Cohen, at all, *Research Method in Education*, (USA: Routledge, 2007), p. 475

⁸ Louis Cohen, at all, *Research Method in Education ...*, P. 476-483.

After selecting the writing task, it will be categorized into some aspects of writing exercise which is will be used to analyze the data. The writer preferred to analyze the writing task only, so that the writer used Paul Nation's Theory (2009: 96-110) about kinds of writing task. Kinds of writing task according to Paul Nation are:

- a. Experience Task
 - b. Shared Task
 - c. Guided Task
 - d. Independent Task
3. Analyzing

After categorizing the writing exercises in *Bahasa Inggris* textbook, the writer analyzes them by using that theory.

4. Inferring

Based on the findings of analysis, the researcher will make a conclusion in a brief description and calculate the percentages of each finding by using Arikunto's schema of quality classification⁹

The researcher used this pattern:

$$\% = \frac{\text{writing task criteria developed in the textbook}}{\text{writing task as suggested by I.S.P Nation}} \times 100\%$$

⁹ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik.*, (Jakarta: Rieka Pustaka, 2010), p. 319.

CHAPTER IV

RESULT AND ANALYSIS

This chapter presents the analysis and result of it, which consist of two sections. The first section is kinds of tasks in of writing in *Bahasa Inggris* 2013 Curriculum Textbook for the Tenth Grade Students of Senior High School Published by Minister of Education and Culture Based on Paul Nation's Theory. The second is An Analysis of writing tasks which is appropriate with the criteria suggested by Paul Nation in *Bahasa Inggris* 2013 Curriculum Textbook for the Tenth Grade Students of Senior High School Published by Minister of Education and Culture in the Year of 2016.

A. The Analysis of Writing Task in *Bahasa Inggris* 2013 Curriculum Textbook for the Tenth Grade Students of Senior High School Published by Minister of Education and Culture Based on Paul Nation's Theory.

An English textbook entitled *Bahasa Inggris* 2013 Curriculum Textbook for The Tenth Grade Students of Senior High School is a student book that has been prepared by the government in the implementation of the 2013 curriculum as a reference for students in learning English in schools. This book is also published via the internet or commonly called e-book.

An English textbook that became the source of this research entitled "*Bahasa Inggris*". This book consists of 9

chapters in each semester, there are: Talking about Self, Complimenting and Showing Care, Expressing Intention, Congratulating Others, Describing People, Visiting Ecotourism Destination, Visiting Niagara Falls, Describing Historical Places, Giving Announcement, Meeting My Idol, Keeping a Diary, Talking about an Idol, Somebody I Admire, Issumboshi, Malin Kundang, Interviewing the Wright Brothers, Strong Wind, and Learning through Songs.

In summary the identity of this book is as follows:

Book title	: Bahasa Inggris
Contributing manuscripts	: Utami Widiati, Zuliati Rohmah, and Furaidah
Reviewers	: Raden Safrina and Helena I.R Agustien.
Publishing supervisor	: Curriculum and Book Center, Balitbang, Kemendikbud
Year of publication	: 2016
Place of publication	: Jakarta
Edition	: 2 nd Edition (Revised Edition)

The Analysis of Writing Task in *Bahasa Inggris* 2013 Curriculum Textbook for The Tenth Grade Students of Senior High School Published by Minister of Education and Culture in The Year Of 2016.

1. Task of Chapter 1 page 18



WRITING

Responding to an email / a letter

Imagine that you're Alia. Write an email or a letter responding to the email or letter you've read and discussed. Use the following questions to guide you.

1. What do you write to start your response to an email/a letter?
2. What details do you write in your email/letter? (How old are you? Where do you attend senior high school? What are your hobbies? How many siblings do you have? Etc.)
3. What do you write to end your letter/email?
4. Before you send your email/letter, read through your email/letter to find any content, grammar, vocabulary, grammar, spelling, or punctuation errors and correct them if any.

Table 4.1
Analysis of writing task in Chapter 1 page 18

No	The Criteria of Writing Task Suggested by I.S.P Nation		Writing Task Provided in Textbook	Provided	Not Provided
1.	Experience Task	Draw & Write	U1/B.I/P.18		

Explanation: The writing task above include in experience task. In this task, the student are demanded to draw and write. This instruction asks the students to write an email/ letter response. Before doing it, the students should imagine as

Alia. It means that, students must have an experience before they want to response that email/letter. The task gives an example to help the students in doing this task. The material above is suitable with the criteria of writing task as suggested by I.S.P Nation in term of experience task.

2. Task of Chapter 2 page 29-32



WRITING

Write down the inside parts of the congratulation cards based on the cover. Two cards have been done for you as examples. Write at least two sentences.

Bahasa Inggris 29

Tomy has just been promoted to be the branch manager of Jeparu Ukir Company in London.



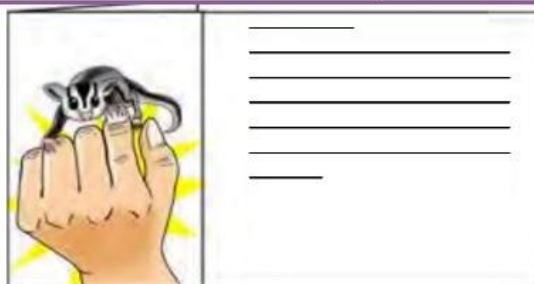
Source: Dokumen Kemdikbud
Picture 4.7

Your sister has graduated from a culinary arts program in Padang, West Sumatra. She wants to be the best chef and plans to open her own restaurant.



Source: Dokumen Kemdikbud
Picture 4.8

Santi has got a sugar glider from her parents. Her parents are happy because she has been brave enough to donate her blood to PMI (the Indonesia Red Cross).



Source: Dokumen Kemdikbud
Picture 4.10

Table 4.2
Analysis of Writing Task in Unit 2 Page 29-32

No	The Criteria of Writing Task Suggested by I.S.P Nation		Writing Task Provided in Textbook	Provided	Not Provided
1.	Guided Task	Look and Write	U2/B.I/P.29-32	✓	

Explanation: The writing task above include in guided task. In this task, the student are demanded to look and

write. Look the picture above and write down the inside parts of congratulation cards based on the picture. The task gives an example to help the students in doing this task. This task belong to guided task because there is a guidance as a part of activity, also categorize as look and write task because students are expected to look the picture first before writing down. In this case, this writing task is appropriate with the criteria as suggested by I.S.P Nation.

3. Task of Chapter 3 page 47-48



WRITING

Write a paragraph about your holiday plan. Use *I would like to ...*, and *I am going to.....* in your paragraph. You can use the questions to guide you:

Holiday plan

- Where would you like to go on holiday? Would you like to go somewhere interesting or stay at home?
- If you are spending your holiday away from home, where would you like to go?
- If you stay at home, what do you plan to do?

Table 4.3
Analysis of Writing Task in Unit 3 Page 47-48

No	The Criteria of Writing Task Suggested by I.S.P Nation		Writing Task Provided in Textbook	Provided	Not Provided
1.	Guided Task	Writing with Grammar	U3/B.I/P.47-48		

Explanation: The writing task above include in guided task. In this task, the students are demanded to writing with grammar. Because students write a paragraph about their holiday plan uses *I would like to* and *I am going to*. It means that students will get grammar material first. Besides that, to get easy in doing the task, there are some guidelines to guide students in writing their holiday plan. It means that, this task belong to guided task because there is a guidance as a part of activity, also categorize as writing with grammar task because students are expected to write with some component in grammar. In this case, this writing task is appropriate with the criteria as suggested by I.S.P Nation.

4. Task of Chapter 4 page 65-66 (Task 1)

Task 1: Editing - Pair Work

Read the following description about a tourist destination carefully. The writer forgot to edit her draft. Can you find the errors in the text and help her edit the text?

For example, read carefully the fifth sentence in the following text. Can you find the errors in the sentence? Yes, waterfal and a bowl giant. The first error should be written waterfall because it was misspelled, and a bowl giant should be written giant bowl (remember how to make noun phrase). Now try to find the other errors and try to correct them.

If you go to Batu city in East Java, do not forget to visit Cuban Rondo. Cuban Rondo is a must-see waterfall because of it spectacular scenery. The first amazing natural charm to enjoy is the huge greenish rock. The gigantic rock and its vegetation that surrounds the waterfal soar high into the sky. The top of the rock bends inward so that when we stand close to the waterfal, we will feel as if we were inside of a gigantic cave or a Bowl Giant. The greatness of the nature will make you feel very small and price God The second scenery to enjoy is the charm of the waterfall itself. From the top of the soaring rock, huge amount of water continuously falls down, splash on the large black stones at the bottom of the waterfall, and forms a shallow small lake and stream. The water in the lake and stream crystal clear and icy cold. The wind that blow the falling water and the splash produce millions



of tiny droplets of water. The wind can blow your boat. The droplets covers the small lake and visitors in mist. Yes, you will get wet. But you can go to the mall. When the sunlight shine through the cold tiny droplets, you will see rainbows on the earth, not in the sky, that seems close enough to you the senery is breathtaking. End the trip with something that can warm you up. In the rest area, you can buy roasted sweet corns. If that is not enough, you can also buy drinks hot delicious and meatball soup hot. When you go home, leave nothing in the area but your footsteps and bring

home only your memory unforgettable about the beautiful Cuban Rondo Waterfall.

Guiding questions for editing:

1. Does the writer use indentation? What should she do?
2. Does the writer use correct paragraphing?
3. Is there any sentence that begins the description by introducing the object to be described?
4. If you want divide the text into some paragraphs, how will you do it?
5. Does each paragraph start with a sentence that introduces the object to be described
6. Are there any irrelevant sentences? Can you help the writer find out if any?
7. Are there any misspelled words? Can you help her find out if any and correct them?
8. Does the writer use correct grammar in all of her sentences? Help her check the following things:
a. whether the verbs in the sentences agree with the subjects,
b. whether the modifiers in the noun phrases are well sequenced.
9. Does she begin all sentences with capital letters? Check the sentences and correct any mistakes you find.
10. Does she end all sentences with full stops? Correct them if she does not.

Table 4.4
Analysis of Writing Task in Unit 4 Page 65-66

No	The Criteria of Writing Task Suggested by I.S.P Nation		Writing Task Provided in Textbook	Provided	Not Provided
1.	Guided Task	Correction	U4/ B.I/ P.65-66		

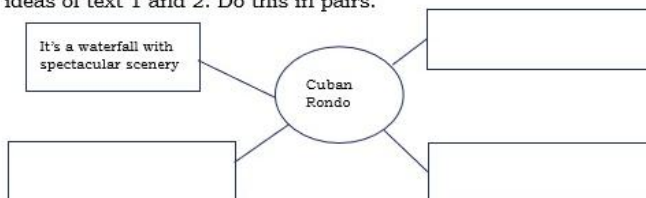
Explanation: The writing task above include in guided task especially in correction. In this task, the student are demanded to find out the error in the text. Besides that, there are also some guiding questions for editing. It means that, students are expected to edit the text based on some guiding questions provided. This task belong to guided task

because there is a guidance as a part of activity, also categorize as correction task because students are expected to edit the error found in the text. In this case, this writing task is appropriate with the criteria as suggested by I.S.P Nation.

5. Task of Chapter 4 page 66 (Task 2)

Task 2 – Rewriting description Pairwork

A word web help writers organize their ideas. Now, make a word web of the text about Cuban Rondo and include the details. Now, based on the word web that you've made, write a description about Cuban Rondo. You may also use your imagination to develop the text. To enrich your vocabulary, you can try to use the words found in reading text 1 and 2. You can also use the organization of ideas of text 1 and 2. Do this in pairs.



66 Kelas X SMA/MA/SMK/MAK

Table 4.5
Analysis of Writing Task in Unit 4 Page 65-66

No	The Criteria of Writing Task Suggested by I.S.P Nation		Writing Task Provided in Textbook	Provided	Not Provided
1.	Shared Task	Reproduction exercise	U4. B.I/ P.66		

Explanation: The writing task above include in shared task especially in Reproduction exercise. The learners

read to a story first and then they retell it without looking at the original. In task above, students will read the story about “Cuban Rondo” to make a word web of that story, after that, students write a description about “Cuban Rondo” based on the word web. This task belongs to shared task because students do in pair work. Shared task is too difficult for an individual to do alone may be done successfully if a pair or group does it. Finally this task suitable with kinds of writing task as suggested by I.S.P Nation.

6. Task of Chapter 4 page 67

Task 3 – Writing a descriptive essay

Think of a place you like to visit or a favorite place that you have visited several times. This can be tourism object or your favorite part of your house, or school, a park, or a traditional market in your hometown. Describe what is special about the place. Make a word web to help you get and organize ideas.

Using your word web, write an essay about that place. Include an introductory paragraph, two body paragraphs that contain the supporting details, and a concluding paragraph (read again task 4 for text 1)

After you finish writing, ask yourself the questions used in the editing section (writing-task 1).

Table 4.6
Analysis of writing Task in Chapter 7 Page 67 (Task 3)

No	The Criteria of Writing Task Suggested by I.S.P Nation		Writing Task Provided in Textbook	Provided	Not Provided
1.	Experience Task	Draw and write	U4/B.I/P.67		

Explanation: The writing task above include in experience task. In this task, the student are demanded to draw and write. This instruction asks the students to write a description about a favorite place. Before doing it, the students should imagine a place that want to visit or favorite place that have visited several times, describe what is special about the place, make a word web to help organize idea, and the last write an essay about that place. It means that, students must have an experience before they want to response that email/letter. The material above is suitable with the criteria of writing task as suggested by I.S.P Nation in term of experience task.

7. Task of Chapter 5 page 78 (Task 1)

Task 1: Work in Pairs

Complete the following chart to understand the structure of the descriptive text in the Reading Comprehension.

Parts of Text	Purposes	Details
Introductory paragraph		
Supporting paragraph 1		
Supporting paragraph 2	To describe Maid of the Mist Boat Tour	
Supporting paragraph 3		
Supporting paragraph 4		
Supporting paragraph 5		
Supporting paragraph 6		
Concluding paragraph		

Table 4.7
Analysis of Writing Task in Unit 5 Page 78

No	The Criteria of Writing Task Suggested by I.S.P Nation		Writing Task Provided in Textbook	Provided	Not Provided
1.	Guided Task	Complete the Sentences	U5/ B.I/ P.78	✓	

Explanation: The writing task above include in guided task. In this task, the student are demanded to complete the sentences. Here, students are expected to complete the chart to understand the whole structure of descriptive text in reading comprehension. It means that, students should understanding first in reading comprehension section. This task belong to guided task because there is a guidance as a part of activity, also categorize as complete the sentences task because students are expected to complete the chart to understanding the text and retell the story. In this case, this writing task is appropriate with the criteria as suggested by I.S.P Nation.

8. Task of Chapter 5 page 79 (Task 2)

Task 2: Collaborative Description

Your teacher will assign you to sit in groups of 12-15 students. Sit in a circle and do the following steps.

1. Write a sentence about an interesting place. Start with a topic sentence. When your teacher gives a signal to stop, stop writing and give your paper to your friend on your right, and you'll receive your friend's paper. Continue writing a sentence on your friend's paper, one sentence at a time. Continue doing this, until your paper is back to you.

When writing, pay attention to the following guiding questions:

1. What is the name of the place and why is it interesting?
2. What attractions are available in this place?
Describe one by one.
3. What is your overall impression about the place?



Source: http://www.ecoliteracy.org/sites/default/files/uploads/students_files/rethinkers_circle.jpg
Picture 7.6

2. Read your and your friends' description. What do you think? Is it a funny description? Does your paragraph make sense? If not, then go to the next activity.

Table 4.8
Analysis of Writing Task in Unit 5 Page 79

No	The Criteria of Writing Task Suggested by I.S.P Nation		Writing Task Provided in Textbook	Provided	Not Provided
1.	Shared Task	Group composition	U5/ B.I/ P. 79		

Explanation: The writing task above include in shared task especially in group composition. In task above, the student are demanded to sit in a circle group and write a sentence in one sheet of paper one by one with duration about an interesting place until the sheet of paper back to the first students. This task belongs to ta shared task because students sharing their opinion, also categorize as group composition task because students do the task in a group. In this case, this writing task is appropriate with the criteria as suggested by I.S.P Nation.

9. Task of Chapter 5 page 80 (Task 3)

Task 3: Independent Writing

Now, rewrite your description by adding words, phrases or sentences. Change it into a descriptive essay telling your reader about an interesting place to visit. Make sure that your essay makes sense.

Use the following questions to guide you:

1. Does the essay have an introductory paragraph?
2. Does your essay have supporting paragraphs?
3. Does your essay include a concluding paragraph?
4. Does your paragraph use clear references?

Table 4.9
Analysis of Writing Task in Unit 5 Page 80

NO	The Criteria of Writing Task Suggested by I.S.P Nation	Writing Task Provided in Textbook	Provided	Not Provided
1.	Independent Task	U5/ B.I/ P. 80	✓	

Explanation: The writing task above include in independent task. In this task, the student are demanded to do the task independently. This instruction asks the students to rewrite their description and change into a descriptive essay. Although there are some questions as a guideline, basically in this task students must do the task independently. This task categorize into independent task because the teacher chooses a topic and then lets the learners get on with their writing. They

may ask for help if they need it, but they are mainly left to work independently. It means that, the material above is suitable with the criteria of writing task as suggested by I.S.P Nation in term of independent task.

10. Task of Chapter 6 page 92 (Task 1)



WRITING

Task 1:

The following announcement about regional games is not written properly. Edit the announcement so that it makes sense.

ANNOUNCEMENT

To All Members of Riza's Club

Please be informed that Riza Regional Games 2013 will be on May 5 – 12, 2013 at Malang City.

Please pay your 2nd smester contributions on or before April 30, 2013.

All checks will be payed to the order of Rizas Club with account # 02051527.

Thank you for your attention.
Managemen of Riza's Club

Table 4.10
Analysis of Writing Task in Unit 6 Page 92

No	The Criteria of Writing Task Suggested by I.S.P Nation		Writing Task Provided in Textbook	Provided	Not Provided
1.	Guided Task	Correction	U6/ B.I/ P. 92		

Explanation: The writing task above include in guided task especially in correction. In this task, the student are demanded to find out the error in the text. Besides that, there are also some guiding questions for editing. It means that, students are expected to edit the text based on some guiding questions provided. This task belong to guided task because there is a guidance as a part of activity, also categorize as correction task because students are expected to edit the error found in the text. In this case, this writing task is appropriate with the criteria as suggested by I.S.P Nation.

11. Task of Chapter 6 page 93 (Task 2)

Task 2:

Use the following questions to help you re-write the above announcement.

1. Where is the announcement from?
2. Who is the announcement for?
3. What is the announcement about?
4. When will the games be?
5. Where will the games be?
6. When do the members have to pay the contributions?
7. What is the number of the account to pay checks?

The announcement from The Management of Riza's Club informs _____

Table 4.11
Analysis of Writing Task in Unit 6 Page 93

No	The Criteria of Writing Task Suggested by I.S.P Nation		Writing Task Provided in Textbook	Provided	Not Provided
1.	Shared Task	Question Answer	U6/ B.I/ P.93	✓	

Explanation: The task above is one way to help the students write text. The writing task asks the students to rewrite the announcement above. Before it, the students have to answer some questions to help them rewrite the announcement. The students are suggested to remember some information needed to help them answer the questions. In this case, the students can improve their ability in writing based on their own. Because different student different point of view in presenting the idea. This writing task is appropriate with the criteria as suggested by I.S.P Nation.

12. Task of Chapter 7 page 106



WRITING

Have you ever had a holiday? What happened? How was the holiday?
Write a recount about your holiday. Make the outline of the story below:

Orientation (who, what, when, where)	I once visited...
Series of events	Event 1:
	Event 2:
	Event 3:
	Event 4:
	Event 5:
	Event 6:
	Event 7:
	Event 8:
	Etc.
Reorientation (stating personal comments about the events)	I felt.....

Table 4.12
Analysis of Writing Task in Unit 7 Page 106

No	The Criteria of Writing Task Suggested by I.S.P Nation		Writing Task Provided in Textbook	Provided	Not Provided
1.	Guided Task	Back Writing	U7/ B.I/ P.106	✓	

Explanation: The writing task above include in guided task especially in back writing. In back-writing the learners read a passage. After they have understood the text, they copy some of the key words from the passage onto a sheet of paper. In this task, the students make an outline to write a recount text about their holiday. Before doing it, the students should imagine how their holiday was. It means that, students must have a story before they want to make an outline of the story. The material above is suitable with the criteria of writing task as suggested by I.S.P Nation in term of experience task.

13. Task of Chapter 8 page 118-119



WRITING

Write a recount text. You can rewrite the chronology of the battle of Surabaya. If you choose that, read the passage again and (part D) task 3, then close the book. Now try to rewrite the chronology of the events in the Battle of Surabaya using your own words.

You can also rewrite the experience of the boy you listened to (part G), or the one your group created (part H), or write your own experience. The experience can be a real or an imaginary one.

Study again the following arrangement of ideas in a recount text to help you write the recount text:

Components	What you write	Write your draft here
orientation	What happened Who was involved Where it happened When it happened?	
body	A series of events told in chronological order. Write a new paragraph for each event.	
reorientation	Your comment about the event.	

Table 4.13
Analysis of Writing Task in Unit 8 Page 118-119

No	The Criteria of Writing Task Suggested by I.S.P Nation		Writing Task Provided in Textbook	Provided	Not Provided
1.	Experience Task	Draw and write	U8/B.I/P.118-119		

Explanation: The writing task above include in experience task. It means that, students must have an experience before they want to write a recount text. In this task, the student are demanded to draw and write. This instruction asks the students to rewrite a recount text. Before doing it, the students should imagine the story as the idea and write it as the activity after they imagine. This task categorize as experience task because students have an experience in their writing activity before. Based on their experience before, now they try to rewrite story better. The material above is suitable with the criteria of writing task as suggested by I.S.P Nation in term of experience task.

14. Task of Chapter 9 page 129 (Task 1)



WRITING

Task 1: *Independent Writing*

Using Habibie's biography as a reference, write a biographical recount about your idol. Use your notes on the speaking activities to help you write.

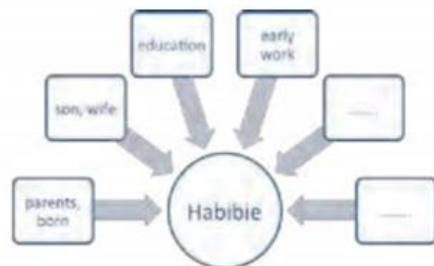


Table 4.14
Analysis of Writing Task in Unit 9 Page 129

No	The Criteria of Writing Task Suggested by I.S.P Nation	Writing Task Provided in Textbook	Provided	Not Provided
1.	Independent Task	U9/ B.I/ P. 129	✓	

Explanation: The writing task above include in independent task. This instruction asks the students to write a biographical recount about their idol. Students can use Habibie's biography as a reference. This task categorize into independent task because the teacher chooses a topic and then lets the learners get on with their writing. They may ask for help if they need it, but they are mainly left to work independently. It means that, the material above is suitable with the criteria of writing task as suggested by I.S.P Nation in term of independent task.

15. Task of Chapter 9 page 129 (Task 2)

Task 2: Peer Feedback

Exchange your work with your classmate. Ask your classmate to write feedback on your writing. Then, discuss the feedback you obtain from your classmate and the one you give to your classmate.

Use the following guide to give feedback for your classmate.

- Look at the spelling: Is the spelling correct?
- Look at the use of the words: Does your classmate use suitable choice of words?
- Look at the grammar: Are your classmate's sentences grammatical?
- Look at the references: Are the references clear and correct?
- Look at the organization: Is there any topic sentence? Are there adequate supporting sentences? Are there concluding sentences?

Table 4.15
Analysis of Writing Task in Unit 9 Page 129

No	The Criteria of Writing Task Suggested by I.S.P Nation		Writing Task Provided in Textbook	Provided	Not Provided
1.	Guided Task	Correction	U9/B.I/P.129		

Explanation: The writing task above include in guided task especially in correction. In correction techniques, the learners look for mistakes either in ideas or form and describe them or correct them. In this task, the student are demanded to do the task in peer. Clearly, students will exchange their work with their partner. They will write feedback on other students. According to I.S.P Nation, it

categorize into correction because students will do a correction to other student's work and belong to guided task because there are some guidelines to give feedback.

16. Task of Chapter 9 page 129 (Task 3)

Task 3:

Rewrite the Biographical Recount

After getting feedback from classmates, rewrite your biographical recount. To improve the content of your writing, you might need to browse the internet or read books to find more information about your idol.

Table 4.16
Analysis of Writing Task in Unit 9 page 129 (Task 3)

No	The Criteria of Writing Task Suggested by I.S.P Nation		Writing Task Provided in Textbook	Provided	Not Provided
1.	Experience Task	Draw and write	U9/B.I/P.129		

Explanation: The writing task above include in experience task. It means that, students must have an experience before they want to write a biographical recount. In this task, the student are demanded to draw and write. This instruction asks the students to rewrite a biographical recount after they get a feedback from classmates. It means that they have an experience in writing biographical recount before. Now, they can make it better. The material above is suitable

with the criteria of writing task as suggested by I.S.P Nation in term of experience task.

17. Task of Chapter 10 page 141-142



WRITING

Collaborative Biographical Recount Writing

Your teacher will assign you to sit in a big circle and ask you to write a biographical recount collaboratively with your classmates. Follow her/his instructions:

Step	Details
Step 1	• Prepare a piece of paper. Choose a famous person you like. • Write a sentence to start your writing. Don't forget to include a topic and a controlling idea in your sentence. See the first sentence in the reading text as an example. • Give your paper to your classmate on your right and get another piece of paper from your classmate on your left. • Read your classmate's sentence. Continue writing another sentence. Try to connect your sentence and your classmate's. Then, give the paper to your classmate on your right. • Continue the activities until your paper arrives back to you.

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Step 2	• Read the recount that you've written with your classmates. What do you think? What's good and not good about it?
Step 3	• Rewrite your biographical recount. Try to use adverbial phrases that you just learned. Use the following table to help you.

Table 4.17
Analysis of Writing Task in Unit 10 Page 141-142

No	The Criteria of Writing Task Suggested by I.S.P Nation		Writing Task Provided in Textbook	Provided	Not Provided
1.	Shared task	Group class composition	U10/B.I/P.141-142		

Explanation: The writing task above include in shared task especially in group class composition. In task above, the student are demanded to sit in a circle group and write a sentence in one sheet of paper one by one with duration about an interesting place until the sheet of paper back to the first students. This task belongs to shared task because students can share their opinion, also categorize as group class composition task because students do the task in a group. In this case, this writing task is appropriate with the criteria as suggested by I.S.P Nation.

18. Task of Chapter 11 page 154 (task 1)



WRITING

Task 1:

Fill in the blanks with appropriate words.

At once Grandfather and Grandmother began to _____ for Issumboshi's trip. Issumboshi was _____.

Issumboshi went on the trip with a big wish in a _____ body. At last Issumboshi reached the _____ city and anchored under the _____. Then he climbed up to the railing and viewed the town.

There was a fine _____ over there. At long last Issumboshi arrived at the _____. He wanted to meet the feudal _____. He wanted to become _____. The king wondered whether Issumboshi's small body could do _____.

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Table 4.18
Analysis of Writing Task in Unit 11 Page 154

No	The Criteria of Writing Task Suggested by I.S.P Nation		Writing Task Provided in Textbook	Provided	Not Provided
1.	Guided Task	Complete the Sentences	U11/ B.I/P.154	✓	

Explanation: Based on the writing task above, it can be seen that the task improves the students' ability in completing gap in the form of narrative text. The students have to complete the blank with the appropriate word. Before doing the task, the students must know the meaning of the

word before. Because the task expects the students to fill in the blanks with the most suitable word to know the whole of the story. So, the previous writing task above is appropriate with the criteria of writing task as suggested by I.S.P Nation.

19. Task of Chapter 11 page 155 (task 2)

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Task 2
Have you ever written a story?

Imagine that you were Issumboshi. Write two diary entries, one is before and the other is after you leave home. Remember that you need to include information not only about your actions, but also about your thoughts and feelings.

Table 4.19
Analysis of Writing Task in Chapter 11 Page 155 (Task 2)

N O	The Criteria of Writing Task Suggested by I.S.P Nation		Writing Task Provided in Textbook	Provided	Not Provided
	Experience Task	Draw & Write	U11/B.I/P.155	✓	

Explanation: The writing task above include in experience task. In this task, the student are demanded to draw and write. Draw means the students are expected to imagine as Issumboshi in previous story. Write means the students will write two diary entries. It means that, students have to

understand the whole of the story before write two diary entries. Finally, the task above is suitable with the criteria of writing task as suggested by I.S.P Nation in term of experience task.

20. Task of Chapter 11 page 155 (task 3)

Task 3:

This is the beginning part of a story about Kanchil. The text is not written properly. Edit the 15 words in the text so that the story makes sense.

Kanchil, the small and clever mousedear, had many enemies in the forest. fortunately, he was quick-witted, so that evry time his life was threatened, he managed to escape.

One of his greatest enemies was Crocodile, who lived in the rivr that bordered the forest. many times Crocodile had tried to capture Kanchil. Crocodile was big, but he was not very clever. Kanchil was abel to trick him every time.

One day it was vry hot. There was no wind at all to refresh the thirsty plants and tres of the forest. it was in the middel of the dry season. For many weeks no rain had fallen, so the littel creeks where the small animals usd to drink had dried up. Kanchil was walking alone in the forest. he was very thirsty. He had walked a long way, looking for a brook where he could quench his thirt.

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Table 4.20
Analysis of Writing Task in Unit 11 Page 155

No	The Criteria of Writing Task Suggested by I.S.P Nation		Writing Task Provided in Textbook	Provided	Not Provided
1.	Guided Task	Correction	U11/ B.I/ P.155		

Explanation: The writing task above include in guided task especially in correction. In this task, the student are demanded to find out the error in the text so the story make sense. Besides that, there are also some guiding questions for editing. It means that, students are expected to edit the text based on some guiding questions provided. This task belong to guided task because there is a guidance as a part of activity, also categorize as correction task because students are expected to edit the error found in the text. In this case, this writing task is appropriate with the criteria as suggested by I.S.P Nation.

21. Task of Chapter 11 page 155 (Task 4)

Task 4: Finishing the Story

- Discuss with your classmates the many possible problems (complication) following the beginning part above.
- Discuss with your classmates the many possible ways of ending the story.
- Write down the results of your discussion below to make a story about Kanchil of your own.

Table 4.21
Analysis of Writing Task in Unit 11 Page 155 (Task 4)

No	The Criteria of Writing Task Suggested by I.S.P Nation		Writing Task Provided in Textbook	Provided	Not Provided
1.	Shared Task	Group-class composition	U11/B.I/P.155		

Explanation: The writing task above includes in shared task especially in group class-composition because students doing the task in a big group. In task above, the student are demanded to sit in a circle group and write a sentence in one sheet of paper one by one with duration about an interesting place until the sheet of paper back to the first students. This task belongs to shared task because students shared with their groups, also categorize as group composition task because students are expected to do the task in a group work. In this case, this writing task is appropriate with the criteria as suggested by I.S.P Nation.

22. Task of Chapter 12 page 167 (Task 1)

Task 1:

Have you ever heard any legend in your local area? What is it about? Try to write an outline of the story by answering the questions below!

1. The story happened in _____ in _____.
2. The characters in the story were _____.
3. The story started (how/why) _____.
4. After that (what happened) _____.
5. The problem became more complicated (how/why) _____.
6. The climax of the story was _____.
7. The resolution of the story was _____.
8. The conclusion or message of the story was _____.

Table 4.22
Analysis of Writing Task in Unit 12 Page 167

No	The Criteria of Writing Task Suggested by I.S.P Nation		Writing Task Provided in Textbook	Provided	Not Provided
1.	Guided Task	Question and Answer	U12/ B.I/ P.167	✓	

Explanation: The task above is one way to help the students make an outline from a story or legend they have heard. The writing task asks the students to remember the title of the story first before they try to answer some questions. By answering some questions, automatically students can

remember the story they have heard easier than retell it suddenly. This task belong to guided task because there is a guidance as a part of activity, also categorize as question and answer because students are expected to answer the question first. In this case, this writing task is appropriate with the criteria as suggested by I.S.P Nation.

23. Task of Chapter 12 page 167 (Task 2)

Task 2:

Write the outline into a paragraph in the space below.



Source: Dokumen Kemdikbud
Picture 13.5

Table 4.23
Analysis of Writing Task in Unit 12 Page 167 (Task 2)

No	The Criteria of Writing Task Suggested by I.S.P Nation		Writing Task Provided in Textbook	Provided	Not Provided
1.	Experience task	partial writing	U12/B.I/P.167		

Explanation: The writing task above include in experience task especially in partial writing. In partial writing, students list useful words that they will need in the following writing task. In this task, the students arrange the outline into a paragraph. The material above is suitable with the criteria of writing task as suggested by I.S.P Nation in term of experience task.

24. Task of Chapter 13 page 181 (Task 3)



WRITING

Write the interview report in the form of a paragraph in the form below. Look at the example below:

Interview form:

- Host : How did you get the inspiration?
Orville : Our dad gave us a toy helicopter that flew with the help of rubber bands. We've been interested in the idea since then.
Wilbur : Orville has always liked to build kites, so, we have experimented with making our own helicopters for a while now.

Paragraph form:

The Wright brothers got an inspiration when their dad gave them a toy helicopter that flew with the help of rubber bands. They had been interested in the idea since then. Also, Orville had always liked to build kites, so, they had experimented with making their own helicopters for a while now.

Table 4.24
Analysis of Writing Task in Unit 13 Page 181

No	The Criteria of Writing Task Suggested by I.S.P Nation		Writing Task Provided in Textbook	Provided	Not Provided
1.	Guided Task	Look and write	U13/ B.I/ P.181	✓	

Explanation: The writing task above include in guided task. In this task, the student are demanded to look and write. Students look at the example of interview report first before they want to write becomes a paragraph. The material above is suitable with the criteria of writing task as suggested by I.S.P Nation in term of guided task because it gives a guideline.

25. Task of Chapter 14 page 193



Source: <http://icexam.ru/images/meeting2.gif>
Picture 15.5

Collaborative Story Writing

Your teacher will assign you to sit in a big circle and ask you to write a story collaboratively with your classmates. Follow her/his instructions:

Step 1:

- Prepare a piece of paper. Choose a story to write.
- Write a sentence to start your story. Think of a sentence that can be easily continued by your classmate.
- Give your paper to your classmate on your right and get another piece of paper from your classmate on your left.
- Read your classmate's sentence. Continue writing another sentence. Try to connect your sentence and your classmate's. Then, give the paper to your classmate on your right.
- Continue the activities until your paper arrives back to you.

Step 2:

- Read the story that you've written with your classmates. What do you think? What's good and not good about it?

Step 3:

- Rewrite your story. Don't forget to include connecting words and phrases. Use clear references, too.

Table 4.25
Analysis of Writing Task in Unit 14 Page 193

No	The Criteria of Writing Task Suggested by I.S.P Nation		Writing Task Provided in Textbook	Provided	Not Provided
1	Shared Task	Group class Composition	U14/B.I/P.193	✓	

Explanation: The writing task above includes in shared task especially in group class-composition. Because students doing the task with cooperation. In task above, the

students are demanded to sit in a circle group and write a sentence in one sheet of paper one by one with duration about an interesting place until the sheet of paper back to the first students. This task belongs to shared task because students shared with their groups, also categorized as group composition task because students are expected to do the task in a group work. In this case, this writing task is appropriate with the criteria as suggested by I.S.P Nation.

26. Task of Chapter 15 page 204 (Task 1)



WRITING

Task 1:

Look at the lyric of "You've got a friend" at the beginning section of this unit. Write the meanings of the song based on the lyric in the form of a paragraph.

Table 4.26
Analysis of Writing Task in Unit 15 Page 204

No	The Criteria of Writing Task Suggested by I.S.P Nation		Writing Task Provided in Textbook	Provided	Not Provided
	Guided Task	Translation	U15/ B.I/ P. 204		
1.	Guided Task	Translation	U15/ B.I/ P. 204		

Explanation: The writing task above improves the students' ability in translation. The instruction asks the students to write the meaning of the song "You've got a friend". The students are expected to present the meaning in the form of paragraph. In doing this task, the student can ask their teacher or use dictionary. After doing this task, it is hoped the students can improve their ability in transferring ideas from English into *Bahasa Indonesia*. So, this writing task is appropriate with the criteria of writing task as suggested by I.S.P Nation.

27. Task of Chapter 16 page 204 (Task 2)

Task 2:

Now, think about your favourite song! What is the song about? Write a short description of your favourite song below!

Table 4.27
Analysis of Writing Task in Chapter 16 Page 204 (Task 2)

No	The Criteria of Writing Task Suggested by I.S.P Nation		Writing Task Provided in Textbook	Provided	Not Provided
1.	Experience Task	Draw & Write	U16/B.I/P.204		

Explanation: The writing task above include in experience task. In this task, the student are demanded to draw and write. This instruction asks the students to write a description about a favorite song. Before doing it, the students should think about their favorite song. It means that, students must have an experience before they want to make a descriptive text. The material above is suitable with the criteria of writing task as suggested by I.S.P Nation in term of experience task.

B. The Compatibility of Writing Tasks Provided in *Bahasa Inggris* 2013 Curriculum Textbook with the Criteria of Writing Task as Suggested by Paul Nation.

1. Based on four types of task, the result are as followed:

The symbols in analyzing the types of writing task according to Paul Nation:

- E : Experience Task
- S : Shared Task
- G : Guided Task
- I : Independent Task

**Table 4.28 the Result of Writing Task Provided
in the Textbook**

No	Writing Task Provided in Textbook	Writing Task Suggested by I.S.P Nation			
		E	S	G	I
1.	U1/B.I/P.18	V			
2.	U2/B.I/P.29-32			V	
3.	U3/ B.I/P. 47-48			V	
4.	U4/ B.I/ P.65-66			V	
5.	U4. B.I/ P.66		V		
6.	U4/B.I/P. 67	V			
7.	U5/ B.I/ P. 78			V	
8.	U5/ B.1/ P.79		V		
9.	U5/ B.1/ P.80				V
10.	U6/ B.1/ P.92			V	
11.	U6/ B.1/ P.93			V	
12.	U7/ B.1/ P. 106			V	
13.	U8/ B.1/ P.118-119	V			
14.	U9/ B.1/ P.129				V
15.	U9/ B.1/ P.129			V	
16.	U9/ B.1/ P.129	V			
17.	U10/ B.1/ P. 141-142		V		
18.	U11/ B.1/ P.154			V	
19.	U11/ B.1/ P.155	V			
20.	U11/ B.1/ P.155			V	
21.	U11/ B.1/ P.155		V		
22.	U12/ B.1/ P.167			V	
23.	U12/ B.1/ P.167	V			
24.	U13/ B.1/ P.181			V	
25.	U14/ B.1/ P.193		V		
26.	U15/ B.1/ P.204			V	
27.	U16/ B.1/ P.204	V			
Amount		7	5	13	2
Total		27			
Percentage		22,22%	11,11%	59,25%	7,40%

Based on table 4.28 it can be seen that from 27 writing task provided in *Bahasa Inggris* textbook, 7 tasks categorize in experience task with percentage 22,22%, 4 tasks categorize in shared task with percentage 11,11%, 14 tasks categorize in guided task with percentage 59.25%, and 2 tasks categorize in independent task with percentage 7,40%.

2. Based on the domains contained in four types of writing tasks are as follow.

Table 4.29
The Result of Writing Task Provided in the Textbook

No	The Criteria of Writing Task Suggested by Paul Nation		Writing Task Provided in Textbook	Amount	%
1.	Experience Task	a. Draw and Write	U1/B.I/P.18 U4/B.I/P. 67 U8/B.I/P.118-119 U9/ B.1/ P.129 U11/B.I/P.155 U16/B.I/P.204	6	85,71%
		b. Linked Skill			
		c. Partial Writing	U12/B.I/P.167	1	14,29%
		d. Ten Perfect Sentences			
		e. Setting your own question			
Total			7		
2.	Shared Task	a. Reproduction Exercise	U4. B.I/ P.66	1	20%
		b. Blackboard Composition			
		c. Group-Class	U10/B.I/P.141-	3	60%

No	The Criteria of Writing Task Suggested by Paul Nation		Writing Task Provided in Textbook	Amount	%
		Composition	142 U11/B.I/P.155 U14/B.I/P.193		
		d. Group Composition	U5/ B.I/ P. 79	1	20%
		e. Writing With a Secretary			
Total			5		
3.	Guided Task	a. Translation	U15/ B.I/ P. 204	1	7,69%
		b. Look and write	U2/B.I/P.29-32 U13/B.I/P.181	2	15,38%
		c. Picture composition			
		d. Delayed Copying			
		e. Writing with grammar	U3/ B.I/P. 47-48	1	7,69%
		f. Question Answer	U6/ B.I/ P.93 U12/ B.I/ P.167	2	15,38%
		g. Correction	U4/ B.I/ P.65-66 U6/ B.I/ P. 92 U9/B.I/ P.129 U11/ B.I/ P.155	4	30,77%
		h. Complete the sentences	U5/ B.I/ P. 78 U11/B.I/P.154	2	15,38%
		i. Back-writing	U7/ B.I/ P.106	1	7,69%
		j. Ordering			
		k. Substitution			

No	The Criteria of Writing Task Suggested by Paul Nation		Writing Task Provided in Textbook	Amount	%
		l. Change the Sentences			
		m. Sentence Combining			
Total			13		
4.	Independent Task		U5/ B.I/ P.80 U9/B.I/P.129	2	100%
Total			2		

From table 4.29, it can be seen that, there are 7 tasks categorized in experience task with percentage 100% and one task belongs to partial writing with percentage 14, 29%. Second, 5 tasks are categorized in shared task, the dominant aspect is group-class composition with percentage 60%, reproduction exercise and group composition get the same percentage 20%. Third, 13 tasks are categorized in guided task. The highest is correction with percentage 30, 77%, percentage 12, 5% for look and write, Question Answer and complete the sentences. Percentage 7, 69% translation, writing with grammar, and back writing. Fourth, 2 tasks are categorized in independent task with percentage 100%.

Table 4.30 The Result of Writing Task Provided in the Textbook

No	The Criteria of Writing Task Suggested by Paul Nation		Writing Task Provided in Textbook	Total	Provided	Not Provided
1.	Experience Task	a. Draw and Write	U1/B.I/P.18 U4/B.I/P. 67 U8/B.I/P.118-119	6	✓	

No	The Criteria of Writing Task Suggested by Paul Nation		Writing Task Provided in Textbook	Total	Provided	Not Provided
			U9/B.I/P.129 U11/B.I/P.155 U16/B.I/P.204			
		b. Linked Skill				✓
		c. Partial Writing	U12/B.I/P.167	1	✓	
		d. Ten Perfect Sentences				✓
		e. Setting your own question				✓
2.	Shared Task	a. Reproduction Exercise	U4. B.I/ P.66	1	✓	
		b. Blackboard Composition				✓
		c. Group-Class Composition	U11/B.I/P.155 U14/B.I/P.193 U10/B.I/P.141-142	3	✓	
		d. Group Composition	U5/ B.I/ P. 79	1	✓	
		e. Writing With a Secretary				✓
3.	Guided Task	a. Translation	U15/ B.I/ P. 204	1	✓	
		b. Look and write	U2/B.I/P.29-32 U13/B.I/P.181	2	✓	
		c. Picture composition				✓
		d. Delayed Copying				✓
		e. Writing with grammar	U3/ B.I/P. 47-48	1	✓	
		f. Question Answer	U6/ B.I/ P.93 U12/ B.I/ P.167	2	✓	
		g. Correction	U4/ B.I/ P.65-66 U6/ B.I/ P. 92 U9/B.I/ P.129	4	✓	

No	The Criteria of Writing Task Suggested by Paul Nation		Writing Task Provided in Textbook	Total	Provided	Not Provided
			U11/ B.I/P.155			
		h. Complete the sentences	U5/ B.I/ P. 78 U11/B.I/P.154	2	✓	
		i. Back-writing	U7/ B.I/ P.106	1	✓	
		j. Ordering				✓
		k. Substitution				✓
		l. Change the Sentences				✓
		m. Sentence Combining				✓
4.	Independent Task		U5/ B.I/ P.80 U9/B.I/P.129	2	✓	
Total					13	11

Based on the table above, the writer shows the percentage whether the tasks provided in textbook are suitable with the criteria of writing task as suggested by Paul Nation. The writer uses Arikunto's schema of quality classification. Here, the percentage criteria of writing task as follows:

$$\frac{\text{writing task criteria developed in the textbook}}{\text{writing task as suggested by I. S. P Nation}} \times 100\%$$

$$\frac{13}{24} \times 100\% = 54,17\%$$

From the result of percentage above it can be concludes that 54, 17% of writing tasks provided in English textbook entitled *Bahasa Inggris* meet the criteria of writing task as suggested by Paul Nation. The theory suggested by Paul Nation are covered in *Bahasa Inggris* textbook for

the Tenth Grade Students of Senior High School
Published by Minister of Education and Culture and the
most dominant tasks found is guided task.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The problem of the research tries to observe the types of writing tasks using Paul Nation's Theory of kinds of writing tasks. After analyzing the data of writing tasks in the English textbook entitled "*Bahasa Inggris*" for the Tenth Grade Students of Senior High School Published by Minister of Education and Culture in the Year of 2016, it can be concludes that from 27 writing tasks, there are categorized into 4 kinds of tasks. Experience task for 7 tasks with percentage 22, 22%, shared task for 4 tasks with percentage 11, 11%, guided task for 14 tasks with percentage 59, 25%, and independent task for 2 tasks with percentage 7, 40%. It means that, the theory suggested by Paul Nation covered in writing tasks in the *Bahasa Inggris* textbook for the Tenth Grade Students of Senior High School Published by Minister of Education and Culture.

Since the tasks categorized into guided task are higher than other tasks, it means that the task actually in the right level because the purpose of textbooks make tasks easier by using task that carefully guide the learners. On the other hand, based on the percentage whether the tasks provided in textbook are suitable with the criteria of writing tasks as

suggested by Paul Nation proposed by Arikunto are 54, 17 %. Therefore, the researcher takes a conclusion that the writing tasks provided in the textbook entitled *bahasa Inggris* textbook are categorized into a good tasks and this textbook is appropriate to be used by the students at the tenth grade students of senior high school.

B. Suggestion

After drawing the conclusion, then the writer present some recommendations as follows:

1. To English Teacher
 - a. In teaching learning process, the English teacher should be chosen the best English textbook and the tasks it can improve communication practiced by the students and teachers. English teacher should be selective to use English textbook to teach the students. Because to teach the students, the teacher English should be active and creative to give the materials for the students. So the students are more motivated to learn English materials.
 - b. The results of the analysis of this book can be used as a reference in selecting questions on student books that are appropriate for learning in the Curriculum era 2013
2. For Textbook Authors

The final results of this study can be used as input in revising English textbooks, especially in presents the materials and

tasks which is appropriate with the ideal of textbook materials especially in writing.

3. For other researchers

The next researcher may be able to make research about the tasks on the textbook in good variations and after that the next researcher may be able to make an experiment to the students. So that it can be new finding to improve student's motivation in learning English by experimental research.

Finally, the researcher realizes that this final project is far from being perfect. Because of limiting condition, constructive critics and advice are really accepted for the perfection of the final project. Hopefully, this final project will be useful for all of us. Amin.

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APPENDIX

1. Responding to an email/letter



WRITING

Responding to an email / a letter

Imagine that you're Alia. Write an email or a letter responding to the email or letter you've read and discussed. Use the following questions to guide you.

1. What do you write to start your response to an email/a letter?
 2. What details do you write in your email/letter? (How old are you? Where do you attend senior high school? What are your hobbies? How many siblings do you have? Etc.)
 3. What do you write to end your letter/email?
 4. Before you send your email/letter, read through your email/letter to find any content, grammar, vocabulary, grammar, spelling, or punctuation errors and correct them if any.
-
2. Write down the inside part of the congratulation based on cover



WRITING

Write down the inside parts of the congratulation cards based on the cover. Two cards have been done for you as examples. Write at least two sentences.

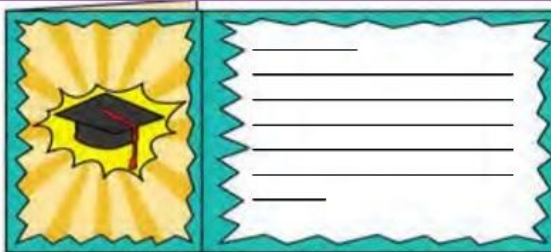
Bahasa Inggris 29

Tomy has just been promoted to be the branch manager of Jeparu Ukir Company in London.



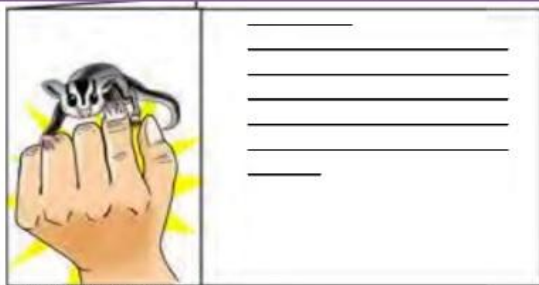
Source: Dokumen Kemdikbud
Picture 4.7

Your sister has graduated from a culinary arts program in Padang, West Sumatra. She wants to be the best chef and plans to open her own restaurant.



Source: Dokumen Kemdikbud
Picture 4.8

Santi has got a sugar glider from her parents. Her parents are happy because she has been brave enough to donate her blood to PMI (the Indonesia Red Cross).



Source: Dokumen Kemdikbud
Picture 4.10

3. Write a paragraph about your holiday plan



WRITING

Write a paragraph about your holiday plan. Use *I would like to ...*, and *I am going to.....* in your paragraph. You can use the questions to guide you:

Holiday plan

- Where would you like to go on holiday? Would you like to go somewhere interesting or stay at home?
- If you are spending your holiday away from home, where would you like to go?
- If you stay at home, what do you plan to do?

4. Editing pair work

Task 1: Editing - Pair Work

Read the following description about a tourist destination carefully. The writer forgot to edit her draft. Can you find the errors in the text and help her edit the text?

For example, read carefully the fifth sentence in the following text. Can you find the errors in the sentence? Yes, waterfal and a bowl giant. The first error should be written waterfall because it was misspelled, and a bowl giant should be written giant bowl (remember how to make noun phrase). Now try to find the other errors and try to correct them.

If you go to Batu city in East Java, do not forget to visit Cuban Rondo. Cuban Rondo is a must-see waterfall because of its spectacular scenery. The first amazing natural charm to enjoy is the huge greenish rock. The gigantic rock and its vegetation that surrounds the waterfal soar high into the sky. The top of the rock bends inward so that when we stand close to the waterfal, we will feel as if we were inside of a gigantic cave or a Bowl Giant. The greatness of the nature will make you feel very small and price God. The second scenery to enjoy is the charm of the waterfall itself. From the top of the soaring rock, huge amount of water continuously falls down, splash on the large black stones at the bottom of the waterfall, and forms a shallow small lake and stream. The water in the lake and stream crystal clear and icy cold. The wind that blow the falling water and the splash produce millions



of tiny droplets of water. The wind can blow your boat. The droplets covers the small lake and visitors in mist. Yes, you will get wet. But you can go to the mall. When the sunlight shine through the cold tiny droplets, you will see rainbows on the earth, not in the sky, that seems close enough to you the senery is breathtaking. End the trip with something that can warm you up. In the rest area, you can buy roasted sweet corns. If that is not enough, you can also buy drinks hot delicious and meatball soup hot. When you go home, leave nothing in the area but your footsteps and bring

home only your memory unforgettable about the beautiful Cuban Rondo Waterfall.

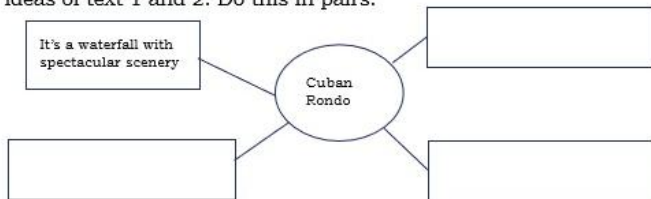
Guiding questions for editing:

1. Does the writer use indentation? What should she do?
2. Does the writer use correct paragraphing?
3. Is there any sentence that begins the description by introducing the object to be described?
4. If you want divide the text into some paragraphs, how will you do it?
5. Does each paragraph start with a sentence that introduces the object to be described
6. Are there any irrelevant sentences? Can you help the writer find out if any?
7. Are there any misspelled words? Can you help her find out if any and correct them?
8. Does the writer use correct grammar in all of her sentences? Help her check the following things:
 - a. whether the verbs in the sentences agree with the subjects,
 - b. whether the modifiers in the noun phrases are well sequenced.
9. Does she begin all sentences with capital letters? Check the sentences and correct any mistakes you find.
10. Does she end all sentences with full stops? Correct them if she does not.

5. Rewriting description pair work

**Task 2 – Rewriting description
Pairwork**

A word web help writers organize their ideas. Now, make a word web of the text about Cuban Rondo and include the details. Now, based on the word web that you've made, write a description about Cuban Rondo. You may also use your imagination to develop the text. To enrich your vocabulary, you can try to use the words found in reading text 1 and 2. You can also use the organization of ideas of text 1 and 2. Do this in pairs.



6. Writing a descriptive essay

Task 3 – Writing a descriptive essay

Think of a place you like to visit or a favorite place that you have visited several times. This can be tourism object or your favorite part of your house, or school, a park, or a traditional market in your hometown. Describe what is special about the place. Make a word web to help you get and organize ideas.

Using your word web, write an essay about that place. Include an introductory paragraph, two body paragraphs that contain the supporting details, and a concluding paragraph (read again task 4 for text 1)

After you finish writing, ask yourself the questions used in the editing section (writing-task 1).

7. Work in pairs- Complete the following chart

Task 1:
Work in Pairs

Complete the following chart to understand the structure of the descriptive text in the Reading Comprehension.

Parts of Text	Purposes	Details
Introductory paragraph		
Supporting paragraph 1		
Supporting paragraph 2	To describe Maid of the Mist Boat Tour	
Supporting paragraph 3		
Supporting paragraph 4		
Supporting paragraph 5		
Supporting paragraph 6		
Concluding paragraph		

8. Collaborative description

Task 2: Collaborative Description

Your teacher will assign you to sit in groups of 12-15 students. Sit in a circle and do the following steps.

1. Write a sentence about an interesting place. Start with a topic sentence. When your teacher gives a signal to stop, stop writing and give your paper to your friend on your right, and you'll receive your friend's paper. Continue writing a sentence on your friend's paper, one sentence at a time. Continue doing this, until your paper is back to you.

When writing, pay attention to the following guiding questions:

1. What is the name of the place and why is it interesting?
2. What attractions are available in this place?
Describe one by one.
3. What is your overall impression about the place?



Source: http://www.collaboracy.org/sites/default/files/uglonski_cleared_files/reinforcement_circle.jpg
Picture 7.6

2. Read your and your friends' description. What do you think?
Is it a funny description? Does your paragraph make sense?
If not, then go to the next activity.

9. Independent writing

Task 3: Independent Writing

Now, rewrite your description by adding words, phrases or sentences. Change it into a descriptive essay telling your reader about an interesting place to visit. Make sure that your essay makes sense.

Use the following questions to guide you:

1. Does the essay have an introductory paragraph?
2. Does your essay have supporting paragraphs?
3. Does your essay include a concluding paragraph?
4. Does your paragraph use clear references?

10. The following announcement about regional games is not written properly. Edit the announcement so that it makes sense



WRITING

Task 1:

The following announcement about regional games is not written properly. Edit the announcement so that it makes sense.

ANNOUNCEMENT

To All Members of Riza's Club

Please be informed that Riza Regional Games 2013 will be on May 5 – 12, 2013 at Malang City.

Please pay your 2nd semester contributions on or before April 30, 2013.

All checks will be paid to the order of Riza's Club with account # 02051527.

Thank you for your attention.
Management of Riza's Club

11. Use the following question to help you Rewrite the above announcement

Task 2:

Use the following questions to help you re-write the above announcement.

1. Where is the announcement from?
2. Who is the announcement for?
3. What is the announcement about?
4. When will the games be?
5. Where will the games be?
6. When do the members have to pay the contributions?
7. What is the number of the account to pay checks?

The announcement from The Management of Riza's Club informs _____

12. Write a recount about your holiday and make the outline of the story



WRITING

Have you ever had a holiday? What happened? How was the holiday?
Write a recount about your holiday. Make the outline of the story below:

Orientation (who, what, when, where)	I once visited...
Series of events	Event 1:
	Event 2:
	Event 3:
	Event 4:
	Event 5:
	Event 6:
	Event 7:
	Event 8:
Etc.	
Reorientation (stating personal comments about the events)	I felt.....

13. Write a recount text



WRITING

Write a recount text. You can rewrite the chronology of the battle of Surabaya. If you choose that, read the passage again and (part D) task 3, then close the book. Now try to rewrite the chronology of the events in the Battle of Surabaya using your own words.

You can also rewrite the experience of the boy you listened to (part G), or the one your group created (part H), or write your own experience. The experience can be a real or an imaginary one.

Study again the following arrangement of ideas in a recount text to help you write the recount text:

Components	What you write	Write your draft here
orientation	What happened Who was involved Where it happened When it happened?	
body	A series of events told in chronological order. Write a new paragraph for each event.	
reorientation	Your comment about the event.	

14. Independent writing

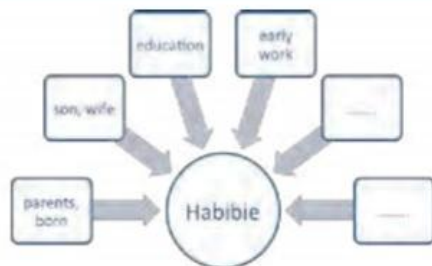


WRITING

Task 1:

Independent Writing

Using Habibie's biography as a reference, write a biographical recount about your idol. Use your notes on the speaking activities to help you write.



15. Peer feedback

Task 2:

Peer Feedback

Exchange your work with your classmate. Ask your classmate to write feedback on your writing. Then, discuss the feedback you obtain from your classmate and the one you give to your classmate.

Use the following guide to give feedback for your classmate.

- Look at the spelling: Is the spelling correct?
- Look at the use of the words: Does your classmate use suitable choice of words?
- Look at the grammar: Are your classmate's sentences grammatical?
- Look at the references: Are the references clear and correct?
- Look at the organization: Is there any topic sentence? Are there adequate supporting sentences? Are there concluding sentences?

16. Rewrite the biographical recount

Task 3:**Rewrite the Biographical Recount**

After getting feedback from classmates, rewrite your biographical recount. To improve the content of your writing, you might need to browse the internet or read books to find more information about your idol.

17. Collaborative biographical recount writing



WRITING

Collaborative Biographical Recount Writing

Your teacher will assign you to sit in a big circle and ask you to write a biographical recount collaboratively with your classmates. Follow her/his instructions:

Step	Details
Step 1	• Prepare a piece of paper. Choose a famous person you like. • Write a sentence to start your writing. Don't forget to include a topic and a controlling idea in your sentence. See the first sentence in the reading text as an example. • Give your paper to your classmate on your right and get another piece of paper from your classmate on your left. • Read your classmate's sentence. Continue writing another sentence. Try to connect your sentence and your classmate's. Then, give the paper to your classmate on your right. • Continue the activities until your paper arrives back to you.

Step 2	• Read the recount that you've written with your classmates. What do you think? What's good and not good about it?
Step 3	• Rewrite your biographical recount. Try to use adverbial phrases that you just learned. Use the following table to help you.

18. Fill in the blanks with appropriate words



WRITING

Task 1:

Fill in the blanks with appropriate words.

At once Grandfather and Grandmother began to _____ for Issumboshi's trip. Issumboshi was _____.

Issumboshi went on the trip with a big wish in a _____ body. At last Issumboshi reached the _____ city and anchored under the _____. Then he climbed up to the railing and viewed the town.

There was a fine _____ over there. At long last Issumboshi arrived at the _____. He wanted to meet the feudal _____. He wanted to become _____. The king wondered whether Issumboshi's small body could do _____.

154 Kelas X SMA/MA/SMK/MAK

19. Have you ever written story?

164 | 220

Task 2

Have you ever written a story?

Imagine that you were Issumboshi. Write two diary entries, one is before and the other is after you leave home. Remember that you need to include information not only about your actions, but also about your thoughts and feelings.

20. Edit Work

Task 3:

This is the beginning part of a story about Kanchil. The text is not written properly. Edit the 15 words in the text so that the story makes sense.

Kanchil, the small and clever mousedear, had many enemies in the forest. fortunately, he was quick-witted, so that evry time his life was threatened, he managed to escape.

One of his greatest enemies was Crocodile, who lived in the rivr that bordered the forest. many times Crocodile had tryed to capture Kanchil. Crocodile was big, but he was not very clever. Kanchil was abel to trick him every time.

One day it was vry hot. There was no wind at all to refresh the thirsty plants and tres of the forest. it was in the middel of the dry season. For many weeks no rain had fallen, so the littel creeks where the small animals usd to drink had dried up. Kanchil was walking alone in the forest. he was very thirsty. He had walked a long way, looking for a brook where he could quench his thirt.

.....

21. Finishing story

Task 4:

Finishing the Story

- Discuss with your classmates the many possible problems (complication) following the beginning part above.
- Discuss with your classmates the many possible ways of ending the story.
- Write down the results of your discussion below to make a story about Kanchil of your own.

22. Try to write an outline of the story by answer the question below!

Task 1:

Have you ever heard any legend in your local area? What is it about? Try to write an outline of the story by answering the questions below!

1. The story happened in _____ in _____.
2. The characters in the story were _____.
3. The story started (how/why) _____.
4. After that (what happened) _____.
5. The problem became more complicated (how/why) _____.
6. The climax of the story was _____.
7. The resolution of the story was _____.
8. The conclusion or message of the story was _____.

23. Write the outline into a paragraph

Task 2:

Write the outline into a paragraph in the space below.



Source: Dokumen Kamdikbud
Picture 13.5

24. Write the interview report



WRITING

Write the interview report in the form of a paragraph in the form below. Look at the example below:

Interview form:

Host : How did you get the inspiration?

Orville : Our dad gave us a toy helicopter that flew with the help of rubber bands. We've been interested in the idea since then.

Wilbur : Orville has always liked to build kites, so, we have experimented with making our own helicopters for a while now.

Paragraph form:

The Wright brothers got an inspiration when their dad gave them a toy helicopter that flew with the help of rubber bands. They had been interested in the idea since then. Also, Orville had always liked to build kites, so, they had experimented with making their own helicopters for a while now.

25. Collaborative story writing



WRITING



Source: <http://icexams.ru/images/meeting2.gif>
Picture 15.5

Collaborative Story Writing

Your teacher will assign you to sit in a big circle and ask you to write a story collaboratively with your classmates. Follow her/his instructions:

Step 1:

- Prepare a piece of paper. Choose a story to write.
- Write a sentence to start your story. Think of a sentence that can be easily continued by your classmate.
- Give your paper to your classmate on your right and get another piece of paper from your classmate on your left.
- Read your classmate's sentence. Continue writing another sentence. Try to connect your sentence and your classmate's. Then, give the paper to your classmate on your right.
- Continue the activities until your paper arrives back to you.

Step 2:

- Read the story that you've written with your classmates. What do you think? What's good and not good about it?

Step 3:

- Rewrite your story. Don't forget to include connecting words and phrases. Use clear references, too.

26. Write the meaning of the song



WRITING

Task 1:

Look at the lyric of "You've got a friend" at the beginning section of this unit. Write the meanings of the song based on the lyric in the form of a paragraph.

27. Write a short description of your favorite song

Task 2:

Now, think about your favourite song! What is the song about? Write a short description of your favourite song below!



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

SURAT KETERANGAN

Nomor: 13-1014/Un.10.3/D3 PP-00-9/03/2017

Assalamu'alaikum Wr. Wb.

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo menerangkan dengan sesungguhnya, bahwa:

Nama	: Siti Laelatul Farikhah
Tempat dan tanggal lahir	: Blora, 24 Januari 1995
NIM	: 133411018
Progam/ Semester/ Tahun	: S1/VIII/2017
Jurusan	: Pendidikan Bahasa Inggris
Alamat	: Talok Wohmojo 06/01, Ngawen, Blora

Adalah benar- benar telah melakukan kegiatan Ko-Kurikuler dan nilai dari kegiatan masing- masing aspek sebagaimana terlampir.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya. Kepada pihak-pihak yang berkepentingan diharap maklum.

Wassalamu'alaikumWr. Wb.

Semarang, 16 Maret 2017

A.n. Dekan,

Wakil Dekan Bidang

Kemahasiswaan dan Kerjasama



Drs. H. Wahyudi, M. Pd.

NIP: 19680314 199503 1 001



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
PUSAT PENGEMBANGAN BAHASA
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp./Fax. (024) 7614453 Semarang 50185
email : ppb@walisongo.ac.id

Certificate

Nomor : Un.10.00.03/PP.00.9/2720/2016

Certificate Number : 120161265

This is to certify that

SITI LAELATUL FARIKHAH

Student Register Number: 201601421265

the TOEFL Preparation Test

conducted by

*the Language Development Center of State Islamic University (UIN) "Walisongo"
Semarang*

On October 13th, 2016

and achieved the following result:

<i>Listening Comprehension</i>	<i>Structure and Written Expression</i>	<i>Vocabulary and Reading</i>	<i>Score</i>
45	47	48	467

*Given in Semarang,
October 27th, 2016*

Director,



Dr. H. Muhammad Saifullah, M.A.
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UNIVERSITAS ISLAM NEGERI WALISONGO
PUSAT PENGEMBANGAN BAHASA

Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp./Fax. (024) 7614453 Semarang 50185
email : ppb@walisongo.ac.id

شهادة

B-0409/Un.10.0/P3/PP.00.9/02/2017

يشهد مركز تنمية اللغة جامعة والي سونجو الإسلامية الحكومية بأن

SITI LAELATUL FARIKHAH : الطالبة

Blora, 24 Januari 1995 : تاريخ و محل الميلاد

133411018 : رقم القيد

قد نجحت في اختبار معيار الكفاءة في اللغة العربية (IMKA) بتاريخ ١٧ يناير ٢٠١٧

بتقدير: مقبول (٣٤١)

وحررت لها الشهادة بناء على طلبها.

سمارانج، ٨ فبراير ٢٠١٧

مدير،



الدكتور محمد سيف الدين

رقم التوظيف : ١٩٩٦.٣١.٠٠٣

ممتاز : ٤٥٠ - ٥٠٠

جيد جدا : ٤٠٠ - ٤٤٩

جيد : ٣٥٠ - ٣٩٩

مقبول : ٣٠٠ - ٣٤٩

راسب : ٢٩٩ وأدناها

رقم الشهادة : 220170181



I / A / L / F

EDUCATION FOR DEVELOPMENT

This is to certify that

Siti Laelatul Farikhah

has successfully participated in a

Teacher Training Workshop

on

***Practical Ideas for Teaching English
at Junior and Senior High School***

conducted for

KKL Jurusan PBI FITK UIN Walisongo Semarang

29 October 2015



R. L. Howells

Richard Howells
Chief Operating Officer

CURRICULUM VITAE

Name : Siti Laelatul Farikhah
Place & time of Birth : Blora, January 24, 1995
Home Address : Talok Wohmojo 06/01, Ngawen, Blora
Phone Number : 085782659412
Email : laela.farikh11@gmail.com

Educational Background:

1. Formal

- A. TK An Nahdhiyyah Talok Wohmojo
- B. SD Negeri 01 Talok Wohmojo
- C. SMP Negeri 01 Ngawen
- D. MA Salafiyah Kajen, Pati
- E. UIN Walisongo Semarang

2. Non-Formal

Madrasah Diniyah Manba'ul Huda, Talok Wohmojo, Ngawen,
Blora
Pon-Pes As-Salafiyah Kajen, Margoyoso, Pati

Semarang, July 4th 2017

Siti Laelatul Farikhah
NIM. 133411018

CURRICULUM VITAE

Name : Siti Laelatul Farikhah
Place & time of Birth : Blora, January 24, 1995
Home Address : Talok Wohmojo 06/01, Ngawen, Blora
Phone Number : 085782659412
Email : laela.farikh11@gmail.com

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1. Formal

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2. Non-Formal

Madrrasah Diniyah Manba'ul Huda, Talok Wohmojo, Ngawen, Blora
Pon-Pes As-Salafiyah Kajen, Margoyoso, Pati

Semarang, June 13th 2017

Siti Laelatul Farikhah
NIM. 133411018