

**AN ANALYSIS ON WRITING TASKS IN THE *BAHASA INGGRIS*
TEXTBOOK FOR THE THIRD GRADE OF SENIOR HIGH SCHOOL ON
PAUL NATION'S THEORY
THESIS**

Submitted as A Partial Requirements

for the Degree of Sarjana



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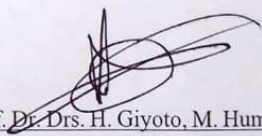
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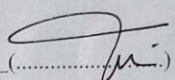
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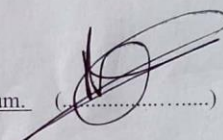
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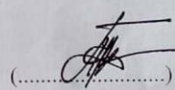

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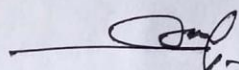
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DEDICATION

This thesis is dedicated to:

1. My beloved parents
2. My brothers
3. My Almamater UIN Raden Mas Said

MOTTO

“Patience with small details makes perfect a large work, like the universe”

-Jalaludin Rumi-

Never give up on what you really want to do. The person with a big dream is more powerful than the one with all facts.

-Albert Eistein-

تَبَسُّمٌ وَ حِرْصٌ

-lail-

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “An Analysis on Writing Tasks in The *Bahasa Inggris* Textbook for The Third Grade of Senior High School Based on Paul Nation’s Theory’ is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 20 December 2022

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Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis *An Analysis on Writing Tasks in The Bahasa Inggris Textbook for The Third Grade of Senior High School Based on Paul Nation's Theory*. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of the world revolution.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 20 December 2022

The researcher

Laila Shofia Nazah

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ABSTRACT

Laila Shofia Nazah. 2022. *An Analysis on Writing Tasks in The Bahasa Inggris Textbook for The Third Grade of Senior High School Based on Paul Nation's Theory*. Thesis. English Language Education Study Program, Cultures and Languages Faculty.

Advisor : Prof. Dr. Drs. H. Giyoto, M. Hum

Keywords : *Writing Task, Analysis English Textbook, Curriculum 2013*

The objectives of this research are: (1) to explain types of writing tasks in the *Bahasa Inggris* textbook entitled *Bahasa Inggris Textbook for the Third Grade Students of Senior high school primarily based on Paul nation's theory*. (2) To find out whether the English textbook entitled *Bahasa Inggris* published by Curriculum and Book Center, Balitbang, Kemendikbud 2nd edition, Jakarta 2018, and contributing manuscript by Emi Emilia, Helena Indya, Tri Wiratno by curriculum 2013. The subject of this research was a *Bahasa Inggris* textbook for the third grade of senior high school published by Curriculum and Book Center, Balitbang, Kemendikbud, second edition.

The researcher used content analysis to find out the data, especially in category content analysis. The method of collecting data analyzed documents by selecting the writing tasks on the textbook entitled *Bahasa Inggris* textbook for the third-grade students of senior high school that meet the criteria of writing task suggested by Paul Nation. The source of the data consists 9 chapters in the textbook. The instrument use instrument evaluation table to make the data clear. Data were analyzed by using Paul Nation's Theory. The triangulation theory was used in this research.

The researcher found the first 22 types of writing tasks appropriate by Paul Nation's theory. 22 types of writing tasks divided into, 4,54% from experience tasks with 1 writing task, 40,90% from shared task with 9 writing tasks, 40,90% from guided task with 9 writing task and 13,63% from the independent task with 3 writing tasks from 27 types of writing task suggested by Paul Nation, there are 10 types of writing task was available in the textbook with the percentage 37,03%. Based on score in analysis question in 81,08% so we can conclude the writing task in the *Bahasa Inggris* textbook for the third grade of senior high school appropriate to be used by the student in the third grade of senior high school. The second the analyzed of writing task in the *Bahasa Inggris* textbook get percentage 81,08%, and the analyzed the *Bahasa Inggris* textbook get 87,88%. So, we can conclude if *Bahasa Inggris* textbook for the third-grade senior high school and the writing task in the *Bahasa Inggris* textbook is appropriate used in teaching learning English but the writing task in the *Bahasa Inggris* textbook not appropriate with Paul Nation's Theory.

CHAPTER I

INTRODUCTION

This chapter consist of background of the study, research focus, statement of the problems, objectives of the study, significances of the study, and organization of the thesis.

A. Background of the Study

Writing is one of the four skills that important in learning and teaching English, but in fact, students' difficulty in writing. We can start writing by write our thoughts and feelings in daily activity or everything in our mind. As we know, nowadays, many local or international businesses, educational businesses, and others ask to write a thesis, dissertation, essay, CV, etc. Writing English ability is most important, because using English as an admission requirement in their program, which means that writing ability in English important. Writing ability is important in our community and teaching in writing increasing role in second and foreign language education (Weigle, 2010). Writing is used in our daily activity when we want to text our friends or other people, writing is important in our daily life. From the previous definition, we know that writing is one of the important skills in our daily activities. In teaching and learning activity student must learn writing skill to be a master in foreign and second language education.

Teaching English successfully is not only focus on teachers and students but also some factors like time allotment, teaching methodology, teaching material, use of visual aids, and other facilities work together.

Teaching material is an important factor in teaching and learning English because teaching material is an important component, in teaching and learning English textbooks become one of the materials that teachers used. However, in teaching and learning English teachers combine textbooks with other materials such as the internet, article, paper, story, and announcements, sometimes teachers use YouTube videos also support textbook content and affect the result of teaching English.

Textbooks are considered as the main components of the curriculum in Indonesian education system. They are determined the content, teaching and learning methods and procedures. They are provided a systematic curriculum for teachers to follow in teaching a particular subject. Students are needed a textbook to support them learning. English textbooks support teachers to provide materials because teachers are asked to deliver various materials creatively. There are many publishers who try to offer textbooks in various styles and setting that are compiled based on the curriculum implemented in Indonesia. Even the Indonesian Ministry of Education and Culture provides English textbook titled "*Bahasa Inggris*"

Textbook is a basic material in teaching and learning English that makes students easily understand material little by little according to the student's ability. The most important aspect of a textbook is used by the teacher to engage the student with the content they will be dealing with (Harmer, 2007). Textbook is found structure and a syllabus for a program, maintains quality, allows standardized instructions, provides a variety of learning resources, efficient, give effective models and input in teaching and learning language, and visually

interest (Jack Croft Richards, 1998). Textbooks help teachers in teaching processes, textbooks as a guide teacher in teaching and learning English include practice questions, especially in writing skills.

Textbooks help individualize instruction through activating students to proceed at their own pace and to a limited extent, according to what is interested aim and what enjoyed studying. Textbooks help organize training by providing suggested joint activities, recommend material, and questions, in this case teachers often maintain this course because the book helps students learn. Textbook is considered useful for improvement teacher's ability (Simanungkalit et al., 2019). In teaching and learning English should choose the right textbook help the learner easily learning English in the class. The content of textbooks should be persuasive enough to induce all the necessary skills a society appreciated in students. In choosing a textbook is important to carry out an assessment to ensure appropriate or not, being a learning tool, textbooks are also used as teaching aids (Fatima et al., 2015).

Indonesia has been upgrading its KTSP education model to a new curriculum called K13 since 2013. The goal of the 2013 curriculum is to enable students to be able to observe, inquire, reason, and communicate or present what after obtaining learning material they get or know. As for other objectives, namely the development of Indonesia's productive, creative and innovative society through the empowerment of integrated behavior, information, skills, and knowledge. The explanation of this K13 has many attributes, such as 3 communicational abilities, the ability to think objectively and clearly, the ability to understand diverse views or practices and the ability to live in a global

society. As a result, teachers must select a suitable and innovative textbook that is beneficial to both students and teachers. Since 2014, all Indonesian schools have been using a new curriculum known as the 2013 curriculum. The 2013 curriculum is distinct from the prior curriculum, which was known as KTSP. The adoption of this new curriculum necessitates changes in a variety of areas, including textbook supply. As a result, book companies have banded together to produce a variety of publication based on the 2013 curriculum. Textbooks are considered to be a crucial component of every ESL course, and choosing the ideal book for a specific environment necessitates thorough research. In addition, the government offers textbooks and instructor guides to students.

The reason the researcher analyzes the writing task in the *Bahasa Inggris* textbook for the third grade of senior high school will help the teacher to know types of the writing task according Paul Nation's theory. The teacher can choose the best strategies to do the task, and help the student in the third grade of senior easily to do the task, enriching writing skill ability and useful to their future life.

The task is important component in syllabus design, teaching, and learning evaluation. Peter Sekhan defined task as a meaning is primary, there are some problems to solve, there are some sorts of relationship with real-world activities, the task has some priorities and the assessment of the task in terms of outcome (kris van den branden, 2006). Teacher can check student ability especially in writing skill ability using tasks. Writing ability is important in teaching and learning English. We use task to know the student's ability in a second or foreign language, especially in writing skills. One of the best ways to

check student writing ability is to ask them to write (Weigle, 2010). Writing tasks have two basic components: the first component is told and ask the student to write the material according to the theme from the teacher, and the second component is evaluated sample writing from the student. The task in the textbook could guide students to the goal appropriate in the curriculum. The example writing task in *Bahasa Inggris* textbook for the third grade of senior high school is “the task asks the student to write an application letter and the student are asked to find the time sequence, adverbials and commands in procedure text”. Teachers must examine the writing task of a textbooks are appropriate or not with aspects and material in writing exercises. Finally, a good writing task is very important to increase writing ability.

This research has some previous study as the reference in this study. The first previous researcher by Nindi Nurfauka’s thesis the title *An Analysis on Writing Task of English Textbook for Tenth of Senior High School* Published by The Ministry of Education and Culture. The researcher took this research because it has the resemble title about analyze the writing tasks on an English textbook and also has the same criteria of writing task but different book and method.

The second previous researcher by Desy Nur Fakhomah’s thesis the title *An Analysis on English Textbook Entitled Bahasa Inggris Based on Tomlinson’s Theory*. The researcher took this research because it has the resemble title about analyze the writing tasks on an English textbook and also has the same criteria of writing task but different book, method and theory.

This research the researcher used Paul Nation's theory to analyze kind of writing task. Paul Nation is a Professor of Applied Linguistics in the School of Linguistics and Applied Language Studies at Victoria University in Wellington, New Zealand. He provided a wealth of suggestion for helping the teacher to design and present a balanced program for their students(Nation, 2008).

According to Paul Nation, there are four kinds of writing tasks: Experience task, shared task, guided task, and independent task. Experience task is effective way to make the task easier and student familiar with many parts in the task. Shared task tries to help students and teachers to choose the task do individually or do in a group. Guided task tries to crease the gap by giving the support of exercises and focused guidance. Last, Independent task leaves learners to trust their sources (Nation, 2008).

Based on explanation above textbook becomes a subject of study. So, the teacher needs to choose a good textbook that includes all the component of the subject for teaching to increase the student's ability and student's knowledge. In this research the researcher was focused to analyzed Bahasa Inggris textbook for the third grade of senior high school.

Bahasa Inggris textbook for the third grade of high school published by Curriculum and Book Center, Balitbang, Kemendikbud 2nd edition, Jakarta 2018, and contributing manuscript by Emi Emilia, Helena Indya, Tri Wiratno. The color from this textbook is blue with the yellow to tittle "Bahasa Inggris". In this textbook there are 176 pages with 11 chapters: May I Help You, Why Don't You Visit Seattle? Creating Captions? Do You Know How to Apply for

A Job? Who Was Involved? Online School Registration? Its Garbage in Arts Works Out, How to Make, Do It Carefully, How to Use Photoshop, Let's Make a Better World for All.

Chapter one 1-15 consists 14 pages, with the material as warmer: word finding, vocabulary builder, dialog offering help/services, vocabulary exercise, grammar review, and speaking, with the skill focus listening and speaking. Chapter two 16-31 consist with 16 pages, with the material as warmer: pair work, vocabulary builder, reading comprehension, grammar review, writing, and reflection, with the skill focus reading, writing and speaking. Chapter three 32-42 consist 12 pages, with the material as warmer: video watching, reading caption, writing and describing captions, and reflection, with the skill focus reading and writing. Chapter four 42-60 consist 18 pages, with the material warmer: boardgame (mind map), vocabulary builder, pronunciation, practice, reading comprehension, vocabulary exercise, grammar review, text structure, writing and reflection, with the skill focus reading and writing. Chapter five 61-80 consist 20 pages, with the material warmer: group share, vocabulary builder, listening, reading, vocabulary exercise, grammar review, text structure, writing, and reflection, with the skill focus listening, reading, speaking and writing. Chapter six 81-92 consist 12 pages, with the material, warmer: pair work, vocabulary builder, reading comprehension, text structure, grammar review, writing, speaking, and reflection, with the skill focus listening, reading, writing, and speaking. Chapter seven 93-108 consist 12 pages, with the material warmer: pair work, vocabulary builder, pronunciation practice, listening comprehension, reading comprehension, text structure, vocabulary exercise, grammar review,

writing/speaking, and reflection, with the skill focus listening, reading, writing, and speaking. Chapter eight 109-118 consist 16 pages, with the material warmer: board race, listening, vocabulary builder, pronunciation practice, text structure, speaking, and reflection, with the skill focus listening, reading, writing, and speaking. Chapter nine 119-134 consist 10 pages, with the material warmer: group discussion, reading, vocabulary builder, pronunciation practice, grammar review, text structure, speaking, writing, vocabulary exercise, and reflection, with the skill focus listening, reading, writing, and speaking. Chapter ten 135-148 consist 16 pages, with the material warmer: wall race, vocabulary builder, pronunciation practice, listening, reading comprehension, text review, and reflection, with the skill focus listening, reading, writing, and speaking. Chapter eleven 149-159 consist 10 pages, with the material warmer, listening, vocabulary builder, pronunciation, vocabulary exercise, writing, speaking and reflection, with the skill focus listening, reading, writing, and speaking. In this textbook there is glossary which contains vocabularies that student does not understand, glossary from page 160-167, in pages 168-169 references the textbook, and in 170-176 curriculum vitae from the contributing manuscript.

Bahasa Inggris used in some senior high school like SMAN 1 Seputih Agung, Lampung Tengah and MAN 1 Ngawi, Jawa Timur. Bahasa Inggris textbook in SMAN 1 Seputih Agung used in third grade senior of high school in all class, Ms. Diana as the teacher in SMAN 1 Seputih Agung Lampung Tengah used Bahasa Inggris textbook and Talk Active in teaching and learning English, she is comparing the material from Bahasa Inggris textbook and Talk Active textbook, and to writing task she only uses caption material and

application letter, for another task she makes by herself. Bahasa Inggris in MAN 1 Ngawi also used in all class, Ms Yuni as the teacher in MAN 1 Ngawi used Bahasa Inggris textbook in the class, Ms Yuni also used from another source to complete the material like from Intan Pariwara's book and internet, and to writing task the teacher mixes with another source.

From the definition above we know that Bahasa Inggris textbook used to all student in the third grade of school, the teacher also used another source to complete the material. MAN 1 Ngawi lend the Bahasa Inggris to students and the student also have soft file from Bahasa Inggris textbook because from the school just lend one textbook to two students.

In this final project, the researcher will focus on the writing task in *Bahasa Inggris* Textbook for the Third Grade Students of Senior High School Based on Paul Nation's Theory.

B. Identification of Problems

Based on the problems explained in the background of the study, some problems related to the research can be identified as follows:

1. Teachers were difficulties in choosing the good writing task.
2. The teacher were difficulties in teaching English textbook.
3. The textbook plays an important role in teaching and learning. It represents a useful resource for both teacher as a course designers and learners as person who are requiring the English language.
4. Evaluating textbook is a crucial matter since there are various qualities commercial textbook of a market which is the poor undeniable.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher limits the problem:

1. The research only focused on writing tasks in *Bahasa Inggris* Textbook meets the criteria of the writing task as suggested by Paul Nation published by Curriculum and Book Center, Balitbang, Kemendikbud 2nd edition, Jakarta 2018, and contributing manuscript by Emi Emilia, Helena Indya, Tri Wiratno.
2. The *Bahasa Inggris* textbook analyzed is the *Bahasa Inggris* Textbook for the Third Grade of Senior High School published by Curriculum and Book Center, Balitbang, Kemendikbud 2nd edition, Jakarta 2018, and contributing manuscript by Emi Emilia, Helena Indya, Tri Wiratno.

D. Formulation of the Problem

Based on the imitation of the study, the researcher formulates of research questions as follows:

1. What types of writing tasks suggested Paul Nation are provided in the *Bahasa Inggris* textbook for the third grade of senior high school published by Curriculum and Book Center, Balitbang, Kemendikbud 2nd edition, Jakarta 2018, and contributing manuscript by Emi Emilia, Helena Indya, Tri Wiratno?
2. How do the tasks in the *Bahasa Inggris* textbook for the third grade of senior high school published by Curriculum and Book Center, Balitbang, Kemendikbud 2nd edition, Jakarta 2018, and contributing manuscript by Emi Emilia, Helena Indya, Tri Wiratno based curriculum 2013?

E. Objectives of the Study

The main objectives of the research from analyzing the English textbook for the third of senior high school are as follow:

1. To explain types of writing tasks in the Bahasa Inggris textbook entitled Bahasa Inggris Textbook for the Third Grade Students of Senior high school published by Curriculum and Book Center, Balitbang, Kemendikbud 2nd edition, Jakarta 2018, and contributing manuscript by Emi Emilia, Helena Indya, Tri Wiratno primarily based on Paul nation's theory.
2. To find out whether the English textbook entitled *Bahasa Inggris* published by Curriculum and Book Center, Balitbang, Kemendikbud 2nd edition, Jakarta 2018, and contributing manuscript by Emi Emilia, Helena Indya, Tri Wiratno by curriculum 2013

F. Benefit of the Study

The result of this research is expected can give contributions to the teachers, the students, and other researchers in the future both theoretically and practically.

1. Theoretical

This research is expected to produce a theoretical theory in new finding research according to Paul Nation's theory. This research is expected to be a reference and guidance in future studies appropriate with this research.

2. Practically

a. For teacher

This research tells the teacher textbook that can be used in learning and teaching English and this research talk about the textbook is appropriate with curriculum or not.

b. For student

This research can help the student to choose the best writing task in the textbook that can help them to increase their writing skill.

G. Definition of the Key Terms

In this part, some definitions will be explained, that is:

1. Writing

Writing ability is important in our community and teaching in writing increasing role in second and foreign language education (Weigle, 2010). Writing task is a way to check-writing ability, usually, focus and grammar and content. To improve student writing skills, writing tasks should make them better than the level of proficiency in this time (Nation, 2008).

2. Textbook

According to the Cambridge dictionary, the meaning of a textbook is “a book which contains specific information about a topic for people who are studying that topic” (Cambridge Dictionary, 2021). The most important aspect of a textbook is used with the teacher to involve the learner with the content they are going to be dealing with (Harmer, 2007). English textbook is one of the materials which is most frequently used in teaching and

learning process. An English textbook is printed material that is made to fulfill the need of a branch of science that is English.

3. Task

The task is a piece of classroom activities that involves the learners in comprehending, manipulating, producing, or interacting in the target language at the same time as their interest is centered on their grammatical understanding to specific meaning. The task should be completeness, having the ability to stand alone as a communicative act its proper with a beginning, a middle, and an end (Nunan, 2004).

CHAPTER II

LITERATURE REVIEW

This chapter will present the review of related literature which is based on relevant theories, it covers reviews about textbooks, writing, and writing tasks.

A. Theoretical Review

1. Textbook

a. Definition of textbook

In studying and learning English the elements that are common in the classroom are teachers, students, and textbooks. The teacher usually used media to easier teach the student, with good media students easier to understand the material. The success of teaching the English language does not only on teachers and learners, but also on the teaching aids, teaching method, teaching material, teaching creativity, and other facilities. The textbook is one of the aid that is used to make teaching and learning English successfully.

According to the Cambridge dictionary “textbook is a book that contains specific information or the data about any topic for a human who is learning the topic”. Another definition according to Collins’s dictionary “textbook is a book contain a specific topic that is used by people studying and learn that topic. The definition above tells that textbook is a basic material used in teaching and learning English.

The coursebook that is used with the teacher appropriate with the material that will be taught, and to make teaching and learning English

successful the teacher must choose the best book appropriate to the material for teaching and learning English. For example, writing textbook focused to teach about compositions and list writing material. A reading textbook focuses main material of reading skills and several questions according to the material.

Textbooks are book that contain descriptions of the topic about certain subjects or fields, which are arranged systematically and have been selected based on certain goals, learning orientation, and student development. (Rahmawati, 2016). The most important aspect of the coursebook is used to engage and make understand students the content that will be studied in the class (Harmer, 2007). Using textbooks is important for giving information about materials for the students. In learning and teaching the English language textbook becomes a great role, a textbook becomes a guide for teachers and it can be a reference in teaching and learning English for a student. There are so many English textbooks, but not all textbooks are appropriate with the material that learners need.

b. Function of textbook

The textbook is book used with the teacher in teaching English appropriate with the material. Textbooks help to organize and time programs, provide a firm jumping-off point for the creation of imaginative supplementary learning and teaching ideas (Ur, 2014). O'Neil explained there are four justifications for the use of textbooks. First of all, some of the textbook material must suitable for students needed.

Secondly, textbooks allow the student to take a look at their future lesson or refresh the lesson in the past. Thirdly, textbooks have a good aspect and make the student easier understand the material. The last and the most important is textbook designed to improve student ability and make student spontaneous interaction in the class (White, 2001).

Learning guidelines for students mean to use the reference in:

- 1) Preparing themselves individually or in a group before classroom activities
- 2) Easily to understand the material when the teacher teaches in the classroom
- 3) Doing exercises by the teacher
- 4) And help the students to prepare for the mid-term test and final test

For teachers textbooks used as references in:

- 1) As a reference for preparing presentation material
- 2) As a references practices and interaction in the classroom
- 3) A resource for preparing other references
- 4) As a reference resource for self-directed learning or self-access work
- 5) A support teacher with less experience to increase their experience and ability (Cunningsworth, 1995).

It means that the textbook is one of the visual aids in the teaching and learning process, textbooks support learning and teaching English

language. and make students easier understand the material when the teacher presents the material.

c. Advantages and disadvantages of the textbook

English language instruction has important components but essential constituents that are often used by language instructors is the use of textbooks in learning and teaching language has advantages and disadvantages, depending on how they have been used and the context for their use in the classroom. Some advantages and disadvantages of using textbooks follow (Jack C. Richards & Lacorte, 2002).

Advantages of using the textbook in teaching and learning English (Jack C. Richards & Lacorte, 2002).

- 1) The textbook provides a lesson plan and a syllabus for the program

Textbook helps teacher to arrange the material to be systematically planned and develop an appropriate the syllabus

- 2) They provide standardized instruction

Which means that textbook helps the teacher to give the same material and the same way in the different classes.

- 3) Maintaining textbook quality

In a good textbook the quality in every material will be delivered must be checked, the material must appropriate on principle in learning and teaching English.

- 4) The textbook provides various learning and teaching references

In teaching and learning English teacher used CD, video, internet, and a variety of the way teaching guides, providing varied resources for teacher and learner to support the material.

5) The textbook efficient

It means that did not waste the teacher's time, making teachers focus to teach not produce the material

6) Textbook is interesting in visual

To make learner interested and easy to understand the material. The textbook provides with a good design like has some pictures based on the material

Textbooks also have disadvantages for teaching and learning teaching and learning, for example (Jack C. Richards & Lacorte, 2002):

1) The content may not fact

Sometimes textbooks did not present the fact because to make textbooks acceptable in easily to learn textbook controversial topics must delete from the material in the textbook.

2) Textbooks are expensive to buy.

Textbooks represent a financial burden for students in many parts of the world

It means that textbook is not perfect they are having advantages and disadvantages. So, to make teaching and learning successful the teacher must choose and evaluate a good textbook.

d. Criteria of good textbook

In teaching and learning English. It was important to know criteria of good textbook. Choose a good textbook was important to support and make teaching and learning English in the classroom. These criteria of a good textbook were very petrified evaluators in making textbook evaluation instruments that the book can be used or not.

There are eight criteria in evaluation textbook: (1) aims and approaches (2) design and organization (3) language content (4) skills (5) topic (6) methodology (7) teacher's books (8) practical considerations. There are detailed of criteria textbook evaluation (Cunningsworth, 1995).

1) Criteria of aims and approaches

- a) Do the aims of the textbook correspondent closely with the aims of the teaching programmed and with the learner's need?
- b) Is the textbook suited to the learning and teaching condition?
- c) How much knowledge is the textbook? Does it cover most or all student needed and is it a good resource for students and teachers in the classroom).
- d) Is the textbook flexible? Does it allow different teaching and learning styles ?(Cunningsworth, 1995).

2) Criteria of design and organization

- a) What components made up the success course success package (e.g., student's textbook, teacher's textbook, workbook?
- b) How is the content organized (e.g., Structures, functions, topics, skills)?

- c) How is the content sequenced (e.g., based on complexity, learnability, usefulness)?
 - d) Is the grading and progression suitable for the learners? Does it allow them to complete the work needed to meet any external syllabus requirements?
 - e) Is there a reference for grammar? Is there some material suitable for individual study?
 - f) Is it easy to find your way around the textbook? Is the layout clear? (Cunningsworth, 1995)
- 3) Criteria of language content
- a) Does the textbook cover the main grammar at each level?
 - b) Is the material for vocabulary adequate in terms of quantity and range of vocabulary, emphasis on vocabulary development, and strategies for individual learning?
 - c) Does the textbook include material for pronunciation work? If yes, what is covered: individual sounds, word stress, sentence stress, intonation?
 - d) Does the textbook deal with the structuring and convention of language use above sentence level is e.g., how to take part in conventions, how to identify the main points in reading passage?
 - e) Is language style matched to the social situation?(Cunningsworth, 1995)
- 4) Criteria of skills

- a) Are all four skills covered, are there appropriate with the lesson objectives and syllabus requirements?
 - b) Is there material for integrated skills work?
 - c) Are reading passages and associated activities suitable for your student's level of interest? Is there sufficient reading material?
 - d) Is there listening material well recorded, questions, and activities which help comprehensive?
 - e) Is spoken material English well designed to help learners in real life interaction?
 - f) Is writing material suitable in terms of amount guidance, degree of accuracy, and use of appropriate styles?(Cunningsworth, 1995)
- 5) Criteria of topic
- a) Is there the material sufficient to make learners interest?
 - b) Is there enough variety and range of topic?
 - c) Will the topic help expand students' awareness and enrich student experience?
 - d) Will the student be able to relate the social and cultural contexts presented in the textbook?(Cunningsworth, 1995)
- 6) Criteria of methodology

- a) What approaches in teaching and learning were taken by the textbook? Was it appropriate with teaching and learning situation?
 - b) what is the level of active learning like? is it as expected?
 - c) What techniques are used for presenting a new language item? Is it acceptable for learners?
 - d) Does the material include some advice and help for students on study skills and learning strategies?(Cunningsworth, 1995)
- 7) Criteria of teacher's book
- a) Is there adequate guidance for the teachers who would be use the textbook and supporting the material?
 - b) Is the teacher's textbook comprehensive and supportive in teaching and learning English?
 - c) Does the textbook cover the teaching techniques, language items like a grammar rule?(Cunningsworth, 1995)
- 8) Criteria of practical considerations
- a) Is the textbook long lasting? Are they attractive in appearance?
 - b) Is there any of the materials that require supporting tools such as laboratories? if yes, do you, have it?(Cunningsworth, 1995)

A few essential characteristics of good textbooks are below (Patel & Jain, 2008):

- 1) The words and structure are carefully graded.

- 2) The phrases and shapes already learned are repeated within the coming pages so that the students could revise them making them solid of their memory.
- 3) The scale of the textual content book must be available for college students. The illustration ought to be appealing. For each young student, the image ought to, be nicely drawn and realistically colored and not in black and white.
- 4) There needs to be both exercise and text exercise at the top of the chapter.
- 5) The subject depends on the textbook must provide new statistics so that scholars should get new knowledge.
- 6) The advent at the start and end at the give up of the chapter has to be given in the textual content book.
- 7) A listing of related books must be given at the top of the lesson for the similarly have a look at.
- 8) Textbook needs to cover the whole syllabus.
- 9) Textbooks need to contain the lesson of national integration, international peace, love, and co-operation among humans without the difference of caste, sex, and race.

From the definition above, there is no perfect textbook but by choosing a good textbook will be challenging for teachers to make a teaching-learning process more effective, interactive, and efficient. The steps mentioned above, it expected can help

the teacher in selecting a good textbook and make the teaching and learning English language process will be easily done.

e. Evaluation textbook

The textbook is an area in material to present and describe in teaching and learning the English language. Textbook is sometimes perfect in one situation and sometimes not because textbook matched that situation (Jack C. Richards & Lacorte, 2002). Evaluation textbook, however, can only be done by considering something about its purpose. In addition, before we evaluate the textbook, we must know some information needed following the issue (Jack C. Richards & Lacorte, 2002):

- 1) The role of the textbook in the program
 - a) Is there a well-developed curriculum that describes the object syllabus and content of the program or will this be determined by the textbook?
 - b) Will learners be expected to buy a workbook as well or should the textbook provide all the practice student need?
- 2) The teachers in the program
 - a) How experience the teacher in the program and what level of their training teaching skill?
 - b) Do teachers tend to follow the textbook closely or do they use the book simply as a resource?
 - c) Do teachers play a part in selecting the books they teach from?

- 3) The learners in the program
 - a) How will they use the book in class? Is it the primary source of classroom activities?

2. Writing

a. Definition of writing

Writing is skill must learn in English language course. Writing is an important skill to represent our feeling and thoughts in real life and make other people understand our ideas. Writing skill is important to learn because many occupational or academics ask to make like a thesis, essay, dissertation, CV as an admission requirement. Writing is one skill in which can express our opinion or ideas, writing is not just about the simple drawing of orthographic symbols but actually about complex prosses like grammatical rules, vocabulary, spelling, and sentence patterns (Patel & Jain, 2008).

Writing is a combination of process and product. The process refers to collecting ideas and working until they are easy to understand the readers (Linse, 2005). The product refers to the development of writing classroom activities in which the learner is engaged in imitating, copying, and transforming the models of language (Nunan, 1991). Writing is having ideas, organizing ideas, and communicating ideas. In daily activity, the massage can be seen as writing, so many people can communicate with each other over a long using writing text.

There is no instant to do something, to get a good writing skill humans must develop from reading, training, and good practice

(Kustian, 2021). As a learner, we should know that in the final project learner must make some project like a thesis, essay, book, journal, etc. So, that product will exist in every era and generation.

Writing is important in the world, when humans talk without having any written form, oral literature will abound, lots of crucial information will be memorized by limited humans and the environment, it cannot be delivered widely to others who are different in place and generations. In the end, all of them will pass away. These are very serious issues because human memory is short-lived. The presence of writing has overcome such issues and allowed communication across time and centuries. Writing permits society to permanently record its poetry, its history, and its technology to be known and learned by others.

From the definition above the writer can conclude that writing is a way to produce language which comes from our opinion. It is influenced both by the personal attitudes and social experiences that the writer brings to the writing and the impacts of their particular political and institutional contexts.

b. Purpose of writing

All of the skill in English has a different function. For example, reading and writing, we cannot say that writing has better or worse functions than reading because they have different functions. Reading to understand everything the text like magazine, textbook, article, essay, and writing is a skill to make the text like a magazine, textbook, article, essay, etc.

The social prestige language is probably derived from added functions that a written variety can fulfill for a society (Leech et al., 1982).

1) Writing has the advantage of relative permanence

Allows for keep recording in an independent memory of those who keep the records.

2) Allows for communication over a great distance

It can be done by the newspaper, letters, magazines, books, and social media nowadays and to large numbers simultaneously (by publications of all kinds), The telephone and radio have helped to overcome the limitations of the spoken regarding time, distance, and numbers but these are relatively recent developments in human history.

3) Written is not only permanent but also visible

An important consequence of this is that written fully planned and revised by the writer in a way that spoken cannot.

4) written language can be processed at leisure, with parts of it re-read and others omitted at will.

Of course, writing is a development by literature and intellectual developments. It means written development by human memory and allows the storage of visually accessible knowledge.

5) Written language makes possible the creation of literary works of art in ways comparable with the creation of paintings or sculptures.

c. Types of writing

The numerous results an author may also want to have on his or her readers to inform, to persuade, to entertain result in different types of prose. The most common is prose that informs, which, relying on what it is about, is called exposition, description, or narration (Thomas S.Kane, 2000):

1) Exposition text

Explanations tell how things work in an internal combustion engine. Facts of everyday life, how many people get divorced. Explanations refer to what particular minds think know or believe. Explanations are also logically texted and organized around cause/effect. True/false, less/more, positive/negative. And explanations usually used connectives like *therefore, however, and so, besides, but, not only, more important, in fact, for example.*

2) Description text

It means that description text is the most commonly used visual perception. Its central problem is to arrange what we see into a significant pattern. And the pattern is above/below, before/behind, right/left, and so on.

3) Narration text

A narration text is a series of related events in a story. For example, story barbie, Sangkuriang and harry potter. The problem is twofold: to arrange the events in a sequence of time and to reveal they're significant.

4) Persuasion text

It is usually about controversial topics and often appeals to the reason in the form of argument, offering evidence or logical proof. Persuasion is also called satire.

d. Approaches of writing

1) The paragraph pattern approach

This approach emphasizes the importance of organizing, based on the principle that according to different cultures and contexts, communication is built and structured in different ways because this approach centered on organizational pattern, student work with paragraphs, they copy, analysis and imitate. Exercises can re-arrange scrambled sentences (in a paragraph), mixed paragraphs (in a longer composition), identifying general and specific information, writing a suitable topic sentence for a paragraph, writing supporting details for a main idea, or identifying the main idea. Suitable topics for sentence making, main idea detail making, or principal specifics(Dragomir et al., 2020).

2) The free writing approaches

The free writing approaches focus on quantity rather than quality. These approaches suggest student to write everything, because all off the topic can generate vast amounts of writing, should flow freely, and with minimal error correction(Dragomir et al., 2020).

3) The grammar syntax

This approach focuses on the grammar, syntax, and organization of the word. Start from premise that successful writing from

an effective combination of language skills like grammar and syntax. Clear organization derives from the efficient use of more than appropriate vocabulary; it requires informed knowledge of verb and tense structure, linking devices and even sentence structure in order to produce a coherent and cohesive paragraph. In preparing students to address a task, all the mentioned elements must be either taught for the first time or reviewed as separate elements, and only after inserted into the larger written product. More importantly, such an approach links the purpose of a piece of writing to the linguistic instruments needed to convey the respective message (Dragomir et al., 2020).

3. Writing Task

a. Definition of task

The task becomes an important element in syllabus design, teaching and learning assessment. Definition of the task according to peter Sekhan he defined task as a meaning is a priority, any communication problem to solve, relationship to comparable real world activities, and the assessment is a priority in doing the task (kris van den branden, 2006).

Definition task as a pedagogical task according (Richards, Platt, and weber, 1985)

an activity or action which is carried out as the result of processing or understanding language (i.e., as a response).

For example, drawing a map while listening to a tape,

listening to instruction, and performing a command may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative . . . since it provides a purpose for a classroom activity that goes beyond the practice of language for its own sake.

According to the definition above, we know that the authors take a pedagogical perspective. The task is defined in terms of what will do in the class, to check student understanding.

The task is a piece of classroom activities that involves the learners in comprehending, manipulating, producing, or interacting in the target language at the same time as their interest is centered on their grammatical understanding to specific meaning. The task should be completeness, having the ability to stand alone as a communicative act its proper with a beginning, a middle, and an end (Nunan, 2004).

From the definition above, it should be related to the task in the classroom and what the learners need in the classroom. Using task, the teacher can monitor ability, if students do not already understand the material that has been studied, the teacher does some treatment such as designing a curriculum or syllabus to establish course content, and

make a new task. When the learners already understand the teacher should keep and improve the learner's ability using a task, a new method, or a new material.

b. The component of the task

There are four components of the task: the goals, the input, activities derived from input, teacher roles, and student roles (Nunan, 1989).

1) Goals

Goals give a point of contact between the task and the broader curriculum. Goals may relate to arranging of general outcomes (communicative, affective, or cognitive) or may directly describe teacher or learner behavior.

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

Goal Types	Example
Communicative	Establish and maintain interpersonal relations, through this exchange of information, ideas, opinions, and everything to get things done.
Socio-cultural	The understanding daily activity of their age group in the target language.

Learning how to learn	To negotiate and plan their work in the class room, learn how to set themselves objectives, and devise the way to get their objectives.
Language and cultural awareness	To make people understand the systematic nature of language and the way it works.

Table 2.1

2) Input

Input refers to the data that forms the point for the task. Input for tasks can be derived from various the sources. For example, letters, picture stories, telecom accounts, shopping lists, shares, etc.

3) Activities

Activities are specified what teacher and learner will do in the classroom. There are three characteristics of activities; authenticity, skills used, and fluency/accuracy.

a) Authenticity

Learners should rehearse and extend their skill behavior to display genuine communicative interaction outside the classroom.

What is wanted is a methodology that will... provide for communicative competence by functional investment. (Such a methodology) would engage the learners in problem-solving tasks as purposeful activities but

without the rehearsal requirement that they should be realistic or authentic as natural social behavior.

b) Skill getting and skill using

The second characterizing activities are skill getting and skill using. There are controlled activities in the classroom such as grammar, and translation activities.

c) Accuracy and fluency

The third of characteristic is analyzing learning activities are makes the learner focus on developing accuracy and focus on development of fluency.

4) Teacher role

Task has instruction as the guide for the teachers in monitoring of student's activity in the classroom.

5) Learner role

Task are guides students in arranging what the student must do in the classroom. Task shows students' skill ability in the classroom.

6) Setting

Task has a guide in teaching and learning setting activity, teacher must know the task better do in person or group.

From the definition above we know the terms used to analyze the writing task: goals, input, activities, student, learner role, and the setting.

c. Type of writing task

Writing task can make the students more diligent, easily in doing exercises and in mastering the material. The aim of writing task helps student to develop their ability to think critically. According to Paul Nations, there are four kinds of writing tasks in writing skills (Nation, 2008).

1) Experience task

Experience task tries to focus with learner's previous experience. Experience task is ones where the learners already have a lot of the knowledge needed to do the task (Nation, 2008).

The ways of providing experience

Control through selection for simplification	<ul style="list-style-type: none"> a) Using simplified material b) Using carefully graded material c) Using learner produced material d) Using material based on first language material
Recall or share of previous experience	<ul style="list-style-type: none"> a) Discussions and brainstorming b) Questioning peers
Pre-teaching or experiencing	<ul style="list-style-type: none"> a) Direct teaching of sounds, vocabulary, grammar, text types b) Visits and field trips c) Direct teaching of content

Table 2.2

Preparation for experience task thus involves choosing topics that the learners already know a lot about, proving knowledge

and experience that learner used in their writing, through discussion, stimulating previous knowledge relevant to the writing task.

Here are some experience tasks for writing.

a) Draw and write

The learners draw an image about something that happened to them or something imagined, after which they write approximately it, describing the image. The image gives a manner of recalling previous experience and acts as a memory cue for the writing.

b) Linked skills

This task is a final activity after the student learns speaking skills, reading skills, and listening skills. As time goes students try to write and support their previous experiences.

c) Partial writing

The learners list useful words that they will need in the following writing task. This list helps the learner in their next job writing task.

d) Ten perfect sentences

The teacher showed some pictures or easy subjects like my family, cars and the learner write different sentences about that. They are given one mark for each correct sentence.

e) Setting your questions

Each student made a question they want to write about and translate into English with good and correct procedures.

1) **Shared task**

A task is difficult for an individual to do alone may be done successfully if a pair or group does it (Nation, 2008).

a) **Reproduction exercise**

The learners read or listen to the story and then they are retelling without seeing the original story.

b) **Blackboard composition**

The whole class works together. The teacher or the learners advise a topic and a difficult plan for the composition. participants of the class raise their fingers and advise a sentence to position in the composition. If the sentence is accurate it is written on the blackboard. If it isn't always accurate, the class and the teacher correct it, and then it is written on the board. in this way, the composition is built up from the learners' suggestions and the learners' and the teacher's corrections. While the whole composition is completed, the learners read it, and then it is rubbed off the blackboard. The learners do not copy it in their books before this. Then the learners need to rewrite it from memory. This last component can be done as homework. The teacher has only to prepare a topic. Marking is easy as the learners usually make very few mistakes when rewriting.

c) Group class composition

The teacher offers the subject of the composition after which the learners in their groups discuss and make a list of the main ideas that they'll write about. Then the teacher brings the class together and, following the learners' suggestions, makes a listing of the main ideas on the blackboard. After this is discussed, the learners go back to their groups and write a composition as a group. While the composition is completed every member of the group makes a copy of the composition. Only one copy is handed to the teacher for marking. The beginners accurate their copies by looking at the marked copy while 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 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.

2) Guided tasks

Guided tasks usually have the effect of narrowing the task that the learner must do. For example, guided composition exercises, such as picture composition, provide the ideas that the learner will write about (Nation, 2008).

There are several types of guided tasks that can work at the level of the sentence, paragraph, or text.

a) Identification

In identification techniques the learners are guided by being presented with an object which they need to repeat, translate, or put in a specific form with a related meaning to show that they've understood or correctly perceived the object or to expose that they can produce the related foreign language object.

Identification can also include several objects.

(1) Translation

In translation, students translate sentences or a story into English or another language.

(2) 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.

(3) Picture composition

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

(4) Delayed copying

The 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 the learners develop fluent access to phrases. The learners take a look at one paragraph on a piece of paper, then try to remember, look away and write it.

b) Understanding explanations

In some techniques, the learners follow explanations and descriptions and act on them. Here are some examples. The teacher explains a grammar rule to help the learners make correct sentences following a rule, the teacher tells the learners a rule, for example, a spelling rule or a rule about singular countable nouns, and the learners apply the rule to some material.

(1) Writing with grammar

Guided the learner to write the sentence which is based on special based are grammar problems. Usually, the rules are given first for the learner to study, and then they must use the rules when doing the composition.

c) Answering question

The learner tries to answer some questions based on the text before by using a second language or the second language.

(1) Answer the question

The teacher writes several questions on the blackboard. those questions are primarily based on a story that the learners have just heard or studied or have heard or studied several days in the past. The answers to the questions give the main ideas of the story. The learners answer the questions and add greater ideas and details if they can. The composition is simpler if the learners have heard or read the story these days and if there are many questions.

d) Correction

In the correction technique, the learner looks for incorrect either and ideas or forms and describes them or correct them. Include techniques like finding incorrect grammar in sentences, finding wrong facts in a reading passage.

Learners show that they have found mistakes by:

(a) Underlining or circling them

(b) Writing the corrected item

e) Completion

In completion techniques, the learners are given phrases, sentences, a passage, or pictures that have parts missing or that may have components added to them. The learners entire the phrases, sentences, or passages by filling in the missing parts, or by saying what is lacking from the image.

(1) Back writing

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

f) Ordering

In ordering techniques, the learners are offered a set of items in the incorrect order which they have to rearrange in the desired order. as an example, the learners are presented with a set of letters o k o b. They have to rearrange these letters to make a word, book.

(1) Put in order the words

The learners are given sentences with the words in the wrong order. They must rewrite them putting the words in the correct order.

(2) Follow the model

Shows the learners a pattern and gives them a list of words. They must use the words to make sentences that follow the same pattern as the model.

g) Substitution

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

h) Transformation

In transformation techniques, the learners have to rewrite or say words, sentences, or passages by changing the grammar or organization of the form of the input.

(1) Change the sentences

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

(2) Sentence combining

The learners are given pairs of sentences. They must join together the two sentences to make one sentence. This type of exercise is used to practice conjunctions, adjectives + to + stem, relative clauses, etc.

(3) Writing by steps

the learners are given a passage. They must add certain things to it, or make other changes.

(4) Marking guided writing

Guided compositions can be marked by using a group of learners using model answers before they are handed to the teacher. The teacher just checks to see that the learners have done the marking efficiently.

3) Independent tasks

Independent task suggests the learner work alone without any help. The learner can succeed using independent tasks when they have command of helpful strategies and some proficiency in the same language. independent tasks can develop from experience, shares, or guided tasks(Nation, 2008).

A good independent task has the following features:

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

The difference between an experienced and independent task lies in the control and preparation that goes into an experienced task.

- (a) Experience tasks are planned so that learners are faced with only one aspect of the task that is outside their previous experience.

(b) Independent tasks do not involve this degree of control and learners may be faced with several kinds of difficulties in the same task.

4. Language Testing and Assessment

a. Definition of language testing and assessment

Testing is a universal feature of social life. Throughout history people were put the test to test their abilities. Test is a method of measuring a person's skill, knowledge or performance in a certain domain and the method must be explicit and structured, such as: multiple choice questions, writing prompt, an oral interview appropriate with the script (Farida Hanim Saragih, 2016). Language testing is important in learning and teaching English, using testing language we can know student ability and help teachers to find out the material being taught is successful or not, language testing can help teachers find better teaching and learning strategies according to what students need.

Assessment is a popular and sometimes misunderstood method term in current educational practice. You might be tempted to think of testing and evaluating as synonymous terms, but they are not. In the last decade, the word "assessment" has taken of terms like "test". First, it was seen as a broader term than "test" because it encompasses many different educational practices portfolios, studies or presentations. Second, it also took into account divergent assessment processes, as a teacher assessment, self-assessment and peer review. Thirdly, it is

giving some expression to more liberal views in education that opposed the oppressive, mechanical and thoughtless use of tests(Hendriani & Suzanne, 2013).

Tests are a subset of assessment; they certainly aren't the only type of assessment a teacher can do. Tests they can be useful tools, but they are only one of many procedures and activities that teachers can ultimately use evaluate the students. Simply put, a test is a way to measure a person's skill, knowledge, or performance in a particular job land Let's look at the components of this definition(Hendriani & Suzanne, 2013).

- a) Testing is a method: tool — set methods, procedures or materials — required performance of the auditor.
- b) The test should measure: Some tests measure general ability, and others to special powers or goals.
- c) Test an individual's ability, knowledge or experience performance.
- d) The test measures performance, but the results mean using the tester's skill or general understanding in the field linguistics, competence(Hendriani & Suzanne, 2013).

b. Kinds of assessment

Informal assessment	Formal assessment
) Can take a number forms, incidental, unplanned responses and comments. For example, “ <i>wow so amazing</i> ”, “ <i>this is a good work</i> ”, “ <i>I think you broke the</i>	a) Formal assessment are exercise or procedures are specially designed of skills and knowledge. Formal assessment designed

<p><i>class, not break the glass”, or in the homework putting some emoticon smile(Farida Hanim Saragih, 2016).</i></p>	<p>systematic, planned techniques. b) Sometimes formal assessment called test. Example use a student’s journal or portofolio of material be a formal assessment(Hendriani & Suzanne, 2013).</p>
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Table 2.3

c. Types of tests

There four types of tests: proficiency tests, achievement tests, diagnostic tests, and placement tests(Hendriani & Suzanne, 2013).

1) Proficiency Tests

This type of test is designed to measure people in a language proficiency regardless of educational background it was in that language. The content of this test is a description of what the candidate can do language in order to be considered proficient. Example: the test used in the selection of prospective translators, the test used to choose a better British or American course.

2) Achievement Tests

Achievement tests which are directly related to linguistic issues, with it as their focus establish how successful individual students, student’s group or the material. For example: Final achievement tests are the tests carried out as an assessment at the end of course of study. The content of the final achievement must be directly on a detailed with the course syllabus, textbook or the material that used in teaching and learning English in the classroom. Disadvantages of

achievement, if the syllabus designed badly, textbook or material used in teaching and learning English are badly will make result of the test can be misleading.

3) Diagnostic tests

Diagnostic tests are used to identified the strength and weakness student's ability. The function of diagnostic test is to know what should teacher do in the future to increase student's ability. Using diagnostic tests will tell the teacher that a student is particularly weak in some part or strength in some parts. For example, student good in speaking with other people but bad in writing.

4) Placement tests

The function of placement tests to give information which will help to place students at the stage appropriate with student's ability.

According the function there are three categories of placement tests:

(a) Instructional tests

This test is used in formative assessment designed to let students know their strengths and weaknesses. Once graded by the teacher, the test returned to students for class discussion.

(b) Mastery tests

The function of this test is to assess the student ability before advancing to the next level learn. This kind of test helps with basic skills like areas such as grammar and mathematics. Evaluation of this

performance-based student ability is criterion reference rating and dependence individual performance.

(c) Measurement tests

This is a kind of standardized tests to established national or regional norms. The measurement test is highly difficult purpose of each accurate measurement student performance during the school year at the end of a semester, or educational unit.

5. Curriculum

A. Curriculum 2013

The ministry of education and culture of Indonesia has decided that education in Indonesia must apply the 2013 curriculum. According permendikbud No. 68 in the year 2013, UU No. 20:2003 national education system states that curriculum is a set of plans and settings on purpose, content, and materials and ways used as a guide to the learning activities arrangements for a particular educational purpose. In the Indonesian education system, Curriculum 2013 is valid curriculum. It is a standard curriculum used by governments to replace the 2006 curriculum (also known as a class of curriculum education units) that had been in effect for about 6 years. The 2013 curriculum emphasizes startup training by converting some schools into businesses. Curriculum has for aspects of assessment, which are spiritual, social, assessment of knowledge, and skill.

a. Spiritual Attitude (KI-1)

Spiritual competence embodied in core tennis 1 (KI-1) competence that will be observed involves accepting, practicing, and

appreciating the religious teachings they carry. The spiritual attitude assessment consists of the ultimate assessment and sustainability assessment.

b. Social Attitude (KI-2)

Social attitude it is an assessment made to know the development of a student's social attitude in regard to internalizing, behaving honestly, discipline, responsibility, caring (tolerance, cooperation), politeness, confidence, and effective interaction with the social and natural environment within reach of his or her associations and existence.

c. Assessment of Knowledge (KI-3)

Knowledge assessment is done by measuring the mastery of learners that includes factual, conceptual, and procedural knowledge in various stage of thinking process. Assessment in the learning process serves as a tool for detecting learning challenges (assessment as learning), assessment as a learning process, (assessment for learning), and assessment as a tool for measuring achievement in the learning process (assessment of learning), through that assessment it is expected that learners can master expected competence.

d. Skill Assessment (KI-4)

Skill assessment are done by identifying the basic competency of the skill aspect to determine the appropriate assessment technique. Skill assessment is intended to know the mastery of knowledge a learner

can be used to know and solve problems in real life.(Permendikbud, 2019)

B. Previous Related Studies

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

Title	Researcher	similarities	Differences
<i>An Analysis on Writing Exercises in English Textbook for Grade Seven Entitled "When English Rings A Bell"</i>	Wiwin Simanungkalit, Kammer Tuahman Sipayung, Harpen Silitonga	<p>a. Analyzing writing task in the textbook</p> <p>b. Qualitative research</p>	<p>a. Object research is in English Textbook Entitled "When English Rings a Bell"</p> <p>b. The data of the research are writing task in English Textbook Entitled "When English Rings a Bell".</p> <p>c. The aims of this research are to know the types of writing exercises in When English Rings a Bell textbook based on 2013 Curriculum.</p> <p>d. After observing the textbook, matching with the 2013 Curriculum, the types of writing exercises of When English Rings A Bell Textbook the writer found four types there are is (a) Completing texts, (b) writing sentence dealing with</p>

			<p>grammar, (c) writing short functional text and (d) Developing vocabulary into sentence.</p> <p>e. The result is are: arranging scrambled word into good sentences (not found in the textbook), completing texts/sentences (12,50%), writing sentences dealing with grammar (50%), writing short functional texts (18,75%), developing vocabulary into sentences (18,75%) so the types of writing exercises are dominant is writing sentences dealing with grammar (50%). (Simanungkalit et al., 2019)</p>
<p><i>An Analysis on Writing Task of English Textbook for Tenth of Senior High School Published by The Ministry of Education and Culture</i></p>	<p>Nindi Nurfauka</p>	<p>a. Analyzing the writing task on English textbook</p> <p>b. Qualitative research</p>	<p>a. Object research is the English textbook for tenth-grade students of Senior High School entitled Bahasa Inggris published by the Ministry of Education and Culture in 2017</p> <p>b. The data of the research are writing tasks in an English textbook for the tenth-grade students of Senior High School entitled</p>

			<p>Bahasa Inggris published by the Ministry of Education and Culture in 2017.</p> <p>c. The study aims to describe what are the writing tasks that are appropriate to the criteria of writing tasks as suggested by Raimes in the English textbook.</p> <p>d. The writing tasks found in the textbook are: dictation, conversion, sentence combining, filling in the blank without translation, question answer, summary writing, scrambled paragraph, filling in the blank with translation, cloze test, free composition, and writing the text based on the topic provided.</p> <p>e. the research result, the writer concludes that the writing tasks in the textbook for the tenth-grade students of Senior High School are classified as good writing tasks (Nurfauka, 2018)</p>
<i>An Analysis on English Textbook Entitled Bahasa</i>	Desy Nur Fakhomah	a. Analyzing the writing task on	a. the object study is the textbook is based on the 2013 curriculum and it is

<p><i>Inggris Based on Tomlinson's Theory</i></p>		<p>English textbook b. Qualitative research</p>	<p>for tenth-grade of Senior High School</p> <p>b. The data of this research are the content of an English textbook entitled Bahasa Inggris</p> <p>c. The aim of this research is (1) to investigate the compatibility of materials in the textbook based on Tomlinson's criteria, (2) to investigate whether the materials in the textbook support students' language skills or not in the English teaching-learning process</p> <p>d. The result of this study shows that the English textbook Bahasa Inggris fulfills 15 criteria or 93,75% of Tomlinson's theory and caters to 3 language skills (speaking, reading, and writing). It means that the textbook is suitable to be used by the students (Fakhomah, 2017).</p>
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Table 2.4

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher will show the methodology of the research used in this study. It is divided into several subchapters. They are Design of the Research, Research Setting, Research Subject, Data and Source of The Data, Research Instrument, Techniques of Collecting the Data, Trustworthiness of the Data, and Techniques of Analyzing the Data.

A. Research Design

The research method is defined as a scientific way to get data with a purpose and usefulness (Sugiyono, 2016). Qualitative research is characterized by the assumption that the researcher's biases and perspective must be understood and included in interpreting findings (McMillan, 2011). Qualitative research is also called the interpretive method because this method interprets data that was researcher found in the field (Sugiyono, 2016).

Based on the object of this research, the researcher conducted qualitative research. According to Sugiyono (2016), qualitative research is descriptive of the data collected in the forms of words, pictures rather than a number, and qualitative research tend to analyze their data inductively. The statement above is appropriate with this research, in this research, the researcher wants to analyze writing tasks in the English textbook for the third grade of senior high school according to Paul Nation's theory.

All of the research also needs a source of literature to support the research. In qualitative research any field research and literature research

especially in the purpose, function, and position of each research. One of the literature types of research is content analysis, content analysis can be categorized as qualitative research. Content analysis is often a process of summarizing and reporting written data, the main contents of data, and their messages (Cohen et al., 2020). Content analysis was used to examine tasks, text, images, or symbols and everything that had been documented. Content analysis applies to a wide range of studies, including language studies, which deals with the analysis of the content of certain materials through classification, evaluation and tabulation.

From the definition and theory above, the researcher used descriptive qualitative and the type was content analysis. This research analysis of writing tasks in the English textbook for the third grade of senior high school according to Paul Nation's theory.

B. Research Subject

The subject of this study in the final project is *Bahasa Inggris* Textbook for The Third of Senior High School Based on Paul Nation's Theory. The researcher would describe the types of writing tasks in the *Bahasa Inggris* textbook for the first-grade senior high school based on Paul Nation's theory and find out the criteria of writing tasks in the *Bahasa Inggris* textbook for the first-grade senior high school based on Paul Nation's theory.

C. Data And Source of the Data

According to Arikunto, the data resources are subject from which the data can be found (Arikunto, 2006). The data to be processed and analyzed sourced by the writing task found in *Bahasa Inggris* Textbook for The First-Grade Senior High School. It means that analysis only focuses on writing tasks is provided in the book itself:

Chapter II. Why Don't You Visit Seattle?

Chapter III. Creating Captions

Chapter IV. Do You Know How to Apply for A Job?

Chapter V. Who Was Involved?

Chapter VI. Online School Registration

Chapter VII. It's Garbage in Art Works Out

Chapter VIII. How To Make

Chapter IX. Do It Carefully!

Chapter XI. Let's Make a Better World for All

D. Research Instrument

The categorized of this research is content analysis research, types of writing task suggested by Paul Nation' theory was the instrument of this research. There are four types of writing task suggested by Paul Nation. Namely experience task, shared task, guided task, and independent task.

As different criteria for ensuring match between the textbook contains and the requirements of the learning and teaching situation, it is best to identify the problems and make your own checklist (Cunningsworth, 1995). It means that relevant to make a checklist evaluation appropriate with this research. The

researcher created the checklist evaluation about types of writing task suggested by Paul Nation theory.

The researcher makes instrument checklist evaluation table to make it clear. The researcher makes table to collect and analyze the kind of writing task in *Bahasa Inggris* textbook suggested by Paul Nation's theory. After that the researcher collected instrument checklist to evaluate the writing task.

Table 3.1 analysis writing task by curriculum 2013

No	ASPECT	QUESTION																					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
A. Material																							
1	Questions corresponds to the indicator																						
2	The standard of content/material must meet: the requirements of content that are not against Pancasila values; not discriminatory based on SARA; free of pornography, violence and hate speech.																						
3	Materials asked corresponds to the indicator (urgency,																						

Table 3.2 table score writing based curriculum 2013

No	Aspect	Score			
		1	2	3	4
A. Material					
1	Questions corresponds to the indicator				
2	The standard of content/material must meet: the requirements of content that are not against Pancasila values; not discriminatory based on SARA; free of pornography, violence and hate speech.				
3	Materials asked corresponds to the indicator (urgency, relevance, daily application				
4	Material asked corresponds to the level in the school				
B. Construction					
1	use question words that demand an essay answer				
2	Used clear instructions on how to do tasks				
3	Tables, graphs, diagrams are presented clearly and function				
C. Language / Culture					
1	Formulation of communicative questions				
2	Do not use words that have multiple meanings				
3	Questions do not use words that can offend students				
Percentage					

Table 3.3 Analysis of Writing Task

No	Writing task provide in textbook	Kind of writing task suggested by I. S. P. Nation's theory			
		E	S	G	I
Amount					
Total		22			
percentage					

Table 3.4 instrument checklist evaluation table

No	The Criteria of Writing Task Suggested by Paul Nation	Writing Task Provided in The Textbook	Amount	Percentage (%)	Provided	Not provided
1	Experience Tasks	a. Draw and Write				
		b. Linked Skills				
		c. Partial Writing				
		d. Ten Perfect Sentences				
		e. Setting Your Own Question				
2	Shared Tasks	a. Reproduction Exercise				
		b. Blackboard Composition				
		c. Group Class Composition				
		d. Group Composition				
		e. Writing With a Secretary				

3	Guided Tasks	a. Translation					
		b. Look and Write					
		c. Picture Composition					
		d. Delayed Copying					
		e. Writing With Grammar help					
		f. Question-Answer					
		g. Correction					
		h. Complete the Sentences					
		i. Back Writing					
		j. Put the words in order					
		k. Follow the model					
		l. What is it?					
		m. Change the Sentences					
		n. Sentence Combining					
		o. writing by step					
		p. Marking Guided Writing					
4	Independent Tasks						
Total							

Table 3.5 The table of materials appropriateness with core competence and basic competence by

Point	Criteria	Criteria Of Fulfillment			
		1	2	3	4
The standard of content/book material must meet: The requirements of content that are not Against Pancasila values; not discriminatory based on SARA; it's free of pornography, violence and hate speech.	<ol style="list-style-type: none"> 1. The material, training, or example presented through the narrative, text, pictures, and illustrations can open up the insights of students to know and appreciate the cultural differences, opinions, looks, and ancestral relics of the diversity of nature and living things, and the uniqueness of each region 2. Material, training, or example presented through the narrative, text, pictures, and illustrations are free of SARA, pornography, and bias (gender, stake, politics, etc.) 				
Eligibility of Content	<p>Scientific Truth Language aspect:</p> <ol style="list-style-type: none"> 1. The use of language (spelling, words, sentences and paragraphs) is correct, terse, clear, and appropriate to the level of age development 2. material Illustrations, both text and pictures according to the age the reader and clarify material/content 3. the language that is used communicative and informative so that the reader is able to graphs the positive messages that are conveyed, having the educational, polite, ethical and aesthetic characteristics according to age development level 4. the title of the book and the title of the material parts/content book harmonious, interesting, able to interesting reading, and unprovocative 				

	<p>Linguistics features</p> <ol style="list-style-type: none"> 1. The text must be geared toward improving the communicative capacity of the students 2. Each text contains terminology that is accurate and suitable. It must also be appropriate for the current communicative environment and text type 				
	<p>Correspond to the national standards of education and curriculum that valid 2013 Curriculum:</p> <p>KI:</p> <ol style="list-style-type: none"> 1. Spiritual Attitude (KI-1): spiritual competence embodied in core tennis (KI1) competence that will be observed involves accepting, practicing, and appreciating the religious teachings they carry, the spiritual attitude assessment consists of the ultimate assessment and sustainability assessment. 2. Social Attitude (KI-3): assessment made to know the development of a student's social attitude in regard to internalizing, behaving honestly, discipline, responsibility, caring (Tolerance, cooperation), politeness, confidence, and effective interaction with the social and natural environment within reach of his or her associations and existence. 3. Assessment Knowledge (KI3): knowledge assessment is done by measuring the mastery of learners that includes factual conceptual, and procedural knowledge in various stage of thinking. 4. Skill Assessment (KI-4): skill assessment is intended to 				

	know the mastery of knowledge a learner can be used to know and solve problems in real life				
	Correspond with the development of science and technology: Capable of developing creative, innovative, entrepreneurial thinkers, problem solvers, and entrepreneurs.				
	<p>Agree with context and environment</p> <p>Material Presentations:</p> <ol style="list-style-type: none"> 1. Books materials are presented in interesting ways (crest, coherence, simplicity, easy to understand, and interactive), so the full value of the spoken word can be well protected 2. Material illustration, both in text and in artwork according to the age at which the reader developed and were able to clarify material/content and good manners 3. The use of illustrations of clarify matter has no pornographic elements, extremist ideas, radicalism, violence, SARA, gender bias, no other aberrant values 4. Material presentation can stimulate critical, creative, and innovative thinking 4. Containing a contextual outlook, in a sense relevant to everyday life and able to encourage readers to experience and discover for themselves the positive things that could be applied to everyday life 5. An interesting presentation of material that pleases the readers and can nurture profound curiosity 				
	One of the intersections of the book: the various elements that are presented, particularly functional events, links, and references, that				

	contain conflicts, or entire experiences of life that are to be communicated, have a-link to one and another.				
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E. Techniques of Collecting the Data

In this research, the researcher used a documentation study to collect the data. The document is written records, they are can be virtually anything written or printed such as yearbooks, newspapers, magazines, textbooks, diaries, letters. Nonprint material such as videography, movie, the picture also can be used. The main data in this research is the *Bahasa Inggris* textbook for the third grade of senior high school. Documentation method can be implemented by:

1. Find the writing task in “Bahasa *Inggris* textbook for the third grade of senior high school”
2. Choose the data from all of the chapters in the *Bahasa Inggris* textbook for the third grade of senior high school.
3. Collect the data from all of the chapters in the *Bahasa Inggris* textbook for the third grade of senior high school.

In this research, the researcher uses documentation as a method to collect the data. The data from *Bahasa Inggris* textbook semester 1 and 2 for the third of senior high school, will be analyzed based on writing tasks according to Paul’s Nation theory. So, to collect the data researcher must do some things such as:

1. Reading

The first step to collect the data was reading the *Bahasa Inggris* textbook semester 1 and 2 for the third of senior high school. I read all of the text and all of the tasks in the textbook to find which task considered the data. The data are only the writing task in the textbook for the third grade of senior high school.

2. Identifying

While reading the text and the task, I also identified the task to classification type the task such as reading task, listening task, grammar task or writing task. After that, I give the checklist the task and identified the writing task suggested by Paul Nation.

Table 3. Analysis of Writing Task

No	The Criteria of Writing Task According Paul Nation	Writing Task Provided in Textbook	Provided	Not Provided	Explanation

F. Trustworthiness of the Data

According to Lincoln and Guba there are several criteria to check the data include credibility, dependability, confirmability, and transferability. Instrument the research in qualitative research is the researcher. The credibility is the way to get the data, in this research the researcher used documentation form the writing task in the Bahasa Inggris textbook for the third grade of senior high school. Transferability is principle implies whether this research could be

organized or applied. Its mean that uses transferability by using classifying the data clearly and get the detail information. In this research the researcher categorizes the writing task in *Bahasa Inggris* textbook for the third grade of senior high school suggested by Paul nations theory. For the dependability, the researcher read the data collection, observed the data collection the analysis the data collection matched with the research question. Then for confirmability data, in order to measure weather, the findings and interpretation. The researcher used triangulation to check the data and the data sources. Data triangulation is the use of a variety of data sources, including, time, space and persons, in a study. In this research the researcher used triangulation of person as a source to validate the instrument of kinds writing task suggested by Paul Nation. The data of this research was validated by Mr. M. Romdhoni Prakoso., M.Pd.

G. Coding Technique

Thematic coding in the form of qualitative analysis which involve recording or identifying text or pictures that are spliced by a common theme or idea allowing you to the text int categorized or symbol-symbol.

Whilst there are a variety of different approaches to thematic analysis each option is still a form of thematic coding. These include: Grounded theory; Interpretative phenomenological analysis; Template analysis; and Framework analysis, it is essential to view the text in a theoretical or analytical way rather than merely approaching it with a descriptive focus. Intensive reading needs to happen during this process to make sure you're able to identify everyone relevant ideas in the text, including even the simplest ones. Theme identification

is one of the most fundamental tasks in qualitative research. Also, one of the most mysterious. Explicit descriptions of the discovery of the theme are rare described in articles and reports and if are often regulated in appendices or footnote (Gibs, 2007).

The goal in creating codebooks and coding forms is to make the set as complete and unambiguous as to almost eliminate the individual differences among coders” (Neuendorf, 2017)

The steps of coding:

1. Familiarizing with the data.
2. Generating initial codes.
3. Searching for themes.
4. Reviewing and refining themes.
5. Defining and naming themes.
6. Producing the report.

The Coding of the data are:

Example:

C2/T1/P.27: chapter 2 task 1 in page 27

Table 3.7 Coding Writing task suggested Paul Nation

Writing task suggested Paul Nation	Code	Explain
Experience task	E	Kinds of writing task suggest by Paul Nation’s Theory

Shared task	S	Kinds of writing task suggest by Paul Nation's Theory
Guided task	G	Kinds of writing task suggest by Paul Nation's Theory
Independent task	I	Kinds of writing task suggest by Paul Nation's Theory

Table 3.8 coding of Writing task in the Bahasa Inggris textbook

Writing task in the Bahasa Inggris textbook	Code	Explain
Chapter	C	Chapter in Bahasa Inggris textbook
Task	T	Task in Bahasa Inggris textbook
Pages	P	Page in Bahasa Inggris textbook

Table 3.7 Coding Writing Task in Textbook

Writing task provide in textbook	Code	Explain
C2/T1/P.27	1	As a number question in table an analysis writing task based 2013 curriculum
C2/T2/P.28	2	As a number question in table an analysis writing task based 2013 curriculum
C3/T1/P.39	3	As a number question in table an analysis writing task based 2013 curriculum
C3/T2/P.40	4	As a number question in table an analysis writing task based 2013 curriculum
C4/T1/P.58	5	As a number question in table an analysis writing task based 2013 curriculum
C4/T2/P.59	6	As a number question in table an analysis writing task based 2013 curriculum
C4/T3/P.59	7	As a number question in table an analysis writing task based 2013 curriculum

C5/T1/P.75	8	As a number question in table an analysis writing task based 2013 curriculum
C5/T2/P.75	9	As a number question in table an analysis writing task based 2013 curriculum
C5/T3/P.76	10	As a number question in table an analysis writing task based 2013 curriculum
C6/P.91	11	As a number question in table an analysis writing task based 2013 curriculum
C7/P.106-107	12	As a number question in table an analysis writing task based 2013 curriculum
C7/P.107-108	13	As a number question in table an analysis writing task based 2013 curriculum
C9/T1/P.131	14	As a number question in table an analysis writing task based 2013 curriculum
C9/T2/P.132	15	As a number question in table an analysis writing task based 2013 curriculum
C9/T3/P.132	16	As a number question in table an analysis writing task based 2013 curriculum
C9/T4/P.132	17	As a number question in table an analysis writing task based 2013 curriculum
C9/T5/P.132	18	As a number question in table an analysis writing task based 2013 curriculum
C9/T6/P.132	19	As a number question in table an analysis writing task based 2013 curriculum
C9/T7/P.133	20	As a number question in table an analysis writing task based 2013 curriculum
C11/T1/P.156	21	As a number question in table an analysis writing task based 2013 curriculum
C11/T2/P.157	22	As a number question in table an analysis writing task based 2013 curriculum

H. Techniques of Analyzing the Data

In This research, the researcher used content analysis to analyze the data. Content analysis is one of the techniques that used in qualitative research. Content analysis is the process of summarizing and reporting the written data, the main contents of data, and their messages (Cohen et al., 2020). The content analysis begins with a sample of texts (the devices), defines the devices of evaluation (e.g., words, sentences) and the categories for use for analysis, evaluations the texts to code them and area them into categories, and then counts and logs the occurrences of phrases, codes, and classes (Cohen et al., 2020).

The process of analyzing data in content analysis researcher can follow ten steps (Cohen et al., 2020): Define the research question from, define the population from units of text are to be sampled, define the sample of the data, define the context of the generation of the data, decide the code used in the analysis of the data, construct the categories for analysis, conduct the coding and categorizing of the data, conduct the data analysis, summarizing and the last making speculative inferences. In analyzing the data, the researcher must follow some steps as below:

1. Selecting

The researcher read the English Textbook and select which tasks could be considered as the writing task in every chapter in the textbook.

2. Categorizing.

After selecting the writing task, next, the researcher categorizes the writing task into some categorized of writing tasks that will be used as the data. The researcher categorized the data according to Paul Nation's theory. Kinds of writing task by Paul Nation's theory (Nation, 2008):

- a. Experiences Task
- b. Shared Task
- c. Guide Task
- d. Independent Task

3. Analyzing

After categorizing the writing exercise in the *Bahasa Inggris* textbook, the researcher analyzed and categorized the writing task using Paul Nation's theory.

4. Inferring

The last is the findings of the analysis, the researcher will conclude a brief description and calculate the percentages of each finding by using Arikunto's schema of quality classification (Arikunto, 2006).

The researcher used this pattern

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

Very good	81% - 100%
Good	61% - 80%
Enough	41%-60%
Poor	21%-40%
Very poor	0-20%

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the analysis and the result and consists of two sections. The first section is the kinds of writing tasks in *Bahasa Inggris* 2013 textbook for the third of senior high school according to Paul Nation's theory. The second section is an analysis of writing tasks with the criteria suggested by Paul Nation's theory in *Bahasa Inggris* for the third grade of senior high school.

A. RESEARCH FINDING

An English textbook entitled *Bahasa Inggris* Textbook for The Third Grade of Senior High School is a textbook to guide and prepared student to learn English in the classroom, and for the teacher *Bahasa Inggris* textbook prepared as a reference in teaching and learning English. Bahasa Inggris textbook publish in two variant e-book (online book) and book (offline book).

Bahasa Inggris textbook consist of 11 chapters there are: May I Help You? Why You Don't Visit Seattle? Creating Captions, Do You Know How to Apply for a Job? How was Involved? Online School Registration, Its Garbage in Art Works Out, How to Make, do it Carefully! How to Use Photoshop? Let's Make a Better World for All.

In summary the identity of this book is as follows:

Title	: Bahasa Inggris
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1. Chapter 2 task 1 page 27

Task 1: Work in groups.

- Work in groups of 3-5 students. Find other text that uses
- "if clause" in it. Then, identify the "if clauses" in your text
- together with your group. Find the patterns as well. Write the
- result in the following spaces.

If Clause	Patterns

Table 4.1
Analysis of writing task in chapter 1 page 27

No	The Criteria of Writing Task According Paul Nation		Writing Task Provided in Textbook	Provided	Not Provided
1	Shared task	Group composition	C2/T1/P.27	√	

Explanation: The task above in term shared task especially in “group composition”. The situation of the task is “if clause”. In the task above, the student divided into groups and sit in a circle group, in the task as the student in their group to find some text after that they must identify the “if clause”, after they discuss and find the if clause, they should write their answer in a piece of paper. Student can remember some examples, explain or pattern that has student learn before.

This task is called “shared task” because the student shares their answer and opinion in their group and each other can give some advice or correction. Categorize as group composition because student do task in a group.

Writing task above appropriate with criteria of writing task suggested by I.S.P Nation.

2. Chapter 2 task 2 page 28

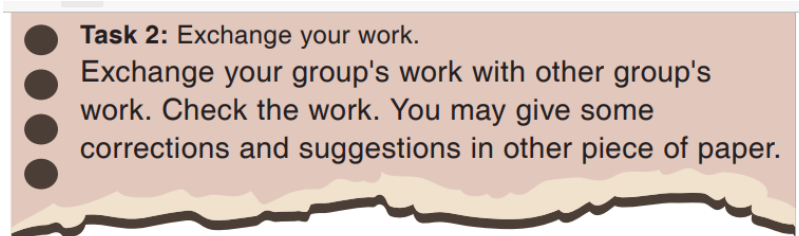


Table 4.2
 Analysis of writing task in chapter 1 page 28

No	The Criteria of Writing Task According Paul Nation		Writing Task Provided in Textbook	Provided	Not Provided
1	Guided task	Correction	C2/T2/P.28	√	

Explanation: The category of writing task above is “correction task”. The task above asks the student to correction the work form another group, they can give underlining incorrect sentences, give the correct sentences and give some advice to that group. This task is called “correction task” because it is appropriate with the definition in the correction technique, the learner looks for incorrect either and ideas or forms and describes them or corrects them. Include techniques like finding incorrect grammar in sentences, finding wrong facts in a reading passage. Learners show that they have found mistakes by underlining or circling them and writing the corrected item. So, this task suitable with the types of tasks suggested by I.S.P Paul Nation’s theory.

3. Chapter 3 task 1 pages 39

● **Task 1: What's the caption?**
 ● Look at the following picture and write a caption for
 ● the picture.

When writing a caption, the **descriptive words** accompanying the caption should offer more complete information about the picture. The words that you choose depend on the message that you want to send to your reader.



Table 4.3
 Analysis of writing task in chapter 3 page 39

No	The Criteria of Writing Task According Paul Nation		Writing Task Provided in Textbook	Provided	Not Provided
1	Guided task	Look and write	C3/T1/P.39	√	

Explanation: In this type of the writing task above guided task especially in “look and write task”, the instruction of writing task above asked the student to look and write description words or give some information about the picture. It means that the student can imagine first what will they write about the picture. To help the student do this task they can read some examples in the book.

This task belongs “guided task” because there is guidance a part of activity also, categorize look and write task because the students are expected to

look at the picture first before write down their opinion. This writing task appropriate with the category of writing task according I.S.P Nation Theory

4. Chapter 3 task 2 page 40

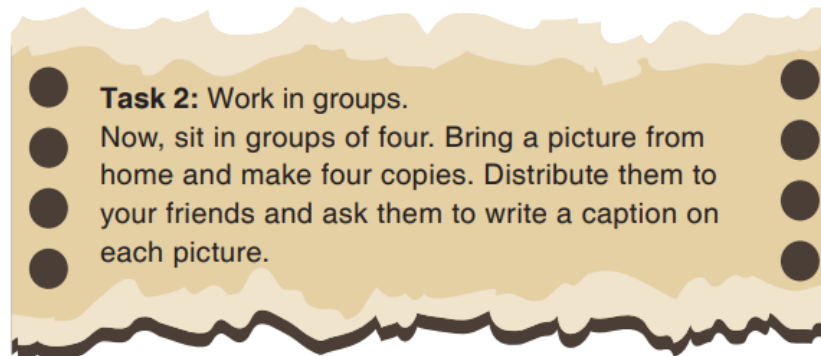


Table 4.4
Analysis of writing task in chapter 3 page 40

No	The Criteria of Writing Task According Paul Nation		Writing Task Provided in Textbook	Provided	Not Provided
1	Shared task	Group class composition	C3/T2/P.40	√	

Explanation: The categorize of writing task above is “shared task” especially in “group class composition”. The situation of the task above is about description captions. The writing task above ask the student to make four persons in a group, teacher ask the student to bring a picture, every person have one same picture, then student must write their caption about picture, after that all of the student show the caption on by one to their friend and explain the message, and they give advice or correction to each other. This task is called shared task because the student can share their answer and opinion in their group and each other can give some advice or correction. Categorize as group class composition because student do task

in a group. Writing task above appropriate with criteria of writing task suggested by I.S.P Nation.

5. Chapter 4 task 1 pages 58

● **Task 1:** Read the text carefully.
Here is a job vacancy appeared in a local newspaper today.

● Read the vacancy and consider whether you meet the qualification or not.

●

VACANCY

Apika Plaza, a reputed and well-established showroom, is seeking to fulfill job vacancy from qualified, motivated, and experienced individuals.

If you think you have the confidence and the capability in you, then you are more than welcome to apply.

Position: Sales Executive

Qualifications:

- Bachelor's degree in any discipline
- Minimum 2 years of experience in a similar position
- Proficiency in both English and Indonesian
- Basic computer skills

Roles and Responsibilities:

- Deal and negotiate with customers
- Respond to customers' queries about various products and services

Interested candidates should send their CV and scanned photograph to: Apika Plaza Ltd., Jl. A. Yani 25, Sukamakmur 65126
(Attn. Mr. Feliks Diansyah, Manager)

Table 4.5

Analysis of writing task in chapter 4 page 58

No	The Criteria of Writing Task According Paul Nation	Writing Task Provided in Textbook	Provided	Not Provided
1	Independent task	C4/T1/P.58	√	

Explanation: This task is suitable with the category of writing task “independent task”. The instruction of this task is asking the student to read

job vacancy in a local newspaper, after student read the text, they must identification about the qualification, roles and responsibilities and etc. in the text after that they must analysis and determine whether they match the qualifications in a newspaper. The student does the task above independently because every student has different characteristics and criteria, to help the student do the task they can remember the material of the task that already studied before because students must repeat it.

6. Chapter 4 task 2 pages 59

● **Task 2:** Let's apply for a job.
 ● Write an application letter to respond to the above job vacancy. Use these points about parts of application letters
 ● to help you.

1. Write your address.
2. Write the address of the company your application letter is sent to.
3. Write down the name of the person in charge.
4. Write down any necessary information in the opening of the letter.
5. Write down specific information to indicate that your capability matches the position.
6. Write down any necessary information in the closing.
7. Sign your application letter

Table 4.6

Analysis of writing task in chapter 4 pages 59

No	The Criteria of Writing Task According Paul Nation		Writing Task Provided in Textbook	Provided	Not Provided
1	Guided task	Question answer	C4/T2/P.59	√	

Explanation: The instruction of this task asked the student to make an application letter to answer job vacancy that write in pages 58-59. The

situation of this task is making application job vacancy letter and application letter to answer the job vacancy. It means that they need to imagine first what will they write in respond letter, and to help the write the letter to respond job vacancy they must answer some question appropriate with the material. In this case, the student can improve their writing ability based in their own they can write everything appropriate with the material and instruction. Its mean that this task suitable with the criteria of writing task is “question answer”. So, this task appropriate with the types of writing task suggested by I.S.P Paul Nation’s theory in term “guided task”.

7. Chapter 4 task 3 pages 59

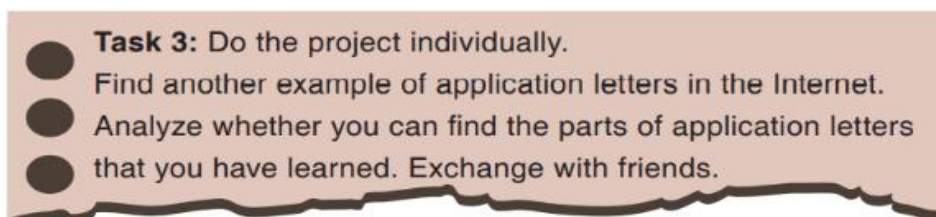


Table 4.7

Analysis of writing task in chapter 4 pages 59

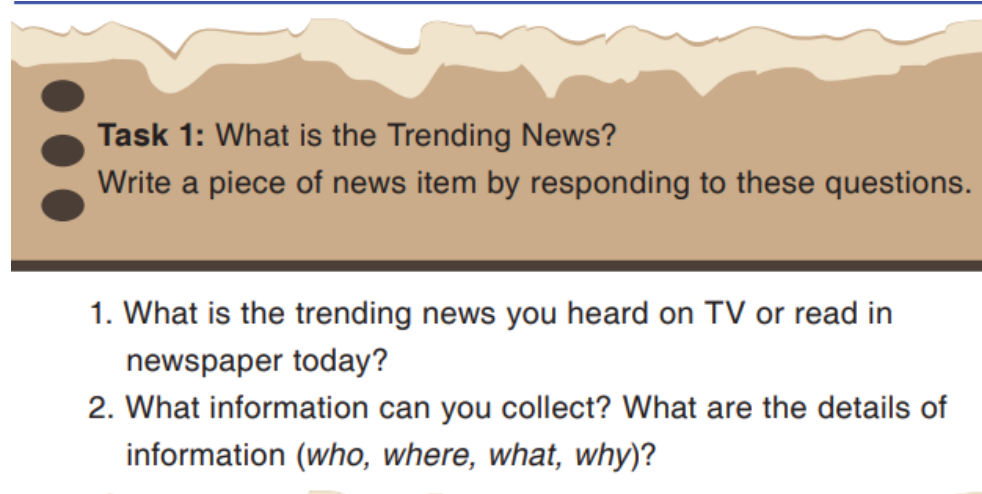
No	The Criteria of Writing Task According Paul Nation	Writing Task Provided in Textbook	Provided	Not Provided
1	Independent task	C4/T1/P.59	√	

Explanation: In this type of writing task “draw and write”, the instruction of the task asks the student to find an example letter of application letters in the internet, book. After that student must analyze the part that the student has learned before. The situation above about application letter for a job

vacancy. It means that the student must remember the material that have they learned before.

This task gives students a way to remember their past experience, their moment as a they memory to do this task. It is suitable with the types of writing task is “draw and write”. The instruction of this task asks students to handwrite their answers in a piece of paper. This indicates that students just need write their own the result of the discussion on a piece of paper. So, this task appropriate with the types of writing task suggested by I.S.P Paul Nation’s theory in term “experience task”

8. Chapter 5 task 1 pages 75



Task 1: What is the Trending News?
Write a piece of news item by responding to these questions.

1. What is the trending news you heard on TV or read in newspaper today?
2. What information can you collect? What are the details of information (*who, where, what, why*)?

Table 4.8

Analysis of writing task in chapter 5 page 75

No	The Criteria of Writing Task According Paul Nation		Writing Task Provided in Textbook	Provided	Not Provided
1	Guided task	Question answer	C5/T2/P.75	√	

Explanation: The writing task in this type asks the student to rewrite the trending news today. The category of this task is “question-answer”. The writing task above asks the student to watch or read the trending news today, after that the student write a piece of trending news that the student heard on tv or read in the newspaper today. Students must answer some questions above to help them rewrite the trending news today with their experience from the trending news that have student watch or read today. In this case, this task can improve student writing ability because the student can write everything based their own.

This task makes student to remember material of the task that has studied before. This task belongs to “guided task” because this task guidance as a part activity, this task categorizes guidance task in term answer question the student must answer some question to help them rewrite the trending news today. So, this task appropriate with the types of writing task suggested by I.S.P Paul Nation’s theory.

9. Chapter 5 task 2 pages 75

● **Task 2:** Write a news item.

● Choose an interesting or newsworthy event that has happened at or around the school. Write it up in the form of newspaper report for publication in your school magazine.

● Include these elements when writing.

1. **Headline** (Interesting? Smart?)
2. **Lead paragraph:** Summary of events (Who? Where? What? Why?)
3. **Supporting paragraphs:** More detailed information of the summary (Who? Where? What? Why?)

Then, follow these steps.

1. Write the headline.
2. Write the details of the news.
3. Include direct speech in your text.

Table 4.9
Analysis of writing task in chapter 5 page 75

No	The Criteria of Writing Task According Paul Nation	Writing Task Provided in Textbook	Provided	Not Provided
1	Independent task	C5/T2/P.75	√	

Explanation: In this type of task, the instruction of the task asked the student to choose one interesting event or a newsworthy event that has happened in around school. Students ask write a newspaper report from the event and publication the newspaper report in the school magazine. There are some elements must include when student write the newspaper report such as headline, lead paragraph and supporting paragraphs. It means that, the student must remember the material that have they learned before. The student must to do this task independently because this task asks the student to write their own.

This task categorizes independent because the teacher gives some topic and the student can write everything about the topic based their own. This task gives students a way to remember their past experiences, and their moment as a they memory to do this task, the student can write everything in their own. It is suitable with the types of writing task is “independent”. So, this task is appropriate with the types of writing task suggested by I.S.P Nation’s theory

10. Chapter 5 task 3 pages 76



Please write and present your text neatly and attractively.

Task 3: Let's do some peer editing.

Work in pairs. Exchange your writing. Check your friend's writing. Pay attention to these points when reading it.

1. The text structure: headline, summary of events in the lead paragraph (What? When?), and detailed elaboration of the events in the supporting paragraphs (Who? Where? What? Why?).
2. The use of past verbs
3. The use of direct speech
4. Spelling
5. Punctuation
6. Capitalization
7. Formatting

Table 4.10
Analysis of writing task in chapter 5 page 76

No	The Criteria of Writing Task According Paul Nation		Writing Task Provided in Textbook	Provided	Not Provided
1	Guided task	Correction	C5/T3/P.76	√	


Explanation: The types of this task also "correction", in this task the student is demanded to find out the error in the work from their friends. The situation of this task about writes newspaper report. In the task before the student ask to make a newspaper so in this part the student correction their friend's work and to correction the work any part that must follow like punctuation, spelling, capitalization, formatting etc. It means that the student must give some underlining in the incorrect sentence and give the correct one.

This task belongs to "guided task" because this task guidance as a part activity, also categorize as correction because the student is expected to edit the error found in the text. So, this task appropriate with the types of writing task suggested by I.S.P Paul Nation's theory.

11. Chapter 6 task pages 91

- **Task:** Summarize the news.
- Cut any news from any newspaper and bring it to the class.

Your teacher has asked you to cut news from a newspaper. Read the news that you bring to class. Write down important things from the news.



Source: freanik.com

Table 4.11
Analysis of writing task in chapter 6 page 91

No	The Criteria of Writing Task According Paul Nation		Writing Task Provided in Textbook	Provided	Not Provided
1	Shared task	Reproduction exercise	C6/P.91	√	

Explanation: The situation of this task is summarizing the newspaper. The instruction of this task above asks the student to cut a newspaper and they must be summarizing with written point-point from the newspaper. So, after that, the student must bring the work and read it in front of the class. This task is called the “reproduction exercise” because the student retells the newspaper without looking at the original and they must their vocabulary. This task belongs” shared task” because the student can share their job in front of the class. This task gives the student a way to imagine what will they write on a piece of paper, so this task can improve their writing ability. In this case, this writing task is appropriate with the criteria suggested by I.S.P Nation’s theory in term “shared task”

12. Chapter 7 task 1 pages 106-107

1. First, make groups of four to five students.
2. Find some information about plastic recycling. You can find it in the Internet, newspapers or magazines.
3. Read again the script of news report in section B task 5 and section C task 10.

4. Find the differences between the format of the news items for newspapers and radios.
5. After you find them, choose the most interesting news from a newspaper and rewrite it into a news script for a radio broadcast.
6. Make a preparation for a radio broadcast.
7. Decide who will be the broadcaster in the studio, on site reporter, and actors and witnesses of the event told in the news report. The group can also designate some members to be the experts who give comments about the event. Enjoy the role-play.

Table 4.12
Analysis of writing task in chapter 7 page 106

No	The Criteria of Writing Task According Paul Nation		Writing Task Provided in Textbook	Provided	Not Provided
1	Shared task	Group class composition	C7/T1/P.106-107	√	

Explanation: The categorize of writing task above is shared task especially in “group class composition”. The situation of the task above finds some information about plastic recycling, rewrite it and broadcaster in the studio. The writing task above ask the student to make four persons in a group, teacher ask the student to find information about plastic recycling in internet, magazine, after that student must find the differences about the format of the news item for newspaper and radio, then student must choose the interesting news from newspaper and rewrite the information become a news script for a radio broadcasting, so for this task the student must decide the student to be broadcaster in the studio, on site reporter, actors and witness of the event.

This task is called “shared task” because the student can share their answer and opinion in their group and each other can give some advice or correction. Categorize as group class composition because student do task in a group. Writing task above appropriate with criteria of writing task suggested by I.S.P Nation.

13. Chapter 7 task 2 pages 107-108

- **Task** : Let's do a role-play.
- Follow these steps to make an interesting role-play. Choose one of the role plays provided below.

Role Play two – news writing and broadcast

1. Work in groups of four to five.
2. Look for interesting things in the class and school or around that are worth reporting. Your group may need to interview some people (witnesses) of the thing you want to report. Decide who will interview whom.
3. Work together to write and edit a news report based on the information you have collected. Study again the previous discussion on the grammar, expressions, and organization of ideas of news report.
4. Decide who will be the broadcaster in the studio, reporter(s) in the field, and actors and witnesses of the event told in the news report. The group can also designate some members to be the experts who give comments about the event. Try your best and enjoy the role-play.
5. Read again the instructional objectives. Is there any objective that you have not been able to accomplish? Read the activity which is still difficult. Don't hesitate to ask for help from your teacher.

Table 4.13
Analysis of writing task in chapter 7 page 107

No	The Criteria of Writing Task According Paul Nation		Writing Task Provided in Textbook	Provided	Not Provided
1	Shared task	Group class composition	C7/T1/P.107-108	√	

Explanation: The categorize of writing task above is “shared task” especially in “group class composition”. The situation of the task above is role play and make a four until five members in a group. Task above ask student to choose an interesting event in around the school and to get some information the event after get the information they must rewrite the information be a news script for a radio broadcast, to help them rewrite the news script they can remembered the material that has student learn about the grammar, expression and organization of ideas news report, so for this task the student must decide the student to be broadcaster in the studio, on site reporter, actors and witness of the event.

This task is called “shared task” because the student can share their answer and opinion in their group and each other can give some advice or correction. Categorize as group class composition because student do task in a group. Writing task above appropriate with criteria of writing task suggested by I.S.P Nation.

14. Chapter 9 task 1 pages 131

● **Task 1:** Find a procedure text.
 ● In groups, find a procedure text about how to make something or how to do something. You can go to the library or search in the Internet. Use the following questions to help you select the text.

1. What is the goal?
2. What are the materials/things/ingredients needed?
3. What are the steps to take?

Table 4.14
 Analysis of writing task in chapter 9 page 131

No	The Criteria of Writing Task According Paul Nation		Writing Task Provided in Textbook	Provided	Not Provided
1	Guided task	Question answer	C9/T1/P.131	√	

Explanation: The writing task in the type asks the student to find a produce text. The category of this task is “question answer”. The writing task above asks the student to find a procedure task in the internet or in the library. Students must follow the questions above to help them find a good procedure task. In this case the student must analyze the procedure text appropriate with the question above.

This task belongs to “guided task” because this task guidance as a part activity, this task categorizes guidance tasks in term answer question the student must answer some question to help them find a procedure text in the internet or in the library. So, this task is appropriate with the types of writing task suggested by I.S. Paul Nation’s theory

15. Chapter 9 task 2 pages 132

● **Task 2:** Find the commands.
 ● Look through your text. Write down the commands (imperative sentences). Share what your group has with the class.

Table 4.15
 Analysis of writing task in chapter 9 page 132

No	The Criteria of Writing Task According Paul Nation		Writing Task Provided in Textbook	Provided	Not Provided
1	Shared task	Group composition	C9/T2/P.132	√	

Explanation: The task above in term “shared task” especially in “group composition”. The situation of the task is imperative sentence. In the task above, the student divided into groups and sit in a circle group, in the task as the student in their group to find some text after that they must identify the imperative sentence, after they discuss and find the imperative sentence, they should write their answer in a piece of paper. Student can remember some examples, explain or pattern that has student learn before.

This task is called “shared task” because the student can share their answer and opinion in their group and each other can give some advice or correction. Categorize as group composition because student do task in a group. Writing task above appropriate with criteria of writing task suggested by I.S.P Nation.

16. Chapter 9 task 3 pages 132

● **Task 3:** Find the time sequencers.
 ● Look through your text. Write down the time sequencers.
 ● Share what your group has with the class.

Table 4.16
Analysis of writing task in chapter 9 page 132

No	The Criteria of Writing Task According Paul Nation		Writing Task Provided in Textbook	Provided	Not Provided
1	Shared task	Group composition	C9/T3/P.132	√	

Explanation: The task above in term “shared task” especially in “group composition”. The situation of the task time sequence. In the task above, the student divided into groups and sit in a circle group, in the task as the student in their group to find some text after that they must identify the time sequence after they discuss and find the time sequence, they should write their answer in a piece of paper. Student can remember some examples, explain or pattern that has student learn before.

This task is called “shared task” because the student can share their answer and opinion in their group and each other can give some advice or correction. Categorize as group composition because student do task in a group. Writing task above appropriate with criteria of writing task suggested by I.S.P Nation.

17. Chapter 9 task 4 pages 132

- **Task 4:** Find the adverbials.
- Look through your text again. Write down the adverbials.
- Share what your group has with the class.

Table 4.17
Analysis of writing task in chapter 9 page 132

No	The Criteria of Writing Task According Paul Nation		Writing Task Provided in Textbook	Provided	Not Provided
1	Shared task	Group composition	C9/T4/P.132	√	

Explanation: The task above in term “shared task” especially in “group composition”. The situation of the task is adverbial. In the task above, the student divided into groups and sit in a circle group, in the task as the student in their group to find some text after that they must identify the adverbial, after they discuss and find the adverbial, they should write their answer in a piece of paper. Student can remember some examples, explain or pattern that has student learn before.

This task is called “shared task” because the student can share their answer and opinion in their group and each other can give some advice or correction. Categorize as group composition because student do task in a group. Writing task above appropriate with criteria of writing task suggested by I.S.P Nation.

18. Chapter 9 task 5 pages 132

Task 5: Create your own text.

Now, write a procedural text of your own. Choose a goal that you are good at. You can go to the library or search in the Internet to find help. Use these points when writing the text.

1. What is the goal?
2. What are the materials/things/ingredients needed?
3. What are the steps to do?

Please write and present your text neatly and attractively.

Table 4.18
Analysis of writing task in chapter 9 page 132

No	The Criteria of Writing Task According Paul Nation	Writing Task Provided in Textbook	Provided	Not Provided
1	Independent task	C9/T5/P.132	√	

Explanation: This task is suitable with the category of writing task “independent task”. The instruction of this task asks the student to write a procedure text. There are some questions must student follow to help them write their procedure text. The student do the task above independently because every student has different characteristics and criteria.

To help the student to do the task they can remember the material of the task that already studied before because students are demanded to repeat it. This task can increase student imagination because student imagine what will they write. This task also can improve student writing ability because student can write everything in their own, so they must do the task independently because every student has their opinion. So, this task is suitable with the types of tasks suggested by I.S. Paul Nation’s theory

19. Chapter 9 task 6 pages 132

- **Task 6:** Work in pairs to edit the text.
- Exchange your writings with other pairs. Check your friends' writings. Pay attention to these points when reading it.

1. The text structure: goal, materials, and steps
2. The use of commands (imperative sentences)
3. The use of time sequencers
4. Spelling
5. Punctuation
6. Capitalization
7. Formatting
8. References

Table 4.19
Analysis of writing task in chapter 9 page 132

No	The Criteria of Writing Task According Paul Nation		Writing Task Provided in Textbook	Provided	Not Provided
1	Guided task	correction	C9/T6/P.132	√	

Explanation: The types of tasks also” correction”, in this task the student is demanded to find out the error in the work from their friends. The situation of this task about writes the procedural text. In the task before the student ask to make a procedural text so in this part the student correction their friend’s work and to correction the work any part that must follow like punctuation, spelling, capitalization, formatting etc. It means that the student must give some underlining in the incorrect sentence and give the correct one.

This task belongs “guided task” because this task guidance as a part activity, also categorize as correction because the student is expected to edit the error found in the text. So, this task appropriate with the types of writing task suggested by I.S.P Nation’s theory.

20. Chapter 9 task 7 pages 133

● Task 7: Rearrange the sentences.

Rearrange the following sentences to form a good paragraph.

1. Consult your pharmacist for the right over-the-counter lotion or spray.
2. Remember that medicated treatments should only be used if a living (moving) head louse is found.
3. Using medicated lotion or spray is an alternative method of treating head lice.
4. Follow instructions that come with the medicated lotion or spray when applying it.
5. However, no medicated treatment is 100% effective.
6. Depending on the product you are using, the length of time it will need to be left on the head may vary, from 10

Table 4.20

Analysis of writing task in chapter 9 page 133

No	The Criteria of Writing Task According Paul Nation		Writing Task Provided in Textbook	Provided	Not Provided
1	Guided task	Follow the model	C9/T7/P.133	√	

Explanation: This type of the writing task is rearranging the sentence. The situation of the task above asks the student to rearrange the sentence above to be a good text. To help students rearrange the sentence, the student must pay attention to using time sequences that have studied before to help the student do the task, using the time sequence and some pattern the has student learn before will help student to do this task.

Task above is called “follow the model” because this task follows some pattern that has student learn before, also called guided task because this task guiding the student used some pattern that has student learn before to do this task. So, this task appropriate with the types of writing task suggested by I.S.P Nation’s theory.

21. Chapter 11 task 1 pages 156

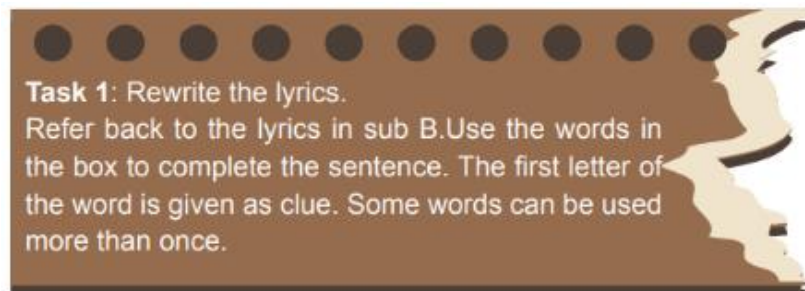


Table 4.21
Analysis of writing task in chapter 11 page 156

No	The Criteria of Writing Task According Paul Nation		Writing Task Provided in Textbook	Provided	Not Provided
1	Guided task	Complete the sentence	C11/T1/P.156	√	

Explanation: The category of the writing task above is “complete the sentence”. The students have to complete the blank word with the appropriate word the word. To help the student do the task the student must know the meaning of the word before or know the song. because the situation the task above asks the student to fill in the blanks with the suitable word to know the whole of the song. So, this task appropriate with the types of writing task suggested by I.S.P Nation’s theory.

22. Chapter 11 task 2 pages 157

Task 2: Do the comprehension questions. Read again the lyrics of the song above. Then, answer the following questions. Discuss the answers in groups of twos or three students.

1. What does the title describe? What does the composer compare the world with?
2. How does the composer describe the world that we live in now? Mention some phrases from the lyrics that can support your answer.
3. What dream does the singer have about this world? Quote some phrases from the lyrics.
4. How can the dream be realized? Show the lines that tells so.
5. What is one thing that can solve problems in this world?
6. What do you understand about these lines: "make a little space make a better place ..."



Table 4.22
Analysis of writing task in chapter 11 page 157

No	The Criteria of Writing Task According Paul Nation		Writing Task Provided in Textbook	Provided	Not Provided
1	Shared task	Group class composition	C11/T2/P.157	√	

Explanation: This task is called “group class composition” because this task does in a group. This task is called “group class composition” because the student demanded to sit in a group and answer the question about the song in a piece of paper follow the question above. After they answer the question in a group the teacher asks the one of a group to read their word in front of the class, and to other group give some advice or their opinion. This task become shared the task because student do the task in a group, so they shared their opinion to do the task in a group. So, this task is appropriate with the types of writing task suggested by I.S. Paul Nation’s theory

B. DISCUSSION

1. The Analysis of Kinds Writing Task in *Bahasa Inggris* Textbook for The Third Grade of Senior High School Suggested by Paul Nation's Theory

- a. Based on four the criteria of the task, the results are as followed:

The symbol of the types of writing task suggested by Paul Nation

E: Experience Task

S: Shared Task

G: Guided Task

I: Independent Task

Table 4.23 Chapter in Bahasa Inggris textbook

Chapter	Sub Chapter	Topic	Writing Task
1	a. As warmer: word finding b. Vocabulary builder c. Dialog offering help/services d. Vocabulary exercise e. Grammar review f. Speaking	May I Help You?	-
2	a. As warmer: pair work b. Vocabulary builder c. Reading comprehension d. Grammar review e. Writing f. Reflection,	Why You Don't Visit Seattle?	√
3	a. As warmer: video watching b. Reading caption c. Writing and describing captions	What Does It Mean?	√

	d. Reflection,		
4	<ul style="list-style-type: none"> a. Warmer: boardgame (mind map) b. Vocabulary builder c. Pronunciation, practice d. Reading comprehension e. Vocabulary Exercise f. Grammar review g. Text structure h. Writing i. Reflection 	Do You Know How to Apply for Job?	√
5	<ul style="list-style-type: none"> a. Warmer: group share b. Vocabulary builder c. Listening d. Reading e. Vocabulary exercise f. Grammar review g. Text structure h. Writing i. Reflection 	Who Was Involved?	√
6	<ul style="list-style-type: none"> a. Warmer: pair work b. Vocabulary builder c. Reading comprehension d. Text structure e. Grammar review f. Writing g. Speaking h. Reflection 	What's The News?	√
7	<ul style="list-style-type: none"> a. Warmer: pair work b. Vocabulary builder c. Pronunciation practice d. Listening comprehension 	Its Garbage In, Art Works Out	

	<ul style="list-style-type: none"> e. Reading comprehension f. Text structure g. Vocabulary exercise h. Grammar review i. Writing/speaking j. Reflection 		√
8	<ul style="list-style-type: none"> a. Warmer: board race b. Listening c. Vocabulary builder d. Pronunciation practice e. Text structure, speaking f. Reflection 	Tell Me How...	-
9	<ul style="list-style-type: none"> a. Warmer: group discussion b. Reading c. Vocabulary builder d. Pronunciation Practice e. Grammar review f. Text structure g. Speaking h. Writing i. Vocabulary exercise j. Reflection 	Do It Carefully	√
10	<ul style="list-style-type: none"> a. Warmer: wall race b. Vocabulary builder c. Pronunciation practice d. Listening e. Reading comprehension f. Text review g. Reflection 	How To Use Photoshop	-

11	<ul style="list-style-type: none"> a. Warmer, listening b. Vocabulary builder c. Pronunciation d. Vocabulary exercise e. Writing f. Speaking g. Reflection 	Let's Make a Better World for All	√
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Table 4.24
The kinds of writing task meet criteria by Paul Nation

No	Writing task provide in textbook	Kind of writing criteria suggested by I. S. P. Nation's theory			
		E	S	G	I
1	C2/T1/P.27		V		
2	C2/T2/P.28			V	
3	C3/T1/P.39			V	
4	C3/T2/P.40		V		
5	C4/T1/P.58				V
6	C4/T2/P.59			V	
7	C4/T3/P.59	V			
8	C5/T1/P.75			V	
9	C5/T2/P.75				V
10	C5/T3/P.76			V	
11	C6/P.91		V		
12	C7/P.106-107		V		
13	C7/P.107-108		V		
14	C9/T1/P.131			V	

15	C9/T2/P.132		V		
16	C9/T3/P.132		V		
17	C9/T4/P.132		V		
18	C9/T5/P.132				V
19	C9/T6/P.132			V	
20	C9/T7/P.133			V	
21	C11/T1/P.156			V	
22	C11/T2/P.157		V		
Amount		1	9	9	3
Total		22			
percentage		4,54%	40,90%	40,90%	13,63%

Based on the table above it can be see there are 22 types of writing task in Bahasa Inggris provided suggested by Paul Nation's Theory. 22 types of writing task divided into, 1 writing task categorize in experience task with percentage 4,54%, 9 writing tasks cetegorize in shared task with percentage 40,90%, 9 writing tasks categorize in guided tasks with percentage 40,90%, 3 writing tasks categorize in independent tasks with percentage 13,63%.

- b. Based on the domains contained in four types of writing task suggested by Paul Nation.

Table 4.25
The percentage of writing task suggested by Paul Nation

No	The Criteria of Writing Task Suggested by Paul Nation	Writing Task Provided in The Textbook	Amount	Percentage (%)	Provided	Not provided	
1	Experience Tasks	a. Draw and Write	C4/T3/P.59	1	4,54%	√	
		b. Linked Skills					√
		c. Partial Writing					√
		d. Ten Perfect Sentences					√
		e. Setting Your Own Question					√
2	Shared Tasks	a. Reproduction Exercise	C6/P.91	1	4,54%	√	
		b. Blackboard Composition					√
		c. Group Class Composition	C3/T2/P.40 C7/P.106-107 C7/P.107-108 C11/T2/P.157	4	18,18%	√	
		d. Group Composition	C2/T1/P.27 C9/T2/P.132 C9/T3/P.132 C9/T4/P.132	4	18,18%	√	

		e. Writing With a Secretary					√
3	Guided Tasks	a. Translation					√
		b. Look and Write	C3/T1/P.39	1	4,54%	√	
		c. Picture Composition					√
		d. Delayed Copying					√
		e. Writing With Grammar help					√
		f. Question-Answer	C4/T2/P.59 C5/T1/P.75 C9/T1/P.131	3	13,63%	√	
		g. Correction	C2/T2/P.28 C5/T3/P.76 C9/T6/P.132	3	13,63%	√	
		h. Complete the Sentences	C11/T1/P.156	1	4,54%	√	
		i. Back Writing					√
		j. Put the words in order					√
		k. Follow the model	C9/T7/P.133	1	4,54%	√	
		l. What is it?				√	
		m. Change the Sentences				√	
		n. Sentence Combining				√	

		o. writing by step					√
		p. Marking Guided Writing					√
4	Independent Tasks		C4/T1/P.58 C5/T2/P.75 C9/T5/P.132	3	13,63%	√	
Total				22		10	17

Based on the table above, there are four kinds of writing tasks suggested by Paul Nation's theory experience task, shared task, guided task and independent task. The first one, there are 1 task from experience task provided in this textbook. 1 task from "draw and look" types with the percentage 4,54%.

There are 9 writing tasks from shared task provided in this textbook suggested Paul Nation's theory, 1 task from "reproduction task" types with the percentage 4,54%, 4 task from "group composition task" with 18,18%, the last from shared task is 4task from "group class composition task" with the percentage 18,18% same with group composition.

From guided task there are 9 writing tasks provide in this textbook suggested Paul Nation's theory. 9 writing tasks from guided task divided into 1 task from "look and write" with the percentage 4,54%, 3 writing task from "question-answer" with the percentage 13,63%, 3 writing task from "correction" task with the percentage 13,63%, 1 writing task from "complete the sentence" types with the percentage 4,54%, and the last from guided task 1 writing task from "follow the model" with the percentage

4,54%. The last from independent task 3 writing task with the percentage 13,63%.

The percentage of writing task provided in *Bahasa Inggris* textbook in 2013 curriculum for the third grade of senior high school meet to the kind of writing task suggested by Paul Nation's theory. Here the percentage about the kind of writing task:

$$\% \frac{\text{writing task criteria develop in the textbook}}{\text{writing task criteria suggested by Paul Nation}} \times 100\%$$

$$\frac{10}{27} \times 100\% = 37,03\%$$

The result of this research from the percentage above can be concluded that from the 27 kinds of writing task as suggested by Paul Nation's theory there are 10 kinds of writing task from the *Bahasa Inggris* textbook in 2013 curriculum for the third grade of senior high school provide with the criteria of writing task suggested by Paul Nation's theory with the percentage 37,03%. In this research there is no dominant because there are 2 types of writing task which have the same percentage group class composition and group composition with the percentage 18,18%.

2. An Analysis Writing Task and Bahasa Inggris Textbook for The Grade of Senior High School Based on Curriculum 2013

value guide

Poor	Sufficient	Fair	Good
1	2	3	4

- a. An Analysis Writing Task in Textbook for The Grade of Senior High School Based on Curriculum 2013

Table 4.26 Analysis of Writing Task based curriculum 2013

ASPECT	QUESTION																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
A. Material																					
Questions corresponds to the indicator	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
The standard of content/material must meet: the requirements of content that are not against Pancasila values; not discriminatory based on SARA; free of pornography, violence and hate speech.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Materials asked corresponds to the indicator (urgency, relevance, daily application)	3	4	4	4	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4
Material asked corresponds to the level in the school	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
B. Instruction																					

Table 4.27 score of writing task suggested by curriculum 2013

No	Aspect	Score			
		1	2	3	4
A. Material					
1	Questions correspond to the indicator			1	21
2	The standard of content/material must meet: the requirements of content that are not against Pancasila values; not discriminatory based on SARA; free of pornography, violence and hate speech.				22
3	Materials asked corresponds to the indicator (urgency, relevance, daily application)			10	12
4	Material asked corresponds to the level in the school				22
B. Construction					
1	use question words that demand an essay answer		4	8	10
2	Used clear instructions on how to do tasks				22
3	Tables, graphs, diagrams are presented clearly and function			18	6
C. Language / Culture					
1	Formulation of communicative questions				22
2	Do not use words that have multiple meanings			1	21
3	Questions do not use words that can offend students				22
Amount		-	4	38	180
Total		222			
Percentage			1,80%	17,11%	81,08%

From the table we know almost the writing task in Bahasa Inggris textbook get score 4. And from the percentage above showed that the writing task in Bahasa Inggris textbook appropriate with the assessment task by curriculum 2013.

b. An Analysis Bahasa Inggris Textbook for The Grade of Senior High School Based on Curriculum 2013

Table 4.28 analysis textbook Chapter 1

Point	Criteria	Criteria Of Fulfillment			
		1	2	3	4
The standard of content/book material must meet: The requirements of content that are not Against Pancasila values; not discriminatory based on SARA; it's free of pornography, violence and hate speech.	<ol style="list-style-type: none"> 1. The material, training, or example presented through the narrative, text, pictures, and illustrations can open up the insights of students to know and appreciate the cultural differences, opinions, looks, and ancestral relics of the diversity of nature and living things, and the uniqueness of each region 2. Material, training, or example presented through the narrative, text, pictures, and illustrations are free of SARA, pornography, and bias (gender, stake, politics, etc.) 				√
Eligibility of Content	<p>Scientific Truth Language aspect:</p> <ol style="list-style-type: none"> 1. The use of language (spelling, words, sentences and paragraphs) is correct, terse, clear, and appropriate to the level of age development 2. material Illustrations, both text and pictures according to the age the reader and clarify material/content 3. the language that is used communicative and informative so that the reader is able to graphs the positive messages that are conveyed, having the educational, polite, ethical 				√

	<p>and aesthetic characteristics according to age development level</p> <p>4. the title of the book and the title of the material parts/content book harmonious, interesting, able to interesting reading, and unprovocative</p> <p>Linguistics features</p> <p>1. The text must be geared toward improving the communicative capacity of the students</p> <p>2. Each text contains terminology that is accurate and suitable. It must also be appropriate for the current communicative environment and text type</p>				
	Correspond to the national standards of education and curriculum that valid				√
	Correspond with the development of science and technology: Capable of developing creative, innovative, entrepreneurial thinkers, problem solvers, and entrepreneurs.				√
	<p>Agree with context and environment Material Presentations:</p> <p>1. Books materials are presented in interesting ways (crest, coherence, simplicity, easy to understand, and interactive), so the full value of the spoken word can be well protected</p> <p>2. Material illustration, both in text and in artwork according to the age at which the reader developed and were able to</p>				√

	<p>clarify material/content and good manners</p> <p>3. The use of illustrations of clarify matter has no pornographic elements, extremist ideas, radicalism, violence, SARA, gender bias, no other aberrant values</p> <p>4. Material presentation can stimulate critical, creative, and innovative thinking</p> <p>4. Containing a contextual outlook, in a sense relevant to everyday life and able to encourage readers to experience and discover for themselves the positive things that could be applied to everyday life</p> <p>5. An interesting presentation of material that pleases the readers and can nurture profound curiosity</p>				
	One of the intersections of the book: the various elements that are presented, particularly functional events, links, and references, that contain conflicts, or entire experiences of life that are to be communicated, have a-link to one and another.				√
Total					6

Table 4.29 analysis textbook Chapter 2

Point	Criteria	Criteria Of Fulfillment			
		1	2	3	4
The standard of content/book material must meet: The requirements of content that are not Against	1. The material, training, or example presented through the narrative, text, pictures, and illustrations can open up the insights of				√

<p>Pancasila values; not discriminatory based on SARA; it's free of pornography, violence and hate speech.</p>	<p>students to know and appreciate the cultural differences, opinions, looks, and ancestral relics of the diversity of nature and living things, and the uniqueness of each region</p> <p>2. Material, training, or example presented through the narrative, text, pictures, and illustrations are free of SARA, pornography, and bias (gender, stake, politics, etc.)</p>			
<p>Eligibility of Content</p>	<p>Scientific Truth Language aspect:</p> <ol style="list-style-type: none"> 1. The use of language (spelling, words, sentences, and paragraphs) is correct, terse, clear, and appropriate to the level of age development 2. material Illustrations, both text and pictures according to the age of the reader and clarify material/content 3. the language that is used communicative and informative so that the reader is able to graphs the positive messages that are conveyed, having the educational, polite, ethical and aesthetic characteristics according to age development level 5. the title of the book and the title of the material parts/content book harmonious, interesting, able to interesting reading, and unprovocative <p>Linguistics features</p> <ol style="list-style-type: none"> 1. The text must be geared toward improving the communicative capacity of the students 			√

	2. Each text contains terminology that is accurate and suitable. It must also be appropriate for the current communicative environment and text type			
	Correspond to the national standards of education and curriculum that valid			√
	Correspond with the development of science and technology: Capable of developing creative, innovative, entrepreneurial thinkers, problem solvers, and entrepreneurs.			√
	<p>Agree with context and environment Material Presentations:</p> <ol style="list-style-type: none"> 1. Books materials are presented in interesting ways (crest, coherence, simplicity, easy to understand, and interactive), so the full value of the spoken word can be well protected 2. Material illustration, both in text and in artwork according to the age at which the reader developed and were able to clarify material/content and good manners 3. The use of illustrations of clarify matter has no pornographic elements, extremist ideas, radicalism, violence, SARA, gender bias, no other aberrant values 4. Material presentation can stimulate critical, creative, and innovative thinking 4. Containing a contextual outlook, in a sense relevant to everyday life and able to 			√

	encourage readers to experience and discover for themselves the positive things that could be applied to everyday life 5. An interesting presentation of material that pleases the readers and can nurture profound curiosity				
	(a) One of the intersections of the book: the various elements that are presented, particularly functional events, links, and references, that contain conflicts, or entire experiences of life that are to be communicated, have a-link to one and another.				√
Total					6

Table 4.30 analysis textbook Chapter 3

Point	Criteria	Criteria Of Fulfillment			
		1	2	3	4
The standard of content/book material must meet: The requirements of content that are not Against Pancasila values; not discriminatory based on SARA; it's free of pornography, violence and hate speech.	1. The material, training, or example presented through the narrative, text, pictures, and illustrations can open up the insights of students to know and appreciate the cultural differences, opinions, looks, and ancestral relics of the diversity of nature and living things, and the uniqueness of each region 2. Material, training, or example presented through the narrative, text, pictures, and illustrations are free of SARA,				√

	pornography, and bias (gender, stake, politics, etc.)				
Eligibility of Content	<p>Scientific Truth</p> <p>Language aspect:</p> <ol style="list-style-type: none"> 1. The use of language (spelling, words, sentences, and paragraphs) is correct, terse, clear, and appropriate to the level of age development 2. material Illustrations, both text and pictures according to the age of the reader and clarify material/content 3. the language that is used communicative and informative so that the reader is able to graphs the positive messages that are conveyed, having the educational, polite, ethical and aesthetic characteristics according to age development level 4. the title of the book and the title of the material parts/content book harmonious, interesting, able to interesting reading, and unprovocative <p>Linguistics features</p> <ol style="list-style-type: none"> 1. The text must be geared toward improving the communicative capacity of the students 2. Each text contains terminology that is accurate and suitable. It must also be appropriate for the current communicative environment and text type 				√
	Correspond to the national standards of education and curriculum that valid				√
	Correspond with the development of science and				√

	<p>technology: Capable of developing creative, innovative, entrepreneurial thinkers, problem solvers, and entrepreneurs.</p>			
	<p>Agree with context and environment Material Presentations:</p> <ol style="list-style-type: none"> 1. Books materials are presented in interesting ways (crest, coherence, simplicity, easy to understand, and interactive), so the full value of the spoken word can be well protected 2. Material illustration, both in text and in artwork according to the age at which the reader developed and were able to clarify material/content and good manners 3. The use of illustrations of clarify matter has no pornographic elements, extremist ideas, radicalism, violence, SARA, gender bias, no other aberrant values 4. Material presentation can stimulate critical, creative, and innovative thinking 4. Containing a contextual outlook, in a sense relevant to everyday life and able to encourage readers to experience and discover for themselves the positive things that could be applied to everyday life 5. An interesting presentation of material that pleases the readers and can nurture profound curiosity 			√
	<p>One of the intersections of the book: the various elements that are presented, particularly</p>			√

	functional events, links, and references, that contain conflicts, or entire experiences of life that are to be communicated, have a-link to one and another.				
Total					6

Table 4.31 analysis textbook Chapter 4

Point	Criteria	Criteria Of Fulfillment			
		1	2	3	4
The standard of content/book material must meet: The requirements of content that are not Against Pancasila values; not discriminatory based on SARA; it's free of pornography, violence and hate speech.	<ol style="list-style-type: none"> 1. The material, training, or example presented through the narrative, text, pictures, and illustrations can open up the insights of students to know and appreciate the cultural differences, opinions, looks, and ancestral relics of the diversity of nature and living things, and the uniqueness of each region 2. Material, training, or example presented through the narrative, text, pictures, and illustrations are free of SARA, pornography, and bias (gender, stake, politics, etc.) 				√
Eligibility of Content	<p>Scientific Truth Language aspect:</p> <ol style="list-style-type: none"> 1. The use of language (spelling, words, sentences and paragraphs) is correct, terse, clear, and appropriate to the level of age development 2. material Illustrations, both text and pictures according to the age the reader and clarify material/content 3. the language that is used communicative and 				√

	<p>informative so that the reader is able to graphs the positive messages that are conveyed, having the educational, polite, ethical and aesthetic characteristics according to age development level</p> <p>4. the title of the book and the title of the material parts/content book harmonious, interesting, able to interesting reading, and unprovocative</p> <p>Linguistics features</p> <p>1. The text must be geared toward improving the communicative capacity of the students</p> <p>2. Each text contains terminology that is accurate and suitable. It must also be appropriate for the current communicative environment and text type</p>			
	Correspond to the national standards of education and curriculum that valid			√
	Correspond with the development of science and technology: Capable of developing creative, innovative, entrepreneurial thinkers, problem solvers, and entrepreneurs.			√
	<p>Agree with context and environment Material Presentations:</p> <p>1. Books materials are presented in interesting ways (crest, coherence, simplicity, easy to understand, and interactive), so the full value of the spoken word can be well protected</p>		√	

	<p>2. Material illustration, both in text and in artwork according to the age at which the reader developed and were able to clarify material/content and good manners</p> <p>3. The use of illustrations of clarify matter has no pornographic elements, extremist ideas, radicalism, violence, SARA, gender bias, no other aberrant values</p> <p>4. Material presentation can stimulate critical, creative, and innovative thinking</p> <p>4. Containing a contextual outlook, in a sense relevant to everyday life and able to encourage readers to experience and discover for themselves the positive things that could be applied to everyday life</p> <p>5. An interesting presentation of material that pleases the readers and can nurture profound curiosity</p>				
	<p>One of the intersections of the book: the various elements that are presented, particularly functional events, links, and references, that contain conflicts, or entire experiences of life that are to be communicated, have a-link to one and another.</p>				√
Total				1	5

Table 4.32 analysis textbook Chapter 5

Point	Criteria	Criteria Of Fulfillment			
		1	2	3	4
The standard of content/book material must meet: The requirements of content that are not Against Pancasila values; not discriminatory based on SARA; it's free of pornography, violence and hate speech.	<ol style="list-style-type: none"> 1. The material, training, or example presented through the narrative, text, pictures, and illustrations can open up the insights of students to know and appreciate the cultural differences, opinions, looks, and ancestral relics of the diversity of nature and living things, and the uniqueness of each region 2. Material, training, or example presented through the narrative, text, pictures, and illustrations are free of SARA, pornography, and bias (gender, stake, politics, etc.) 				√
Eligibility of Content	<p>Scientific Truth Language aspect:</p> <ol style="list-style-type: none"> 1. The use of language (spelling, words, sentences and paragraphs) is correct, terse, clear, and appropriate to the level of age development 2. material Illustrations, both text and pictures according to the age the reader and clarify material/content 3. the language that is used communicative and informative so that the reader is able to graphs the positive messages that are conveyed, having the educational, polite, ethical and aesthetic characteristics according to age development level 4. the title of the book and the title of the material parts/content book 				√

	<p>harmonious, interesting, able to interesting reading, and unprovocative</p> <p>Linguistics features</p> <ol style="list-style-type: none"> 1. The text must be geared toward improving the communicative capacity of the students 2. Each text contains terminology that is accurate and suitable. It must also be appropriate for the current communicative environment and text type 			
	<p>Correspond to the national standards of education and curriculum that valid 2013 Curriculum:</p>			√
	<p>Correspond with the development of science and technology: Capable of developing creative, innovative, entrepreneurial thinkers, problem solvers, and entrepreneurs.</p>			√
	<p>Agree with context and environment Material Presentations:</p> <ol style="list-style-type: none"> 1. Books materials are presented in interesting ways (crest, coherence, simplicity, easy to understand, and interactive), so the full value of the spoken word can be well protected 2. Material illustration, both in text and in artwork according to the age at which the reader developed and were able to clarify material/content and good manners 3. The use of illustrations of clarify matter has no pornographic elements, extremist ideas, 		√	

	<p>radicalism, violence, SARA, gender bias, no other aberrant values</p> <p>4. Material presentation can stimulate critical, creative, and innovative thinking</p> <p>4. Containing a contextual outlook, in a sense relevant to everyday life and able to encourage readers to experience and discover for themselves the positive things that could be applied to everyday life</p> <p>5. An interesting presentation of material that pleases the readers and can nurture profound curiosity</p>				
	<p>One of the intersections of the book: the various elements that are presented, particularly functional events, links, and references, that contain conflicts, or entire experiences of life that are to be communicated, have a-link to one and another.</p>				√
Total				1	5

Table 4.33 analysis textbook Chapter 6

Point	Criteria	Criteria Of Fulfillment			
		1	2	3	4
The standard of content/book material must meet: The	1. The material, training, or example presented through the narrative, text, pictures,				√

<p>requirements of content that are not Against Pancasila values; not discriminatory based on SARA; it's free of pornography, violence and hate speech.</p>	<p>and illustrations can open up the insights of students to know and appreciate the cultural differences, opinions, looks, and ancestral relics of the diversity of nature and living things, and the uniqueness of each region</p> <p>2. Material, training, or example presented through the narrative, text, pictures, and illustrations are free of SARA, pornography, and bias (gender, stake, politics, etc.)</p>				
<p>Eligibility of Content</p>	<p>Scientific Truth Language aspect:</p> <ol style="list-style-type: none"> 1. The use of language (spelling, words, sentences and paragraphs) is correct, terse, clear, and appropriate to the level of age development 2. material Illustrations, both text and pictures according to the age the reader and clarify material/content 3. the language that is used communicative and informative so that the reader is able to graphs the positive messages that are conveyed, having the educational, polite, ethical and aesthetic characteristics according to age development level 4. the title of the book and the title of the material parts/content book harmonious, interesting, able to interesting reading, and unprovocative <p>Linguistics features</p> <ol style="list-style-type: none"> 1. The text must be geared toward improving the 				√

	<p>communicative capacity of the students</p> <p>2. Each text contains terminology that is accurate and suitable. It must also be appropriate for the current communicative environment and text type</p>				
	Correspond to the national standards of education and curriculum that valid				√
	Correspond with the development of science and technology: Capable of developing creative, innovative, entrepreneurial thinkers, problem solvers, and entrepreneurs.				√
	<p>Agree with context and environment Material Presentations:</p> <p>1. Books materials are presented in interesting ways (crest, coherence, simplicity, easy to understand, and interactive), so the full value of the spoken word can be well protected</p> <p>2. Material illustration, both in text and in artwork according to the age at which the reader developed and were able to clarify material/content and good manners</p> <p>3. The use of illustrations of clarify matter has no pornographic elements, extremist ideas, radicalism, violence, SARA, gender bias, no other aberrant values 4. Material presentation can stimulate critical, creative, and innovative thinking</p>			√	

	<p>4. Containing a contextual outlook, in a sense relevant to everyday life and able to encourage readers to experience and discover for themselves the positive things that could be applied to everyday life</p> <p>5. An interesting presentation of material that pleases the readers and can nurture profound curiosity</p>				
	<p>One of the intersections of the book: the various elements that are presented, particularly functional events, links, and references, that contain conflicts, or entire experiences of life that are to be communicated, have a-link to one and another.</p>				√
Total			1	5	

Table 4.34 analysis textbook Chapter 7

Point	Criteria	Criteria Of Fulfillment			
		1	2	3	4
The standard of content/book material must meet: The requirements of content that are not Against Pancasila values; not discriminatory based on SARA; it's free of pornography, violence and hate speech.	<ol style="list-style-type: none"> 1. The material, training, or example presented through the narrative, text, pictures, and illustrations can open up the insights of students to know and appreciate the cultural differences, opinions, looks, and ancestral relics of the diversity of nature and living things, and the uniqueness of each region 2. Material, training, or example presented through the narrative, text, pictures, and illustrations are free of SARA, pornography, and bias (gender, stake, politics, etc.) 				√
Eligibility of Content	<p>Scientific Truth Language aspect:</p> <ol style="list-style-type: none"> 1. The use of language (spelling, words, sentences and paragraphs) is correct, terse, clear, and appropriate to the level of age development 2. material Illustrations, both text and pictures according to the age the reader and clarify material/content 3. the language that is used communicative and informative so that the reader is able to graphs the positive messages that are conveyed, having the educational, polite, ethical and aesthetic characteristics according to age development level 4. the title of the book and the title of the material 				√

	<p>parts/content book harmonious, interesting, able to interesting reading, and unprovocative</p> <p>Linguistics features</p> <ol style="list-style-type: none"> 1. The text must be geared toward improving the communicative capacity of the students 2. Each text contains terminology that is accurate and suitable. It must also be appropriate for the current communicative environment and text type 				
	Correspond to the national standards of education and curriculum that valid 2013 Curriculum:				√
	Correspond with the development of science and technology: Capable of developing creative, innovative, entrepreneurial thinkers, problem solvers, and entrepreneurs.				√
	<p>Agree with context and environment Material Presentations:</p> <ol style="list-style-type: none"> 1. Books materials are presented in interesting ways (crest, coherence, simplicity, easy to understand, and interactive), so the full value of the spoken word can be well protected 2. Material illustration, both in text and in artwork according to the age at which the reader developed and were able to clarify material/content and good manners 3. The use of illustrations of clarify matter has no pornographic elements, 			√	

	<p>extremist ideas, radicalism, violence, SARA, gender bias, no other aberrant values</p> <p>4. Material presentation can stimulate critical, creative, and innovative thinking</p> <p>4. Containing a contextual outlook, in a sense relevant to everyday life and able to encourage readers to experience and discover for themselves the positive things that could be applied to everyday life</p> <p>5. An interesting presentation of material that pleases the readers and can nurture profound curiosity</p>				
	One of the intersections of the book: the various elements that are presented, particularly functional events, links, and references, that contain conflicts, or entire experiences of life that are to be communicated, have a-link to one and another.		√		
Total			1	1	4

Table 4.35 analysis textbook Chapter 8

Point	Criteria	Criteria Of Fulfillment			
		1	2	3	4
The standard of content/book material must meet: The requirements of content that are not Against Pancasila values; not discriminatory based on SARA; it's free of	1. The material, training, or example presented through the narrative, text, pictures, and illustrations can open up the insights of students to know and appreciate the cultural differences, opinions, looks, and				√

<p>pornography, violence and hate speech.</p>	<p>ancestral relics of the diversity of nature and living things, and the uniqueness of each region</p> <p>2. Material, training, or example presented through the narrative, text, pictures, and illustrations are free of SARA, pornography, and bias (gender, stake, politics, etc.)</p>			
<p>Eligibility of Content</p>	<p>Scientific Truth</p> <p>Language aspect:</p> <ol style="list-style-type: none"> 1. The use of language (spelling, words, sentences, and paragraphs) is correct, terse, clear, and appropriate to the level of age development 2. material Illustrations, both text and pictures according to the age of the reader and clarify material/content 3. the language that is used communicative and informative so that the reader is able to graphs the positive messages that are conveyed, having the educational, polite, ethical and aesthetic characteristics according to age development level 4. the title of the book and the title of the material parts/content book harmonious, interesting, able to interesting reading, and unprovocative <p>Linguistics features</p> <ol style="list-style-type: none"> 1. The text must be geared toward improving the communicative capacity of the students 2. Each text contains terminology that is 		√	

	accurate and suitable. It must also be appropriate for the current communicative environment and text type				
	Correspond to the national standards of education and curriculum that valid				√
	Correspond with the development of science and technology: Capable of developing creative, innovative, entrepreneurial thinkers, problem solvers, and entrepreneurs.				√
	<p>Agree with context and environment Material Presentations:</p> <ol style="list-style-type: none"> 1. Books materials are presented in interesting ways (crest, coherence, simplicity, easy to understand, and interactive), so the full value of the spoken word can be well protected 2. Material illustration, both in text and in artwork according to the age at which the reader developed and were able to clarify material/content and good manners 3. The use of illustrations of clarify matter has no pornographic elements, extremist ideas, radicalism, violence, SARA, gender bias, no other aberrant values 4. Material presentation can stimulate critical, creative, and innovative thinking 4. Containing a contextual outlook, in a sense relevant to everyday life and able to encourage readers to experience and discover 				√

	for themselves the positive things that could be applied to everyday life 5. An interesting presentation of material that pleases the readers and can nurture profound curiosity				
	One of the intersections of the book: the various elements that are presented, particularly functional events, links, and references, that contain conflicts, or entire experiences of life that are to be communicated, have a-link to one and another.				√
Total				1	5

Table 4.36 analysis textbook Chapter 9

Point	Criteria	Criteria Of Fulfillment			
		1	2	3	4
The standard of content/book material must meet: The requirements of content that are not Against Pancasila values; not discriminatory based on SARA; it's free of pornography, violence and hate speech.	<ol style="list-style-type: none"> 1. The material, training, or example presented through the narrative, text, pictures, and illustrations can open up the insights of students to know and appreciate the cultural differences, opinions, looks, and ancestral relics of the diversity of nature and living things, and the uniqueness of each region 2. Material, training, or example presented through the narrative, text, pictures, and illustrations are free of SARA, pornography, and bias (gender, stake, politics, etc.) 				√

Eligibility of Content	<p>Scientific Truth</p> <p>Language aspect:</p> <ol style="list-style-type: none"> 1. The use of language (spelling, words, sentences, and paragraphs) is correct, terse, clear, and appropriate to the level of age development 2. material Illustrations, both text and pictures according to the age of the reader and clarify material/content 3. the language that is used communicative and informative so that the reader is able to graphs the positive messages that are conveyed, having the educational, polite, ethical and aesthetic characteristics according to age development level 4. the title of the book and the title of the material parts/content book harmonious, interesting, able to interesting reading, and unprovocative <p>Linguistics features</p> <ol style="list-style-type: none"> 1. The text must be geared toward improving the communicative capacity of the students 2. Each text contains terminology that is accurate and suitable. It must also be appropriate for the current communicative environment and text type 			√
	Correspond to the national standards of education and curriculum that valid			√
	Correspond with the development of science and technology: Capable of developing creative, innovative, entrepreneurial		√	

	thinkers, problem solvers, and entrepreneurs.				
	<p>Agree with context and environment</p> <p>Material Presentations:</p> <ol style="list-style-type: none"> 1. Books materials are presented in interesting ways (crest, coherence, simplicity, easy to understand, and interactive), so the full value of the spoken word can be well protected 2. Material illustration, both in text and in artwork according to the age at which the reader developed and were able to clarify material/content and good manners 3. The use of illustrations of clarify matter has no pornographic elements, extremist ideas, radicalism, violence, SARA, gender bias, no other aberrant values 4. Material presentation can stimulate critical, creative, and innovative thinking 4. Containing a contextual outlook, in a sense relevant to everyday life and able to encourage readers to experience and discover for themselves the positive things that could be applied to everyday life 5. An interesting presentation of material that pleases the readers and can nurture profound curiosity 				√
	One of the intersections of the book: the various elements that are presented, particularly functional events, links, and references, that contain conflicts, or entire experiences				√

	of life that are to be communicated, have a-link to one and another.				
Total			2	4	

Table 4.37 analysis textbook Chapter 10

Point	Criteria	Criteria Of Fulfillment			
		1	2	3	4
The standard of content/book material must meet: The requirements of content that are not Against Pancasila values; not discriminatory based on SARA; it's free of pornography, violence and hate speech.	<ol style="list-style-type: none"> 1. The material, training, or example presented through the narrative, text, pictures, and illustrations can open up the insights of students to know and appreciate the cultural differences, opinions, looks, and ancestral relics of the diversity of nature and living things, and the uniqueness of each region 2. Material, training, or example presented through the narrative, text, pictures, and illustrations are free of SARA, pornography, and bias (gender, stake, politics, etc.) 				√
Eligibility of Content	<p>Scientific Truth Language aspect:</p> <ol style="list-style-type: none"> 1. The use of language (spelling, words, sentences, and paragraphs) is correct, terse, clear, and appropriate to the level of age development 2. material Illustrations, both text and pictures according to the age of the reader and clarify material/content 3. the language that is used communicative and 				√

	<p>informative so that the reader is able to grasp the positive messages that are conveyed, having the educational, polite, ethical and aesthetic characteristics according to age development level</p> <p>4. the title of the book and the title of the material parts/content book harmonious, interesting, able to interesting reading, and unprovocative</p> <p>Linguistics features</p> <p>1. The text must be geared toward improving the communicative capacity of the students</p> <p>2. Each text contains terminology that is accurate and suitable. It must also be appropriate for the current communicative environment and text type</p>				
	Correspond to the national standards of education and curriculum that valid				√
	Correspond with the development of science and technology: Capable of developing creative, innovative, entrepreneurial thinkers, problem solvers, and entrepreneurs.				√
	<p>Agree with context and environment Material Presentations:</p> <p>1. Books materials are presented in interesting ways (crest, coherence, simplicity, easy to understand, and interactive), so the full value of the spoken word can be well protected</p>				√

	<p>2. Material illustration, both in text and in artwork according to the age at which the reader developed and were able to clarify material/content and good manners</p> <p>3. The use of illustrations of clarify matter has no pornographic elements, extremist ideas, radicalism, violence, SARA, gender bias, no other aberrant values</p> <p>4. Material presentation can stimulate critical, creative, and innovative thinking</p> <p>4. Containing a contextual outlook, in a sense relevant to everyday life and able to encourage readers to experience and discover for themselves the positive things that could be applied to everyday life</p> <p>5. An interesting presentation of material that pleases the readers and can nurture profound curiosity</p>				
	<p>One of the intersections of the book: the various elements that are presented, particularly functional events, links, and references, that contain conflicts, or entire experiences of life that are to be communicated, have a-link to one and another.</p>				√
Total					6

Table 4.38 analysis textbook Chapter 11

Point	Criteria	Criteria Of Fulfillment			
		1	2	3	4

<p>The standard of content/book material must meet: The requirements of content that are not Against Pancasila values; not discriminatory based on SARA; it's free of pornography, violence and hate speech.</p>	<ol style="list-style-type: none"> 1. The material, training, or example presented through the narrative, text, pictures, and illustrations can open up the insights of students to know and appreciate the cultural differences, opinions, looks, and ancestral relics of the diversity of nature and living things, and the uniqueness of each region 2. Material, training, or example presented through the narrative, text, pictures, and illustrations are free of SARA, pornography, and bias (gender, stake, politics, etc.) 			√
<p>Eligibility of Content</p>	<p>Scientific Truth Language aspect:</p> <ol style="list-style-type: none"> 1. The use of language (spelling, words, sentences, and paragraphs) is correct, terse, clear, and appropriate to the level of age development 2. material Illustrations, both text and pictures according to the age of the reader and clarify material/content 3. the language that is used communicative and informative so that the reader is able to graphs the positive messages that are conveyed, having the educational, polite, ethical and aesthetic characteristics according to age development level 4. the title of the book and the title of the material parts/content book harmonious, interesting, able to interesting reading, and unprovocative 			√

	<p>Linguistics features</p> <ol style="list-style-type: none"> 1. The text must be geared toward improving the communicative capacity of the students 2. Each text contains terminology that is accurate and suitable. It must also be appropriate for the current communicative environment and text type 				
	Correspond to the national standards of education and curriculum that valid				√
	Correspond with the development of science and technology: Capable of developing creative, innovative, entrepreneurial thinkers, problem solvers, and entrepreneurs.				√
	<ol style="list-style-type: none"> 1. Agree with context and environment Material Presentations: Books materials are presented in interesting ways (crest, coherence, simplicity, easy to understand, and interactive), so the full value of the spoken word can be well protected 2. Material illustration, both in text and in artwork according to the age at which the reader developed and were able to clarify material/content and good manners 3. The use of illustrations of clarify matter has no pornographic elements, extremist ideas, radicalism, violence, SARA, gender bias, no other aberrant values 4. Material presentation can 				√

	<p>stimulate critical, creative, and innovative thinking</p> <p>4. Containing a contextual outlook, in a sense relevant to everyday life and able to encourage readers to experience and discover for themselves the positive things that could be applied to everyday life</p> <p>5. An interesting presentation of material that pleases the readers and can nurture profound curiosity</p>				
	<p>One of the intersections of the book: the various elements that are presented, particularly functional events, links, and references, that contain conflicts, or entire experiences of life that are to be communicated, have a-link to one and another.</p>				√
Total					6

Table. score analysis textbook based 2013

Point	Criteria	Criteria Fulfillment	Of Total
<p>The standard of content/book material must meet: The requirements of content that are not Against Pancasila values; not discriminatory based on SARA; it's free of pornography, violence and hate speech.</p>	<p>1. The material, training, or example presented through the narrative, text, pictures, and illustrations can open up the insights of students to know and appreciate the cultural differences, opinions, looks, and ancestral relics of the diversity of nature and living things, and the uniqueness of each region</p> <p>2. Material, training, or example presented through the narrative, text, pictures, and illustrations are free of SARA, pornography, and</p>	<p>SCORE 4: Chapter 1 Chapter 2 Chapter 3 Chapter 4 Chapter 5 Chapter 6 Chapter 7 Chapter 8 Chapter 9 Chapter 10 Chapter 11</p>	<p>11</p>

	bias (gender, stake, politics, etc.)		
Eligibility of Content	<p>Scientific Truth</p> <p>Language aspect:</p> <ol style="list-style-type: none"> 1. The use of language (spelling, words, sentences, and paragraphs) is correct, terse, clear, and appropriate to the level of age development 2. material Illustrations, both text and pictures according to the age of the reader and clarify material/content 3. the language that is used communicative and informative so that the reader is able to graphs the positive messages that are conveyed, having the educational, polite, ethical and aesthetic characteristics according to age development level 	<p>SCORE 4:</p> <p>Chapter 1 Chapter 2 Chapter 3 Chapter 4 Chapter 5 Chapter 6 Chapter 7 Chapter 10 Chapter 11</p>	9

	<p>4. the title of the book and the title of the material parts/content book harmonious, interesting, able to interesting reading, and unprovocative</p> <p>Linguistics features</p> <ol style="list-style-type: none"> 1. The text must be geared toward improving the communicative capacity of the students 2. Each text contains terminology that is accurate and suitable. It must also be appropriate for the current communicative environment and text type 	<p>SCORE 3: Chapter 8 Chapter 9</p>	2
	<p>Correspond to the national standards of education and curriculum that valid</p>	<p>SCORE 4: Chapter 1 Chapter 2 Chapter 3 Chapter 4 Chapter 5 Chapter 6 Chapter 7 Chapter 8 Chapter 9 Chapter 10 Chapter 11</p>	11

	Correspond with the development of science and technology: Capable of developing creative, innovative, entrepreneurial thinkers, problem solvers, and entrepreneurs.	SCORE 4: Chapter 1 Chapter 2 Chapter 3 Chapter 4 Chapter 5 Chapter 6 Chapter 7 Chapter 8 Chapter 10 Chapter 11	10
		SCORE 3: Chapter 9	1
	Agree with context and environment Material Presentations: Books materials are presented in interesting ways (crest, coherence, simplicity, easy to understand, and interactive), so the full value of the spoken word can be well protected	SCORE 4: Chapter 1 Chapter 2 Chapter 3 Chapter 8 Chapter 9 Chapter 10 Chapter 11	7
	1. Material illustration, both in text and in artwork according to the age at which the reader developed and were able to clarify material/content and good manners 2. The use of illustrations of clarify matter has no pornographic elements,	SCORE 3 Chapter 4 Chapter 5 Chapter 6 Chapter 7	4

	<p>extremist ideas, radicalism, violence, SARA, gender bias, no other aberrant values 4. Material presentation can stimulate critical, creative, and innovative thinking</p> <p>3. Containing a contextual outlook, in a sense relevant to everyday life and able to encourage readers to experience and discover for themselves the positive things that could be applied to everyday life</p> <p>4. An interesting presentation of material that pleases the readers and can nurture profound curiosity</p>		
	<p>One of the intersections of the book: the various elements that are presented, particularly functional events, links, and references, that contain conflicts, or entire experiences of life that are to be communicated, have a-link to one and another.</p>	<p>SCORE 4: Chapter 1 Chapter 2 Chapter 3 Chapter 4 Chapter 5 Chapter 6 Chapter 8 Chapter 9 Chapter 10 Chapter 11</p>	10
		<p>SCORE 2: Chapter 7</p>	1
Total			66

From the table above there are some components to analysis Bahasa Inggris textbook based on curriculum 2013. From the table we can know almost all assessment get score. All of them make up total of 58 in the score from 4 from all the categories 66.

$$\frac{58}{66} 100\% = 87,88\%$$

Therefore, it can be concluded that the material, exercise, and text development in Bahasa Inggris textbook for the third grade of senior high school is appropriate rubric assessment from pusbukur 2020.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research observes the types of writing task in *Bahasa Inggris* textbook suggested by Paul Nation's theory. According Paul Nation's theory there are four kinds of writing task experience task, shared task, guided task and independent task. Each kind of writing task have some types except independent task. Experience task have 5 types of writing tasks, shared task has 5 types of writing tasks, guided task has 16 types of writing tasks, and independent task. So, according Paul Nation's theory there are 4 kinds of writing tasks with 27 types of writing tasks.

After analyzing the data from *Bahasa Inggris* textbook in 2013 curriculum for the third grade of senior high school, this textbook has 11 chapters and from it there are 22 types of writing tasks appropriate with Paul Nation's theory. 22 types of writing task divided into 1 task from experience task from the types draw and look. 9 tasks from shared task, 1 task from types reproduction task, and 4 from types group class composition and group composition. 9 tasks from guided task 1 task from types look and write, 3 tasks from types question answer and correction, and 1 task from types complete the sentence and follow the model. The last 3 task from independent task. 1 writing task categorize in experience task with percentage 4,54%, 9 writing tasks categorize in shared task with percentage

40,90%, 9 writing tasks categorize in guided tasks with percentage 40,90%, 3 writing tasks categorize in independent tasks with percentage 13,63%.

There are 1 task from experience task provided in this textbook. 1 task from “draw and look” types with the percentage 4,54%. Shared task there are 9 writing tasks provided in this textbook suggested Paul Nation’s theory, 1 task from “reproduction task” types with the percentage 4,54%, 4 task from “group composition task” with 18,18%, the last from shared task is 4 tasks from “group class composition task” with the percentage 18,18% same with group composition. Guided task there are 9 writing tasks provided in this textbook suggested Paul Nation’s theory. 9 writing tasks from guided task divided into 1 task from “look and write” with the percentage 4,54%, 3 writing task from “question-answer” with the percentage 13,63%, 3 writing task from “correction” task with the percentage 13,63%, 1 writing task from “complete the sentence” types with the percentage 4,54%, and the last from guided task 1 writing task from “follow the model” with the percentage 4,54%. The last from independent task 3 writing task with the percentage 13,63%. The percentage of writing task provided in *Bahasa Inggris* textbook in 2013 curriculum for the third grade of senior high school meet to the kind of writing task suggested by Paul Nation’s theory. Here the percentage about the kind of writing task:

$$\% \frac{\text{writing task criteria develop in the textbook}}{\text{writing task criteria suggested by Paul Nation}} \times 100\%$$

$$\frac{10}{27} \times 100\% = 37,03\%$$

The result of this research from the percentage above can be concluded that from the 27 kinds of writing task as suggested by Paul Nation's theory there are 10 kinds of writing task from the *Bahasa Inggris* textbook in 2013 curriculum for the third grade of senior high school provide with the criteria of writing task suggested by Paul Nation's theory with the percentage 37,03%. *Bahasa Inggris* textbook for the third grade of senior high school has 11 chapters but just 9 chapter have writing task. "Group class composition and group composition" dominant in this research where the student does the task in group there are 4 until 5 members in every group. Group class composition and group composition types of shared task. These types of tasks make student to shared their opinion in their group and each member give some correction and advice. These types of writing task good from student because make student to share their opinion and improve student writing ability. Based on the percentage the tasks provided in textbook are suitable with criteria suggested by Paul Nation's theory proposed by Arikunto with the percentage 37,03%. And percentage the writing task according curriculum 2013 almost the writing task get 4 score with the percentage 81,08% so we can conclude the writing task in the *Bahasa Inggris* textbook for the third grade of senior high school appropriate to be used by the student in the third grade of senior high school. Before we analyze the writing task we must know the textbook first, the textbook appropriate or no used in the third grade of senior high school. After analyze we get the percentage 87,88% it can be concluded that the material, exercise, and text development in *Bahasa Inggris* textbook for the third grade of

senior high school is appropriate rubric assessment from pusbukur 2020. So, we can conclude if Bahasa Inggris textbook for the third-grade senior high school and the writing task in the Bahasa Inggris textbook is appropriate used in teaching learning English but the writing task in the Bahasa Inggris textbook not appropriate with Paul Nation's Theory.

B. Suggestion

There are some of suggestion from the researcher about this book as follow as:

1. To English teacher
 - a. As a good teacher it is important to prepare and choose a good the textbook that have a good material to teach in learning English. Textbook is one of important material that can teacher use in learning and teaching English, because textbook can guide teacher in the classroom. It means that the teacher must choose a good textbook to be active and attractive teacher in learning and teaching English. With a good textbook the teacher.
 - b. The result of the analysis can be reference in selecting writing task in textbook.

2. For the textbook authors

The final result of this research can be used as input in revising English textbook, especially in presents the material and tasks which is appropriate with the ideal of textbook materials especially writing. After analyze this textbook the researcher finds the disadvantages

from this textbook like less cd/audio, the mapping of this textbook did not complete, find instruction modul not instruction textbook. This textbook also has advantage like this textbook find reflection in the last textbook to make learning and teaching effective.

3. For the author

As in the preface to this textbook, the author receives a suggestion. The researcher invites the author to develop types of written assignments more different views than ever because it makes it more interesting and not boring because there were only 10 types of writing assignments that matched the type of writing task proposed by Nation's theory. Same way the author can add a little explanation on each topic it is easier for the student to understand the topic and purpose of the lesson material inside the textbook. In the last, the researcher realizes that this research is not perfect one but hopefully this research can be useful for all of us.

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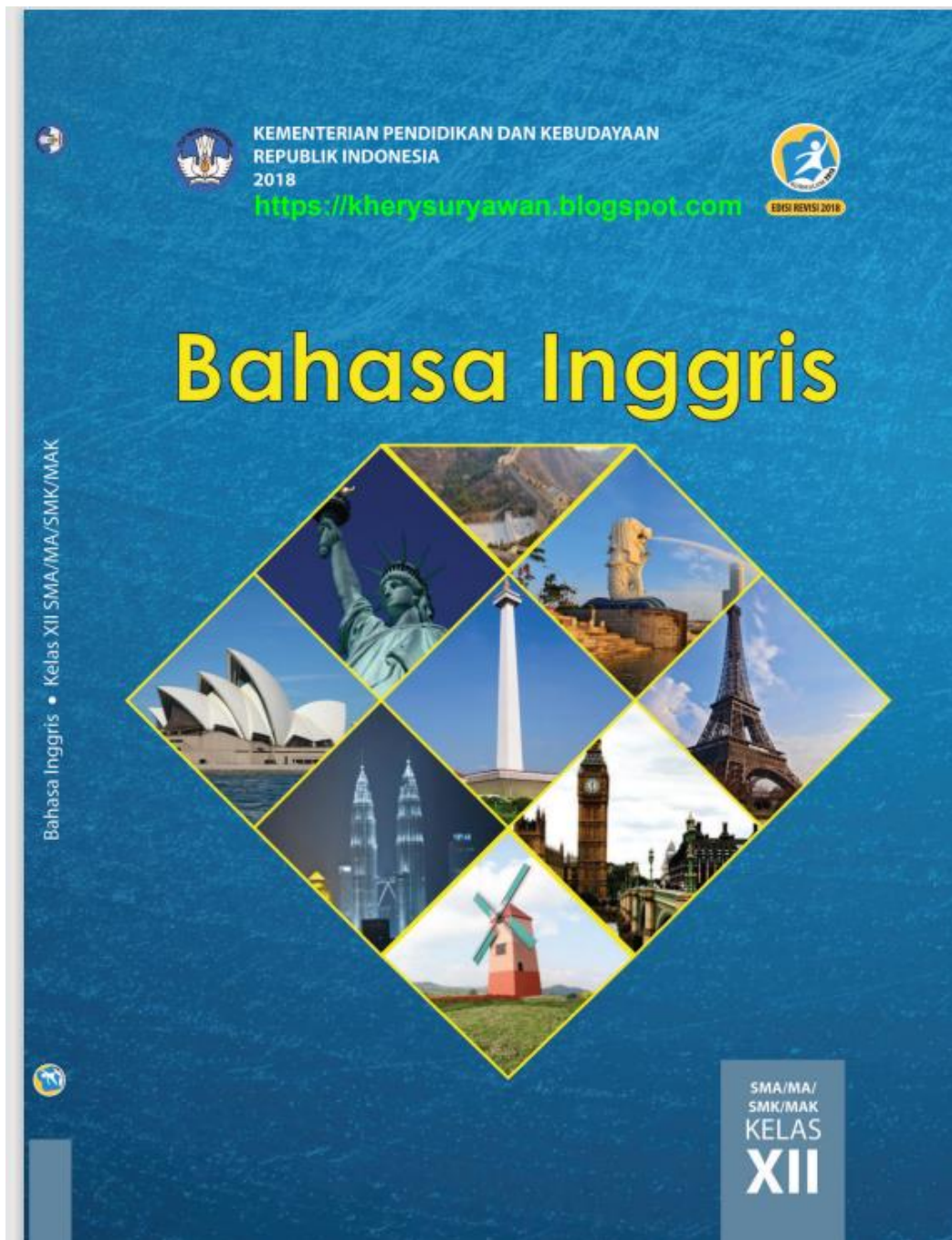
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APPENDICES

Cover *Bahasa Inggris* textbook for the third grade of senior high school



Kinds of writing task provided in the *Bahasa Inggris* textbook 2013 curriculum for the third grade of senior high school according Paul nation's theory.

1. Chapter 2 task 1 page 27

Task 1: Work in groups.

- Work in groups of 3-5 students. Find other text that uses
- "if clause" in it. Then, identify the "if clauses" in your text
- together with your group. Find the patterns as well. Write the
- result in the following spaces.

If Clause	Patterns

2. Chapter 2 task 2 page 28

- **Task 2: Exchange your work.**
- Exchange your group's work with other group's
- work. Check the work. You may give some
- corrections and suggestions in other piece of paper.

3. Chapter 3 task 1 pages 39

- **Task 1: What's the caption?**
- Look at the following picture and write a caption for
- the picture.

When writing a caption, the **descriptive words** accompanying the caption should offer more complete information about the picture. The words that you choose depend on the message that you want to send to your reader.



4. Chapter 3 task 2 page 40

● **Task 2:** Work in groups.

● Now, sit in groups of four. Bring a picture from home and make four copies. Distribute them to your friends and ask them to write a caption on each picture.

5. Chapter 4 task 1 pages 58

● **Task 1:** Read the text carefully.

● Here is a job vacancy appeared in a local newspaper today.

● Read the vacancy and consider whether you meet the qualification or not.

VACANCY

Apika Plaza, a reputed and well-established showroom, is seeking to fulfill job vacancy from qualified, motivated, and experienced individuals.

If you think you have the confidence and the capability in you, then you are more than welcome to apply.

Position: Sales Executive

Qualifications:

- Bachelor's degree in any discipline
- Minimum 2 years of experience in a similar position
- Proficiency in both English and Indonesian
- Basic computer skills

Roles and Responsibilities:

- Deal and negotiate with customers
- Respond to customers' queries about various products and services

Interested candidates should send their CV and scanned photograph to: Apika Plaza Ltd., Jl. A. Yani 25, Sukamakmur 65126

(Attn. Mr. Feliks Diansyah, Manager)

6. Chapter 4 task 2 pages 59

- **Task 2:** Let's apply for a job.
- Write an application letter to respond to the above job vacancy. Use these points about parts of application letters
- to help you.

1. Write your address.
2. Write the address of the company your application letter is sent to.
3. Write down the name of the person in charge.
4. Write down any necessary information in the opening of the letter.
5. Write down specific information to indicate that your capability matches the position.
6. Write down any necessary information in the closing.
7. Sign your application letter

7. Chapter 4 task 3 page 59

- **Task 3:** Do the project individually.
- Find another example of application letters in the Internet.
- Analyze whether you can find the parts of application letters that you have learned. Exchange with friends.

8. Chapter 5 task 1 page 75

- **Task 1:** What is the Trending News?
- Write a piece of news item by responding to these questions.

1. What is the trending news you heard on TV or read in newspaper today?
2. What information can you collect? What are the details of information (*who, where, what, why*)?

9. Chapter 5 task 2 page 75

- **Task 2:** Write a news item.
- Choose an interesting or newsworthy event that has
- happened at or around the school. Write it up in the form of
- newspaper report for publication in your school magazine.
- Include these elements when writing.

1. **Headline** (Interesting? Smart?)
2. **Lead paragraph:** Summary of events (Who? Where? What? Why?)
3. **Supporting paragraphs:** More detailed information of the summary (Who? Where? What? Why?)

Then, follow these steps.

1. Write the headline.
2. Write the details of the news.
3. Include direct speech in your text.

10. Chapter 5 task 3 page 76



Please write and present your text neatly and attractively.

- **Task 3:** Let's do some peer editing.
- Work in pairs. Exchange your writing. Check your friend's
- writing. Pay attention to these points when reading it.

1. The text structure: headline, summary of events in the lead paragraph (What? When?), and detailed elaboration of the events in the supporting paragraphs (Who? Where? What? Why?).
2. The use of past verbs
3. The use of direct speech
4. Spelling
5. Punctuation
6. Capitalization
7. Formatting

11. Chapter 6 page 91

Task: Summarize the news.
 ● Cut any news from any newspaper
 ● and bring it to the class.

Your teacher has asked you to cut news from a newspaper. Read the news that you bring to class. Write down important things from the news.



12. Chapter 7 task 1 page 106-107

1. First, make groups of four to five students.
2. Find some information about plastic recycling. You can find it in the Internet, newspapers or magazines.
3. Read again the script of news report in section B task 5 and section C task 10.
4. Find the differences between the format of the news items for newspapers and radios.
5. After you find them, choose the most interesting news from a newspaper and rewrite it into a news script for a radio broadcast.
6. Make a preparation for a radio broadcast.
7. Decide who will be the broadcaster in the studio, on site reporter, and actors and witnesses of the event told in the news report. The group can also designate some members to be the experts who give comments about the event. Enjoy the role-play.

13. Chapter 7 task 2 page 107-108

- **Task :** Let's do a role-play.
- Follow these steps to make an interesting role-play. Choose one of the role plays provided below.

Role Play two – news writing and broadcast

1. Work in groups of four to five.
 2. Look for interesting things in the class and school or around that are worth reporting. Your group may need to interview some people (witnesses) of the thing you want to report. Decide who will interview whom.
 3. Work together to write and edit a news report based on the information you have collected. Study again the previous discussion on the grammar, expressions, and organization of ideas of news report.
 4. Decide who will be the broadcaster in the studio, reporter(s) in the field, and actors and witnesses of the event told in the news report. The group can also designate some members to be the experts who give comments about the event. Try your best and enjoy the role-play.
5. Read again the instructional objectives. Is there any objective that you have not been able to accomplish? Read the activity which is still difficult. Don't hesitate to ask for help from your teacher.

14. Chapter 9 task 1 page 131

- **Task 1:** Find a procedure text.
- In groups, find a procedure text about how to make something or how to do something. You can go to the library
- or search in the Internet. Use the following questions to help you select the text.

1. What is the goal?
2. What are the materials/things/ingredients needed?
3. What are the steps to take?

15. Chapter 9 task 2 page 132

- **Task 2:** Find the commands.
- Look through your text. Write down the commands (imperative sentences). Share what your group has with the class.

16. Chapter 9 task 3 page 132

- **Task 3:** Find the time sequencers.
- Look through your text. Write down the time sequencers.
- Share what your group has with the class.

17. Chapter 9 task 4 page 132

- **Task 4:** Find the adverbials.
- Look through your text again. Write down the adverbials.
- Share what your group has with the class.

18. Chapter 9 task 5 page 132

- **Task 5:** Create your own text.
- Now, write a procedural text of your own. Choose a goal that you are good at. You can go to the library or search in the Internet to find help. Use these points when writing the text.



1. What is the goal?
2. What are the materials/things/ingredients needed?
3. What are the steps to do?

Please write and present your text neatly and attractively.

19. Chapter 9 task 6 page 132

- **Task 6:** Work in pairs to edit the text.
- Exchange your writings with other pairs. Check your friends' writings. Pay attention to these points when reading it.

1. The text structure: goal, materials, and steps
2. The use of commands (imperative sentences)
3. The use of time sequencers
4. Spelling
5. Punctuation
6. Capitalization
7. Formatting
8. References

20. Chapter 9 task 7 page 133

Task 7: Rearrange the sentences.
Rearrange the following sentences to form a good paragraph.

1. Consult your pharmacist for the right over-the-counter lotion or spray.
2. Remember that medicated treatments should only be used if a living (moving) head louse is found.
3. Using medicated lotion or spray is an alternative method of treating head lice.
4. Follow instructions that come with the medicated lotion or spray when applying it.
5. However, no medicated treatment is 100% effective.
6. Depending on the product you are using, the length of time it will need to be left on the head may vary, from 10

21. Chapter 11 task 1 page 156

Task 1: Rewrite the lyrics.
Refer back to the lyrics in sub B. Use the words in the box to complete the sentence. The first letter of the word is given as clue. Some words can be used more than once.

22. Chapter 11 task 2 page 157

Task 2: Do the comprehension questions.
Read again the lyrics of the song above. Then, answer the following questions. Discuss the answers in groups of twos or three students.

1. What does the title describe? What does the composer compare the world with?
2. How does the composer describe the world that we live in now? Mention some phrases from the lyrics that can support your answer.
3. What dream does the singer have about this world? Quote some phrases from the lyrics.
4. How can the dream be realized? Show the lines that tells so.
5. What is one thing that can solve problems in this world?
6. What do you understand about these lines:
"make a little space make a better place ..."



VALIDATION LETTER

VALIDATION

Hereby declare that the research entitled "An Analysis on Writing Tasks in The *Bahasa Inggris* Textbook for The Third Grade of Senior High School 2013 Curriculum Based on Paul Nation's Theory" by:

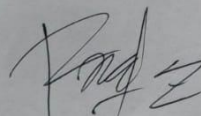
Name : Laila Shofia Nazah

SRN : 183221299

Semester : 9

The data analysis by the researcher has been validated by the validator. This declare can be used properly.

Sukoharjo, 04 Oktober 2022



M. Romdhoni Prakoso, M. Pd

KELAS: XII

Tujuan kurikulum mencakup empat kompetensi, yaitu (1) kompetensi sikap spiritual, (2) sikap sosial, (3) pengetahuan, dan (4) keterampilan. Kompetensi tersebut dicapai melalui proses pembelajaran intrakurikuler, kokurikuler, dan/atau ekstrakurikuler.

Penumbuhan dan pengembangan kompetensi sikap dilakukan sepanjang proses pembelajaran berlangsung, dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter siswa lebih lanjut.

Kompetensi Pengetahuan dan Kompetensi Keterampilan dirumuskan sebagai berikut, yaitu siswa mampu:

KOMPETENSI INTI 3 (PENGETAHUAN)	KOMPETENSI INTI 4 (KETERAMPILAN)
<p>3. memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah</p>	<p>4. mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan</p>
KOMPETENSI DASAR	KOMPETENSI DASAR
<p>3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menawarkan jasa, serta menanggapi, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>May I</i></p>	<p>4.1 menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan menawarkan jasa, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>

<p><i>help you? What can I do for you? What if ...?)</i></p> <p>3.2 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat lamaran kerja, dengan memberi dan meminta informasi terkait jati diri, latar belakang pendidikan/pengalaman kerja, sesuai dengan konteks penggunaannya</p> <p>3.3 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk teks caption, dengan memberi dan meminta informasi terkait gambar /foto /tabel/grafik/ bagan, sesuai dengan konteks penggunaannya</p> <p>3.4 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks news item lisan dan tulis dengan memberi dan meminta informasi terkait berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya</p> <p>3.5 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, sesuai dengan konteks penggunaannya. (Perhatikan unsur</p>	<p>4.2 surat lamaran kerja</p> <p>4.2.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat lamaran kerja, yang memberikan informasi antara lain jati diri, latar belakang pendidikan/pengalaman kerja</p> <p>4.2.2 menyusun teks khusus surat lamaran kerja, yang memberikan informasi antara lain jati diri, latar belakang pendidikan/pengalaman kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p> <p>4.3 teks penyerta gambar (caption)</p> <p>4.3.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk caption terkait gambar/foto/tabel/grafik/bagan</p> <p>4.3.2 menyusun teks khusus dalam bentuk teks caption terkait gambar/foto/tabel/grafik/bagan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> <p>4.4 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur</p>
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<p>kebahasaan if dengan imperative, can, should)</p> <p>3.6 fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi dan kiat-kiat (tips), pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>3.7 menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<p>kebahasaan teks news items lisan dan tulis, dalam bentuk berita sederhana koran/radio/TV</p> <p>4.5 menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> <p>4.6 teks prosedur</p> <p>4.6.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips)</p> <p>4.6.2 menyusun teks prosedur, lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> <p>4.7 menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/ SMK/MAK</p>
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