

**AN ANALYSIS OF WRITING TASK IN ENGLISH
TEXTBOOK ENTITLED "BRIGHT AN ENGLISH" FOR
GRADE IX OF JUNIOR HIGH SCHOOL PUBLISHED BY
ERLANGGA**



A Thesis

Submitted as a partial fulfillment of the requirement for S1-Degree

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ABSTRACT

AN ANALYSIS OF WRITING TASK IN ENGLISH TEXTBOOK ENTITLED "BRIGHT AN ENGLISH" FOR GRADE IX OF JUNIOR HIGH SCHOOL PUBLISHED BY ERLANGGA

The title of this study "An Analysis of Writing Task in English Textbook Entitled "Bright An English" For Grade IX Of Junior High School Published By Erlangga". The objective of the research is to find out and explain the kind of writing task provided in the textbook meet the kind of writing task as suggested by Paul Nation's theory.

The research applied qualitative research by focusing on content analysis approach. The procedure by content analysis of the research: (1) selecting, (2) categorizing, (3) analyzing. The source of the data was English Textbook entitled Bright an English for Junior High School. Through content analysis, the researcher has made writing tasks was an object that would be analyze.

The result displayed that from 23 writing tasks provided in the textbook entitled Bright an English for Grade IX of Junior High School Published by Erlangga. There are 5 tasks from Experience Task provided in the textbook. 3 tasks from draw and write and 2 from linked skills with percentage 20,8%. In Shared Task there is 1 task from retell, 1 task from Group class composition and last 1 task from Group composition. In the Guided Task researcher found 1 task from picture composition, 7 tasks from question and answer, 2 tasks from complete the sentence and 1 task from substitution with percentage 45,6%. In Independent Task researcher found 4 tasks with percentage 16,6%. The total from 23 writing tasks provided in the textbook and from the 24 kinds of writing task as suggested by Nation's theory, 10 kinds of writing task that appropriate with Nation theory in this textbook with the percentage 41,6%.

Keyword: *Writing Task, Analysis of Task, Textbook.*

DECLARATION

I, herewith, testify that this research paper entitled "**An Analysis of Writing Task in English Textbook Entitled "Bright An English" for Grade IX of Junior High School Published by Erlangga**" is really my own writing with some quotations from some sources by using the acceptable scientific method of writing. Therefore, I will be responsible for any risk happened in the future if it is proved to offend the ethics of scientific writing.

Bandar Lampung, July 2021

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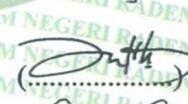
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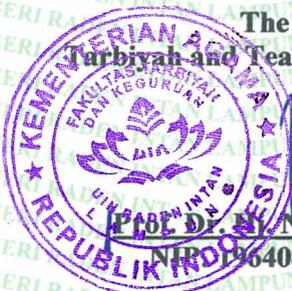
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MOTTO

الَّذِينَ آتَيْنَاهُمُ الْكِتَابَ يَتْلُونَهُ حَقَّ تِلَاوَتِهِ أُولَٰئِكَ يُؤْمِنُونَ بِهِ ۗ وَمَن

يَكْفُرْ بِهِ ۗ فَأُولَٰئِكَ هُمُ الْخٰسِرُونَ ﴿١٢١﴾

Those to whom We have sent the Book study it as it should be studied: They are the ones that believe therein: Those who reject faith therein,- the loss is their own. (QS. Al Baqarah: 121)



DEDICATION

This thesis dedicated to:

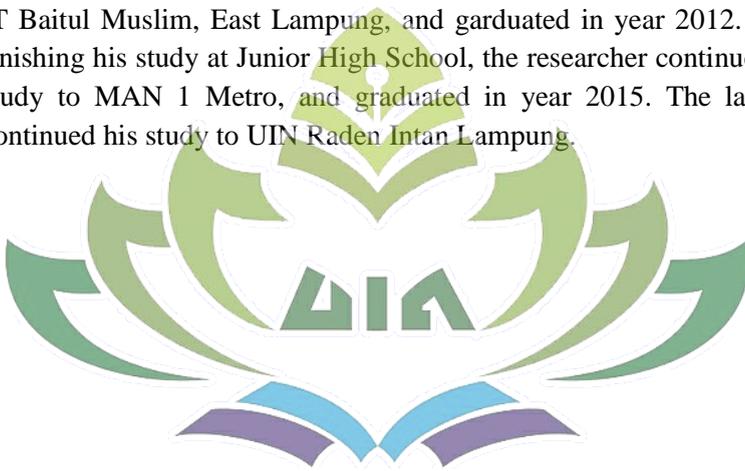
1. My beloved parents, my mother Sutini and my father Kusriyanto who have given me the true strength, inspiration, love, pray and reason to me to pass the pain.
2. My beloved brother, Maurizi Adhe Mayro who became the reason for me to make my parents happy.
3. My beloved lecturers and almamater, UIN Raden Intan Lampung.



CURRICULUM VITAE

The researcher's name is Suhada Arie Kustian whose nickname Suhada and Arie. He was born in Metro, Metro City, on November 21nd, 1997. He is the first son of two children of Mr. Kusriyanto and Mrs. Sutini. The researcher has one young brother whose name is Maurizi Adhe Mayro.

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I am grateful to Allah, the Lord of the world, the God of the people, the king of the kings, for the good mercy and blessing during my study and in completing this final project. Then, my humbles gratitude to the holy prophet Muhammad (Peace be upon him) whose way of life has been continuous guidance for us.

This thesis is presented to the English Education study program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' task in partial fulfillment of the requirement to obtain S1-degree.

The researcher is fully aware that cannot complete this final project without the guidance from other. For that reason, the researcher would like to give the thank and appreciation to:

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Nevertheless, this thesis is far from being perfect, therefore, any constructive criticism, ideas, and suggestions for its improvement will be greatly appreciated.

Bandar Lampung, July 2021
The researcher,

Suhada Arie Kustian



TABLE OF CONTENT

	Page
COVER	i
ABSTRACT	ii
DECLARATION	iii
APPROVAL	iv
ADMISSION	v
MOTTO	vi
DEDICATION	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENT	xi
LIST OF TABLE	xiii
CHAPTER I INTRODUCTION	1
A. Background of the Study.....	1
B. Identification of the Problem.....	4
C. Limitation of the Research.....	4
D. Formulation of the Problem.....	5
E. Objective of the Research.....	5
F. Significance of the Research.....	5
G. Scope of the Research.....	6
CHAPTER II REVIEW OF RELATED LITERATURE	7
A. Textbook.....	7
1. Definition of Textbook.....	7
2. Kind of Textbook.....	9
3. Advantages and Disadvantages of Textbook.....	11
4. The Role of Textbook.....	14
5. Textbook Evaluation.....	14
B. Writing.....	15
1. Definition of Writing.....	15
2. Purposes of Writing.....	17
3. The Reason of Teaching Writing.....	18
C. Writing Task.....	19
1. Definition of Task.....	19

	2. The Component of Task.....	20
	3. Type of Writing Task.....	22
	D. Relevance Research	28
	E. Conceptual Framework	29
CHAPTER III	RESEARCH METHODOLOGY	31
	A. Research Design	31
	B. Research Subject.....	32
	C. Data Collecting Technique.....	32
	D. Research Instrument.....	34
	E. Truthworthiness of the Data	37
	F. Research Procedure	39
CHAPTER IV	RESULT AND ANALYSIS	41
	A. Research Finding	41
	B. Data Presentation	41
	C. Finding of the Data	43
	1. Result and Analysis of Writing Task Provided in Bright an English Textbook Based on Nation's Theory.....	43
	2. Inferring The Data.....	67
	D. Discussion.....	70
	1. Experience Task.....	70
	2. Shared Task.....	71
	3. Guided Task.....	72
	4. Independent Task.....	72
	E. Confirmability	73
CHAPTER V	CONCLUSION AND SUGGESTION	75
	A. Conclusion	75
	B. Suggestion.....	75
REFERENCE		
APPENDICES		

LIST OF TABLES

Table 2.1 Ways of Providing Experience in Experience Task.....	27
Table 3.1 Analysis Documentation Sheet.....	38
Table 3.2 Analysis of Writing Task.....	39
Table 3.3 Instrument Checklist Evaluation Table.....	40
Table 4.1 Writing Task Provided in The Textbook	47
Table 4.2 Writing Task Provided on Chapter 1 page 5-6.....	48
Table 4.3 Writing Task Provided on Chapter 1 page 9.....	48
Table 4.4 Writing Task Provided on Chapter 2 page 12.....	49
Table 4.5 Writing Task Provided on Chapter 2 page 19.....	49
Table 4.6 Writing Task Provided on Chapter 2 page 26.....	50
Table 4.7 Writing Task Provided on Chapter 3 page 29.....	50
Table 4.8 Writing Task Provided on Chapter 3 page 37.....	51
Table 4.9 Writing Task Provided on Chapter 4 page 45.....	51
Table 4.10 Writing Task Provided on Chapter 4 page 52.....	52
Table 4.11 Writing Task Provided on Chapter 5 page 62-63.....	52
Table 4.12 Writing Task Provided on Chapter 6 page 73.....	53
Table 4.13 Writing Task Provided on Chapter 6 page 75.....	53
Table 4.14 Writing Task Provided on Chapter 7 page 90.....	54
Table 4.15 Writing Task Provided on Chapter 7 page 90.....	54
Table 4.16 Writing Task Provided on Chapter 7 page 96.....	55
Table 4.17 Writing Task Provided on Chapter 8 page 114.....	55
Table 4.18 Writing Task Provided on Chapter 8 page 115.....	56
Table 4.19 Writing Task Provided on Chapter 9 page 129.....	56
Table 4.20 Writing Task Provided on Chapter 9 page 135.....	57
Table 4.21 Writing Task Provided on Chapter 10 page 143.....	57
Table 4.22 Writing Task Provided on Chapter 10 page 153.....	58
Table 4.23 Writing Task Provided on Chapter 11 page 158.....	58
Table 4.24 Writing Task Provided on Chapter 11 page 163.....	59
Table 4.25 The Percentation of Writing Task Provided in The Textbook	59

CHAPTER I

INTRODUCTION

A. Background of the Study

A textbook is considered an essential component in teaching and learning, and the selection of books that are most suitable for a particular context requires careful research. Teachers using textbooks are essential in giving or teaching every subject at school, and also they contribute to using the textbook so students can understand the lesson. Not only teachers but students also use textbooks to be able to receive lessons given by the teacher. A teacher can provide the material well if appropriate textbooks are guiding the teaching and learning process inside and outside (extracurricular class of the classroom). Teachers and students can develop and build communicative competencies and materials better if they use a good quality textbook supporting and providing the material needed. A textbook can be referred to as a published material specially designed to help language learners to improve their linguistic and communicative abilities.¹

The textbook has a huge role in the classroom as the guidance for teachers to bring the material for their students. Good English textbooks were usually not only visually appealing and attractively presented but also met the criteria of good English textbooks. There are many criteria proposed by several experts that can be used for evaluating course books. Those criteria are introduced by many experts of EFL textbook evaluation, for instance, Sheldon (1988), Grant (1987), Cunningsworth (1995), Jahangard (2007), and the last but not least Harmer (2007).

The textbook is not only useful for teachers in terms of helping them to prepare the materials and achieve the teaching aims and objectives but also the textbook helps students to achieve their learning needs. It sounds to be logical answers to overcome the

¹ Gul Fatima, Syed Kazim Shah and Humail Sultan, “*Textbook Analysis and Evaluation of 7th & 8th Grade in Pakistani Context*”, International Journal of English Language Teaching, Vol.3, o.4, pp.79-97,

problems of creating a good and enhancing teaching atmosphere in the classroom. A good compromise can be reached with materials that are well prepared and tests provided by the textbook, combined with teacher flexibility in teaching using the textbook in the class. Compromising means that the balance between what the teacher gives and what students need, Which should be shown that textbook, materials and teacher's method in providing materials must be solid. Preparing teaching materials for each class will not take much time. Besides, Cunningsworth mentions that the uses of textbook are considered helpful because most of goals and aims have already been prepared in set of practices based on what students need to learn.²

The textbook consists of tasks in each chapter to find out how far the ability is gained by students from the lessons they get before or in the chapter itself. Therefore, tasks and exercises are definitely needed for every textbook that will be used in class for teachers and students as well. Because in each chapter there is learning about listening, reading, writing, and speaking, then in this textbook there are also tasks according to what is discussed in each chapter. There are several kinds of tasks, namely listening task, reading task, writing task, and speaking task. For this research, the researcher only focuses on discussing the writing task in this textbook.

The writing task is to develop an understanding of the writing done by the students themselves. The fact, Hyland states that tasks are fundamental in learning to write. According to him, tasks help students to develop an understanding of texts and writing skills. Even though texts are important as writing materials, students task are actually done by themselves are even more significant in teaching writing.³ However, it will also differ according to the preferred style of the individual writer and considerable variation. Some learners who appear to take very little time for thinking before starting to write nevertheless produce effective writing. Writing task, from relatively spontaneous writing based on a quick mental plan, to something

² Alan Chunningsworth, *ELT Textbooks and Materials: Problems in Evaluation and Development* p 65

³ Ken Hyland, *Second Language Writing* p. 112

carefully worked out beforehand in notes.⁴

Nation says there are four kinds of writing task called Experience task, Shared task, Guided task, and Independent task.⁵ One way to look at these types of tasks is to see their job as dealing with the gap which exists between learners' present knowledge and the demands of the learning task. Experience tasks try to narrow the gap as much as possible by using or developing learners' previous experience. In comparison, Shared tasks try to get learners to help each other across the gap. After that, Guided tasks try to bridge the gap by providing the support of exercises and focused guidance. Last, Independent tasks leave learners to rely on their own resources.

So in this research, the researcher would analyze writing tasks in an English textbook entitled "Bright an English". Because in this textbook, there are many tasks that can be examined specifically in the writing task section and the next reason is that this textbook is still in use at SMPN 1 Dente Teladas. The purpose of this analysis is to find how many writing tasks in the Bright An English book meet the criteria of the Nation and explain how that writing task in the textbook meets the criteria of writing task of the Nation.

For the previous research, writer takes some for the references. The first previous reasearch is by Nurayu Prelia Putri thesis with the title *An Analysis of Writing Task in Bahasa Inggris Think Globally Act Locally Textbook for ninth grade students of Junior High School*. The Researcher took this research because it has similiarity with the research being carried out and that is for analyzing the writing task on English textbook and also same criteria of writing task but this research take the different book which researcher takes a book entitled Bright An English.

The second was by Muniroh thesis the title was *A Content Analysis of The English Textbook entitled When English Rings A Bell for grade seventh of Junior High School Published by Ministry of*

⁴ Tricia Hedge, *Teaching and Learning in the Language Classroom* p. 9.

⁵ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing* p. 96

Education. The reason choose this research was similarity of title, her research was focused on to explain the appropriateness of the materials in her textbook in terms of content, presentation, linguistic, and graphics determined by BSNP. The difference from her research and the researcher that the title of the book which Bright An English and the objective of the research.

By looking at some relevance research, researchers are interested in conducting further research on textbook that the researcher took with a textbook entitled Bright An English.

B. Identification of the Problem

From the previous explanations above, the researcher identified that in the textbook entitled "Bright An English" there is a lot of writing tasks and still being used in SMPN 1 Dente Teladas. That is why the researcher conducted an analysis of this book because the tasks in the book are very important for the results that students learn. The better the tasks are given, the more students can understand the material more deeply. Deeper than that, there are many kinds of writing tasks, and of course, each type of writing task has its own function or purpose. Therefore, the researcher needs to identify the importance of teaching and learning. Therefore it is expected that understanding these things can improve the quality of a better textbook, especially in writing tasks.

C. Limitation of the Research

This book consists of listening skills, speaking skills, reading skills, and writing skills. In this research, the writer intends to analyze writing tasks in the English textbook. Then, the findings of the research are to define the appropriateness of criteria features of the task as suggested by Paul Nation. The English textbook analyzes "Bright an English" for the IX Grade Students of Junior High School Published by Erlangga. This textbook is composed of 11 chapters, and the writer would only analyze on writing task in each chapter whether the writing task in each chapter meets the criteria by Nation's theory.

D. Formulation of the Problem

The formulations of problem in this research as follow:

1. How many the writing task in English textbook entitled "Bright an English" for the IX Grade Students of Junior High School Published by Erlangga Based on Paul Nation's Theory?
2. Do the writing tasks in English textbook entitled "Bright an English" for the IX Grade Students of Junior High School Published by Erlangga meet the criteria of writing task as suggested by Paul Nation?

E. Objective of the research

The objectives that follow on this research are:

1. To find out and count the writing tasks in English textbook entitled "Bright An English" for the IX Grade Students of Junior High School Published by Erlangga Based on Paul Nation's Theory.
2. To describe the writing tasks provided in English textbook entitled "Bright An English" for the IX Grade Students of Junior High School Published by Erlangga meet the criteria of writing task as suggested by Paul Nation.

F. Significance of the research

1. Theoritically:

This research was expected to give the findings of the results would support the theory in the type of writing task.

2. Practically:

- a. For English Teacher

This research gives contributions toward the English teacher to know the appropriate textbook that can be used in teaching and learning process which in the criteria of writing task as suggested by Nation in the textbook. The last it could give some inputs for the teacher to select the good materials used in the teaching and

learning process, especially in writing tasks.

b. For Student

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

c. For English Course Book Authors

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

d. For the Researcher

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

G. Scope of the Research

1. Research Subject

The subject of this research was English textbook entitled "Bright An English" for the IX Grade Students of Junior High School Published by Erlangga.

2. Research Object

The object of this research was to analyze the writing tasks on English textbook entitled "Bright An English" for the IX Grade Students of Junior High School Published by Erlangga meet the criteria of writing tasks suggested by Paul Nation.

3. Research Time

The time of this research was the time when the researcher analyzed the writing tasks, finding the result from this research and give the conclusion from this research in the academic year of 2020.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Textbook

1. Definition of Textbook

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

According to Chambliss and Calfee (1998) as cited by Muslich (2010) Textbooks are considered at the heart of educational activities, as they provide students “a rich array of new and potentially interesting facts, and open the door to a world of fantastic experience”.⁶ The textbooks have significant role as they are considered as “primary tools for delivering content knowledge, for determining in large measure what goes on in a class” Hummel (1998) as cited by Khalid Mahmood (2011), and for assessing what students do and do not learn Freeman & Porter (1989) as cited by as cited by Khalid Mahmood (2011). A majority of teachers consider textbooks as the only teaching resource Maffia, Dias, Brauna & Cruz (2003) as cited by Khalid Mahmood (2011).⁷ So, Textbooks do not only influence what and how students learn, but also what and how teachers teach.

A textbook is usually seen as an aid to teaching. It is simply

⁶ Masnur Muslich, *Text Book Writing: Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Text*, (Yogyakarta: Ar-Ruzz media, 2010), p.50.

⁷ Khalid Mahmood, “Conformity to Quality Characteristics of Textbooks: The Illusion of Textbook Evaluation in Pakistan”, *Journal of Research and Reflections in Education*, Vol. 5, No. 2, December 2011, p.171.

one of many possible materials of learning because it helps the teachers and students to achieve the goal of learning. It is used if it can do a better job than any of the other available materials of instruction. Teachers find significant advantages in the textbook, which are important to be learned. It usually summarizes a great quantity of valuable information traditionally associated with a particular course. The text can provide a common resource since a copy is commonly in possession of each student.

Heins in Richards, characterizes differences between past and current trends in English language textbooks:⁸

Then	Now
Author and academic centered	Market led
Uncertain global market	Specific fragmented markets
European focus	Pacific rim/ Latin American focus
Sell what is published	International or local culture
Culture and methodology of origin	Indigenous learning situation
English for its own sake	English for its specific purposes
UK/US publisher dominance	Rise in local publishing

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

Native speaker expertise	Non-native speaker competence
Culturally insensitive	Culturally sensitive
Low risk/ competition	High risk/ competition
Little design	Design rich
Artificial texts and tasks	Authenticity
Single- volume titles	Multi-component/ multimedia

Basically, a textbook is a thing that teachers and students need, and the role of a textbook is as primary tools for delivering materials, knowledge, and some contents. It is important for teachers to use a textbook when they teach a particular subject in order to help them when they conduct teaching and learning activities as well as to reach educational purposes. Textbooks are very helpful for teachers and students to provide material and assignments simultaneously, and they will be very difficult if they do not have a textbook because it is the heart of educational activities.

2. Kinds of Textbook

Actually, there are many kinds of course book, which is very difficult to make accurate generalization about them. But according to Grant there are two kinds of course book. The two categories are traditional course book and communicative course book. They may be briefly described as follows:⁹

1. Traditional Course Book

Although it is used traditional here, traditional course book are still published today. So, the label is used to describe a type of course book, rather than the date it is published. The traditional course book tries to get students to learn the language as a system. Once they have

⁹ Neville Grant, *Making the Most of Your Textbook*, (New York: Longman, 1989), p. 12-14.

learned the system, it is hoped that they are then equipped to use the language for their own purposes in any way they think fit. Traditional course book have all most of these characteristics:

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

2. Communicative Course Book

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

Communicative course book vary quite a lot, but very broadly they have the following characteristics:¹⁰

- a. They emphasize the communicative functions of language – the jobs people using the language not only the forms.
- b. They try to reflect the students” needs and interests.
- c. They emphasize skills in using the language, not just the forms of the language, and they are therefore activity-based.
- d. They usually have a good balance among the four language skills, but many emphasize listening and speaking more than traditional course book does.
- e. They tend to be very specific in their definition of aims.

¹⁰ Neville Grant, *Making the Most of Your Textbook*, (New York: Longman, 1989), p. 12-14.

- f. Both content and method reflect the authentic language of everyday life.
- g. They encourage work in groups and pairs, and therefore make heavier on teachers organizational abilities.
- h. They emphasize fluency, not just accuracy.

Generally, the teacher can use traditional textbooks without too much difficulty. Some of the main problems with traditional textbooks are: students work through them, sometimes for years, and often conscientiously. Despite this, at the end of their studies, they are still incapable of using the language. They may "know" its grammar (the system), but they can not communicate in it.

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

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

3. Advantages and Disadvantages of Textbook

The use of commercial textbook in teaching has both advantages and disadvantages, depending on how they are used and the contexts for their use. Richard said some advantages of using course book as follow:¹¹

1. They provide structure and syllabus for a program.

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

¹¹ Jack C. Richards, *Curriculum Development in Language Teaching...*, p. 254- 255.

2. They help standardized instruction.

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

3. They maintain quality.

Before a book is issued, a quality control process has to be passed. All the materials are exposed to students based on learning principles that have been tested.

4. They provide a variety of learning resources.

Course book is often accompanied by workbooks, CDs and cassettes, videos, CD-ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners.

5. They are efficient.

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

6. They can provide effective language models and input.

Course book can provide support for teachers whose first language is not English and who may not be able to generate accurate language input on their own.

7. They can train teachers.

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

8. They are visually appealing.

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

However, there are also potential negative effects of the use of textbooks, those are:¹²

¹² Jack C. Richards, "Curriculum Development in Language Teaching"..., p. 255-256.

1. They may contain non-authentic language.

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

2. They may distort content.

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

3. They may not reflect students need.

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

4. They can deskill teachers.

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

5. They are expensive.

Commercial textbook represents a financial burden for students in many part of the world.

From the theory above, the teacher needs to select and evaluate textbooks before they use textbooks as their guide in the teaching and learning process. Each of them has strengths and weaknesses. In general, a textbook's function is to assist the teacher in explaining the material and making it easier for students to interact with the material provided.

4. The Role of Textbook

Cunningsworth, summarizes the role of materials (particularly textbooks) in language teaching as follows:¹³

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

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

5. Evaluation Textbook

Neville states that the perfect course book does not exist; but the best book available in the English learning and teaching process. Such a book should satisfy three conditions.¹⁴ It should suit the needs, interest and abilities of your students. It should suit with the teacher (the best book in the world will not work in the classroom if the teacher has good reasons for disliking it). The course book must meet the needs of official public teaching syllabuses or examinations.

In addition, one way of finding out whether a book is worth looking at more closely the eight criteria as follows:¹⁵

1. Communicative

¹³ E-book: Alan Cunningsworth, *Choosing Your Course book*, (Oxford: Mackmilan Education, 1995), p. 7.

¹⁴ Neville Grant, *Making the Most of Your Textbook*, (New York: Longman, 1989), p. 118.

¹⁵ Neville Grant, *Making the Most of Your Textbook...*, p. 119.

Is the course book communicative?

2. Aims

Does it fit in the English learning aims and objectives?

3. Teachable

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

4. Available add on

Are there additional materials?

5. Level

Does the level fit the learners' ability and proficiency?

6. Your Impression

What is your overall impression towards the course?

7. Students interest

Do the learners find the course book interesting?

8. Tried and tested

Has the course been tried and tested in real classroom?

In conclusion, there is no perfect book, but choosing the best book will help teachers create a more efficient and effective learning process atmosphere. With the steps mentioned above, it is hoped that it can help teachers choose the best books. Finally, it can achieve the objectives in the teaching and learning process.

B. Writing

1. Definition of writing

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

Writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.¹⁶ Therefore, writing is not simply drawing a range of orthographic symbols, but it actually involves a complex process where we have to use certain grammatical rules in organizing the facts. Writing is having ideas, organizing ideas, and communicating ideas. In contrast, the message can be seen through writing. As a result, many people can communicate with each other over a long distance.

Good writing skills usually develop from extensive reading, some specific training, and a good deal of practice.¹⁷ The other general concept of writing as Davies states, writing is probably the linguistic skill that is least used by most people in their native language. Even in the most “advance” societies a significant percentage of the adult population writes with difficulty.

From the definitions above, the researcher can conclude that writing is a way to produce the language from our thought. It is written on paper or a computer. It is influenced both by the social experiences and personal attitudes that the writer brings to the writing and the institutional contexts and their particular political impacts. It is also a written process and influenced by the constraints of genre and has to be present in learning activities.

There is no instant process to pass these processes. Good writing skills develop from extensive reading, some specific training, and a good deal of practice. As a learner, they should know that a final piece of writing such as essay, journal, a book, etc. In conclusion, the product of writing will be read and exist whenever the author is absent. Writing is also an ability to make a form of words that have a higher value.

¹⁶ David Nunan, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill, 2006), p. 98.

¹⁷ Paul Davies with Eric Pearce, *Success in English Teaching*, (Oxford: Oxford University Press, 2000), p. 96.

2. Purposes of Writing

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

The social prestige of written language is probably derived from the added functions which a written variety can fulfill for a society:¹⁸

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

From illustration above, it means that writing becomes

¹⁸ Geoffrey Leech, Margaret Deuchar, and Robert Hoogenraad, *English Grammar for Today Second Edition*, (New York: Palgrave Macmillan, 2006), p. 142- 143.

important in our daily life. The aims of writing are not only to enhance knowledge but also create a literary works.

3. The Reason of Teaching Writing

The reason why teacher teach writing to students of English as a foreign language includes:¹⁹

1. Reinforcement

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

2. Language development

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

3. Learning style

Some students are quick at picking up language just by looking and listening. And the others say that it may take a little longer. Writing is appropriate for such learners, it seem like reflective activity instead of the rush and bother of interpersonal face-to-face communication.

4. Writing as skill

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

¹⁹ Jeremy Harmer, *How to Teach English*, (New York: Long man, 1998), p. 79-80.

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

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

C. Writing Task

1. Definition of Task

While there is a good deal of variation among experts on how to describe or define task. The definition of "task" as an educational activity according to Skehan, he defines task as an activity in which: Meaning is primary, there is some communication problem to solve, there is some sort of relationship to comparable real-world activities, task completion has some priority, and the assessment of the task is in terms of outcome.²⁰ Nunan states that, "Task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning rather than form."²¹ According to Bachman and Palmer task is an activity that involves individuals in using language for the purpose of achieving a particular goal or

²⁰ Peter Skehan, *Teaching by Principles; an Interactive Approach to Language Pedagogy...*, p. 50.

²¹ Kris Van den Branden, *Task-Based Language Education: From Theory to Practice*, (Cambridge: Cambridge University Press, 2006), p. 7.

objective in a particular situation.²² A task is an activity in which a person engages in order to attain an objective, and which necessitates the use of language.²³

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

2. The Component of Task

In line with it, Nunan defines tasks in terms of six characteristics that are salient to their use in the classroom According to Nunan, the framework which combines simplicity with the power to analyze the majority of learning tasks has just three components:²⁴

1. Goals

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

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

²² Kris Van den Branden, *Task-Based Language Education: From Theory to Practice ...*, p. 4.

²³ Kris Van den Branden, *Task-Based Language Education: From Theory to Practice...*, p. 4.

²⁴E -book: David Nunan, *Designing Tasks for the Communicative*, (Cambridge: Cambridge University Press, 1989), p. 47-70.

Goal Type	Example
Communicative	- Establish and maintain interpersonal relations, and through this to exchange information, ideas, opinions, attitudes, feelings, and to get things done.
Socio-Cultural	- Have some understanding of the everyday life patterns of their contemporary age group in the target language speech community. This will cover their life at home, at school and at leisure.
Learning how to learn	- To negotiate and plan their work over a certain time span, and learn how to set themselves realistic objectives and how to devise the means to attain them.
Language and Cultural Awareness	- To have some understanding of the systematic nature of language and the way it works.

Note that the goals are not necessarily mutually exclusive, and that there may be tasks which cover more than one goal. For example, a small group discussion on a socio-cultural theme might relate to both communicative and socio-cultural goals.

2. Input

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

3. Activities

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

4. Teacher role

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

5. Learner role

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

6. Settings

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

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

3. Type of Writing Task

Writing task can make student be more diligent in doing exercise and in mastering the material. Besides, writing task is aimed at developing student's ability to think critically. According to Nation,²⁵ there are four kinds of writing tasks in writing skill. These four kinds of tasks are called experience tasks, shared tasks, guided tasks, and independent tasks.

1. Experience Task

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

²⁵ E-book: Nation, I. S. P, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p. 95-111.

Table 2.1 Ways of Providing Experience in Experience Task

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

Note: The table are from Nation Theory²⁶

A common way of providing learners with experience is to take them on a visit or field trip, this section called Pre-teaching or experiencing. For example, the teacher may take the class to a fire station. While they are there, they find out as much as they can about the fire station. They may even have a set of questions to answer, this section called Recall or sharing of previous experience. After the visit the writing task should be easier because the learners have experienced the ideas that they will write about, they have used or heard the language items that they need in the writing task, and they can choose how they will organise the writing, this section called Control through selection or simplification.

²⁶ E-book: Nation, I. S. P, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p. 97

Here are some experience tasks for writing:²⁷

a. Draw and write

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

b. Linked skills task

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

c. Partial writing

The learners list useful words that they will need in the following writing task. For example, at the beginning when students are assigned to write about experiences that have been previously obtained, then students first write down a few words that are considered to help them to compile a story and students write them using lists to make it easier for them to determine an interesting story.

d. Ten perfect sentences

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

e. Setting your own questions

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

²⁷ E-book: Nation, I. S. P, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p. 95-111

2. Shared Task

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

a. Reproduction exercise/ Retell

The learners read or listen to a story and then they retell it without looking at the original. Because this is part of a shared task, students do this by first forming a group and each student contributes to writing several sentences to fulfill the story that is considered finished and at the end they read it alternately in front of the class

b. Blackboard composition

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

c. Group-class composition

The teacher gives the subject of the composition and then the learners in their groups discuss and make a list of the main ideas that they will write about. Then the teacher brings the class together and, following the learners' suggestions, makes a list of the main ideas on the blackboard. After this is discussed, the learners return to their groups and write a composition as a group. When the composition is finished each member of the group makes a copy of the composition. Only one copy is handed to the teacher for marking. The learners correct their copies by looking at the marked copy when the teacher gives it back to them. It is useful if they discuss the teacher's corrections in their groups.

d. Group composition

The learners are divided into groups or pairs. Each group writes one composition. Each learner suggests sentences and corrects

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

e. Writing with secretary

The learners work in pairs to do a piece of writing. One member of the pair has primary responsibility for the content and the other has to produce the written form.

3. Guided Task

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

a. Translation

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

b. Look and write

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

c. Picture composition

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

d. Delayed copying

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

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

e. Writing with grammar

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

f. Question Answer

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

g. Correction

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

h. Completion (Complete the sentences)

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

i. Back-writing

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

j. Ordering

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

k. Substitution

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

l. Change the sentence

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

m. Sentence Combining

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

4. Independent Task

Independent tasks require the learners to work alone without any planned help. Learners can work successfully on independent tasks when they have developed some proficiency in the language and when they have command of helpful strategies. These strategies can develop from experience, shared, or guided tasks:

A good independent task has the following features:

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

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

D. Relevance Research

There are many studies conducted to find the good criteria for the textbook but there are many variable for but there are many variables that can be analyzed in just one book. Therefore, researcher take one for relevance research by Nurayu Prelia Putri thesis with the title "An Analysis of Writing Task in Bahasa Inggris Think Globally Act Locally for ninth grade student of Junior High School. The Researcher took this research because it has similiarity with the research being carried out and that is for

analyzing the writing task on English textbook and also same criteria of writing task and theory but this research take the different book which researcher takes a book entitled "Bright An English".

The second was by Muniroh thesis the title was A Content Analysis of The English Textbook entitled When English Rings A Bell for grade seventh of Junior High School Published by Ministry of Education. The reason choose this research was similarity of title, her research was focused on to explain the appropriateness of the materials in her textbook in terms of content, presentation, linguistic, and graphics determined by BSNP. The difference from her research and the researcher that the title of the book which Bright an English and the objective of the research.

The third was by Devi Audina Pratama thesis the title was An Analysis of Textbook Entitled Pathway to English Published by Erlangga at the First Semester of 11th Grade of Senior High School. The reason chosen this research was her research was from graduated student in State Islamic University of Raden Intan Lampung and the similarity of the title. It would become a guide for the researcher to continue this research by following this research as a reference. The difference from her research and the researcher that the objective of her research and the title of the book which Bright an English.

E. Conceptual Framework

Textbook is the thing that teacher and students need and the role of textbook is for primary tools for delivering materials, knowledge, and some contents. It is important for teachers to use a textbook when they teach a particular subject in order to help them when they conduct teaching and learning activities as well as to reach educational purposes. Textbooks are very helpful for teachers and students to provide material and assignments simultaneously and they will be very difficult if they do not have

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