

**AN ANALYSIS OF WRITING TASK IN “ BAHASA INGGRIS
WHEN ENGLISH RINGS A BELL” TEXTBOOK FOR
SEVENTH GRADE STUDENTS OF JUNIOR
HIGH SCHOOL**

A Thesis

Submitted as a Partial Fulfillment of The Requirement for S-1 Degree

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ABSTRACT

The object of this research are To categorize the types of writing task in English Textbook entitled Bahasa Inggris Rings a Bell, to explain the writing task in Bahasa Inggris When English Rings A Bell for seventh grade students of Junior High School published by Indonesian Ministry of Education that fulfilled the kind of writing task as suggested by I. S. P. nation's theory. This research discussed about the Writing task in Bahasa Inggris When English Rings A Bell For Seventh Grade Students of Junior high school published by the Indonesian Ministry of Education. The purpose of this research to find out the kinds of Writing task in bahasa Inggris When English Rings A Bell For Seventh Grade Students Of Junior High School.

This research was descriptive qualitative content analysis because the data were the contain of Bahasa Inggris Textbook. The were some steps in collecting data. Data in this research, the research a documentary analysis as the instrument of collecting the data. Documentary research is a valuable method for understanding and explaining social relations. In addition, descriptive research is conducted to get information about phenomenon when the research is done. The data analysis, this research used Patton and Michael Quinn There are some steps in analyzing data, that are selecting, categorizing, and marking in the checklist. The result of this research showed that the kinds of Writing Task in Bahasa Inggris When English Rings A Bell there are only Experience Task, Shared Task, Guided Task, and Independent Task.

From the result of percentage above it can be concludes that 52,38%, of writing tasks provided in English textbook entitled Bahasa Inggris meet the criteria of writing task as suggested by Paul Nation. The theory suggested by Paul Nation are covered in Bahasa Inggris textbook for the seven grade students of junior high school Published by Minister of Education and Culture and the most dominant task found guided task.

Keywords:Textbook, Kinds of Writing Task

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MOTTO

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ ﴿١٣٩﴾

“ And do not be weak, not be grieved. For you are the highest,
if you are a believers.”
(QS. Ali Imran:139)



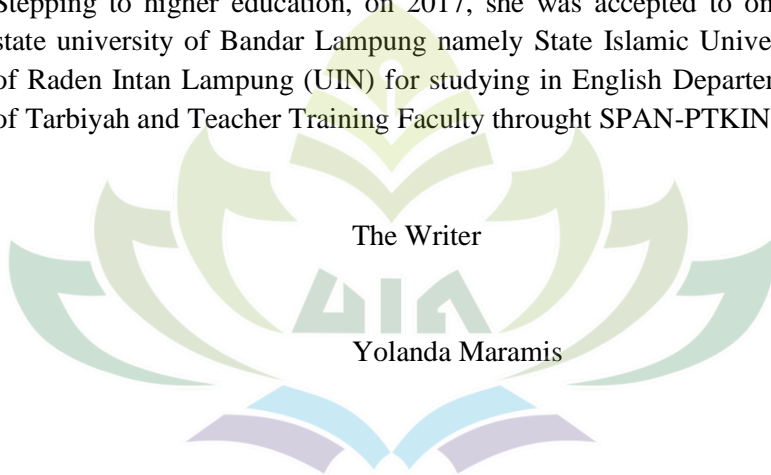
DEDICATION

I dedicate this thesis to the followings:

1. My God Allah SWT, Whose blessing and mercy have been very crucial to completion of my thesis.
2. My beloved parents, Mr. Sardi and Mrs. Supriyati who have provided me with unconditional loves and never ending supports, not only for the completion of my study but also for the success of my life I am thankful for having you by my side, and this thesis is absolutely also yours.
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CURRICULUM VITAE

The writer name is Yolanda Maramis. She was born on March, 27th 1998 in Gula Putih Mataram,Lampung Tengah. She is the second daughter of the couple Mr. Sardi and Mrs. Supriyati. She has two sisters and one brother. The first sister name Anita Oktavia, and the younger sister name Ayu Septia and the brother name Akbar Maulana. She accomplished her formal education at Kinder Garden TK Gula Putih Mataram and Elementary School at SD Gula Putih Mataram until Finished. After that she continued her school at Junior High School at MTS Miftahul Huda and Finished in 2014. After that she continued her school at MA Miftahul Huda and Finished in 2017. Stepping to higher education, on 2017, she was accepted to one of state university of Bandar Lampung namely State Islamic University of Raden Intan Lampung (UIN) for studying in English Departement of Tarbiyah and Teacher Training Faculty throught SPAN-PTKIN



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This thesis is presented to English 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. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encourage of countless people.

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Bandar Lampung 2023
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TABLE OF CONTENT

ABSTRACT	ii
DECLARATION	iii
APPROVAL	iv
ADMISSION	v
MOTTO	vi
DEDICATION	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xi
LIST OF TABLES	xiii
LIST OF APPENDICES	xiv

CHAPTER I INTRODUCTION

A. Title Confirmation	1
B. Background of The problem	3
C. Focus and Sub Focus of The Research	9
D. Formulation of the Problem	10
E. Objective of the Research	10
F. Significance of the Research	10
G. Relevant Research	11
H. Research Method	14
I. Systematic of Discussion	21

CHAPTER II LITERATURE REVIEW

A. Teaching and Learning English	23
B. Curriculum 2013	23
1. Writing	26
2. Definition Writing	26
3. The Purposes of Writing.....	28
4. The Process of Writing.....	29
5. Writing Task	33
6. Kinds of Writing Task.....	35

C. Textbook	42
1. Definition of Textbook.....	42
2. Kind of Textbook	43
3. The Advantages and Disadvantages.....	44
4. Design of Textbook.....	45
5. The Role of Textbook in ELT	47
6. Analysis of Textbook	47

CHAPTER III DESCRIPTION OF RESEARCH OBJECT

A. The General Description of the Object	49
B. Facts and Data Display.....	49
1. Presentation of Facts and Data of Research Object.....	49
2. Presentation of Facts Research.....	51
3. Presentation of Data Display	51

CHAPTER IV RESEARCH ANALYSIS

A. Data Analysis	57
B. Research Findings	58
C. Discussion.....	66

CHAPTER V CONCLUSION AND RECOMMENDATION

A. Conclusion	69
B. Recommendation.....	70

CHAPTER I

INTRODUCTION

A. Title Confirmation

As the first step to discuss about the research, it is necessary to explain the keys related to the title of the research. English is a foreign language it is understandable that most students face difficulties in understanding writing skill.

Many factors influences the success of teaching learning foreign language, one factor that affect it is the teaching materials including course book. Content analysis is a method of data analysis. It concerns language material which already exists in a finished form. One of the purposes of content analysis is to interpret and evaluate¹.

Writing is one language skill that students should be developed in mastering English language. The needs of writing English are very urgent at present time. The most of companies are required their applicants to be talent in English both written and spoken.

Task is very important way to measure how much student develop in writing skill. The suitable task also becomes important to analyze to find out the textbooks consists of enough and appropriate exercise writing task and do the writing task facilitate the students writing or not. English textbook that analyzed is the most textbook use for teaching and learning English for the seventh grade. Therefore, it is important to find out the types of writing task in English textbook is appropriate with the students.

Textbook is an important component in teaching and learning process. It can be used commonly as a resource for teachers to

¹ Phillip Mayring Qualitative Content Analysis; Theoretical Foundation, Basic procedures and Software Solution (Klagenfurt, 2014) , p. 56.

teach and students to learn.² Teachers often use a textbook as the main teaching materials in order to teach well. It also helps the students to understand the materials given by teacher. On the other hand, Mudzakir concludes that a textbook can be considered as schoolbook, course book, work book or subject book used in school or educational institution complemented with materials for exercise as the students reference book³.

English textbook is a book that is used by teacher and student as a reference, when they teach and learn English in classroom. It is not only in classroom but also in self learning, people can use it in their home when they review their materials about English or try to learn English.

The reasons why the researcher chooses textbook “When English Rings a Bell” for VII Grade because the implementation of new curriculum, “When English Rings a Bell” is the new textbook for 2013 curriculum and the crucial roles of textbook in English language teaching and to support the 2013 curriculum This book is interesting because there are many pictures that make students understand the topics to be discussed such as tasks, junior high school students are also happy with the illustrated writing. Besides that, students also have the opportunity to practice speaking English with friends and also with the teacher.

From the explanation above, the researcher wants to analyze a textbook whether it is relevant or not to the 2013 curriculum especially a textbook for the seven year students of junior high school entitled “AN ANALYSIS OF WRITING TASK IN “BAHASA INGGRIS WHEN ENGLISH RINGS BELL”TEXTBOOK FOR SEVEN GRADE STUDENTS OF JUNIOR HIGH SCHOOL of Junior High School Based on Lots question composition in the writing task and their relevance to the 2013 curriculum.

² Alan Cuningsworth, *Choosing Your Coursebook* (Oxford: Heinemann Publishers,1995), p. 5.

³ Mudzakir AS, *Penulisan Buku Teks Yang berkualitas*, March 2015,p.4, (<http://www.upi.edu>)

B. Background Of The Problem

A language is the basis of the human community. With the help of it, people inform, learn, communicate, persuade, challenge, support and entertain each other. On the other hand, to make easier communication, here language has function to connect everyone to say what's on their mind. So, there is no missing communication among them. Indonesian is our primary language, but possible for us to use foreign language to communicate each other.

Language develops the time⁴. In teaching learning language process, there are four skills in teaching and learning English listening, speaking, reading, and writing. These four language skills enable students to take part in information exchange, to establish an interpersonal relationship, and to obtain knowledge as well as to enjoy the language aesthetic of English⁵. Baker says the basic language abilities are commonly regarded as speaking, listening, reading and writing⁶.

Writing was one of the most important skills for education success, but also one of the most complex skills to be mastered. Writing is one of the languages skills stated in the curriculum, be considered as the most difficult skill to learn by students. Students find some difficulties in writing because of some factors, which are vocabulary, grammar, language function, and sociolinguistics.

Writing skill is one of the most important skills since it represents our thoughts and feelings in a real form and influences other people's understandings toward our ideas. It is difficult for many people to imagine how language nowadays without the presence of writing. When people speak without having any written form, oral literature will abound, much crucial knowledge

⁴ Noviani, Thesis: An Analysis on Writing Exercises in When English Rings A Bell English Textbook Based On Syllabus 2013 Curriculum (Surakarta: The State Islamic Institute of Surakarta, 2017), p. 1

⁵ *Ibid*

⁶ Heather Lotherington "what four skills? Redefining Language and literacy standards for ELT in the Digital Era". *Tesl Canada Journal*, Vol 22 No 1, Canada, 2004, p 65

will be memorized by limited people and environment, and it cannot be delivered widely to others who are different in place and generations. These are very serious problems, because human memory is short-lived. The presence of writing has overcome such problems and allowed communication across miles and through the years and centuries. Writing permits a society to permanently record its poetry, its history and its technology in order to be known and learned by others.

The Ministry of Education and Culture of Indonesia has decided that education in Indonesia must apply the 2013 curriculum. The aim of 2013 curriculum is to create generations became intellectual generations who possess noble characters, independent, democratic, responsible. The implementation of 2013 curriculum in teaching English also considers the use of English textbook. The function of English textbook is very important. Beside it provides the information of knowledge and skills, the textbook also consists of learning guiding in the form of activities which guide the students to achieve the competency.

Textbook has an important role in teaching and learning process. It can be used as a teacher's guide in teaching, and as a students' reference for study. Textbook consider as a guide in the learning method in the school because it includes many of materials and practice questions, especially in writing skill. As an English teacher, he or she cannot avoid using a textbook which is important in giving instruction at school. It is not only the teacher but also the students who use the textbook. Teacher can teach the material well if there are appropriate textbook guiding the teaching learning process, not only inside but also on the outside (extracurricular). Teachers and students can build and develop their communicative competence better if they use qualified textbooks which provide and support the material needed. Likewise, Gaith suggested that writing is a complex process that allows writers to explore thought and ideas, and make them visible and concrete. Writing encourage thinking and learning. It motivates communication and makes thought available for reflection when a thought is written down, ideas can be examined,

reconsidered, added to, rearranged, and changed⁷. On the other hand, in the textbook that the researcher choose there are many writing task in every chapter that interest to analyze and to know where the exercise that appropriates to given to the students. Content analysis is autochthonal to communication analysis and is probably one in all the foremost necessary.⁸

In reality, it is quite difficult to get English textbook has good materials and suitable with the curriculum. Although the goverment has released the list of appropriate textbook, textbook evaluation is a process of selecting what textbook to use by considering the need and value of teaching and learning. Good English textbooks were usually not only visually appealing and attractively presented, but also met the criteria of good English textbooks.

In the teaching and learning process, there are some media that can help teacher to deliver the material and give the task. One of them is Textbook. Textbook helps teachers as a medium of learning. Textbooks can be called published materials specifically designed to help language learners improve their language and communication skills. In ESL learning, textbooks are the most important part, because they can be used in certain situations and help students think carefully. The teacher as the facilitator of educational activity should be careful in selecting the appropriate textbook.

Textbook has a great role in teaching and learning process, it is like a guide for teacher in teaching and it can be a reference for student in studying. One of that are used in the learning process is textbook. In teaching learning process, textbook is a common instructional material. It becomes a favorite instructional material because it has several benefits. Richard says that "Textbook provides structures and a syllabus for a program, helps

⁷ Hudriatul Hotimah, Thesis: "The Effectiveness of Monopoly Game for Teaching Writing Descriptive Text: An Experimental Research at First Grade Students of SMP N 2 Banyumas". (Purwokerto, 2015), p. 8

⁸ Krippendorff, K. (2004). Content Analysis, an Introduction to Its Methodology. Thousand Oaks, CA: Sage Publications, Inc.

standardized instruction, maintains quality, provides a variety of learning resources, is efficient, can provide effective language models and input, can train teachers, and it is visually appealing⁹. The function of textbook in teaching is very important in curriculum system without textbook, teaching learning process is not organized well. Teacher can teach the material well if there is an appropriate textbook guiding the teaching learning process.

Teacher and students can communicative competence better if they use qualified textbook, which provides and supports the material needed. Besides, Cunningsworth mentions that because most of the goals and objectives have already been of activities based on what students need to learn, textbooks are considered beneficial⁹.

On the other hand, in the textbook that the researcher choose there are many writing task in every chapter that interest to analyze and to know where the task that appropriates to given to the students. Similar, F. Setiawati said that a good textbook are have some criteria, i.e it should suit the needs, interest and abilities of the students, suit the teacher, and meet the need of official public teaching syllabus of examination. So, the researcher choose the textbook *When English Rings a Bell* because there are many writing task that interest to analyzed. The characteristics of textbooks that meet the criteria, generally following: it should suit the needs, interest and abilities of the students, suit the teacher, and meet the need of official public teaching syllabus or examination

The Indonesian government has implemented English into academic curriculum, and developed a standard competence which is stated in the curriculum as the standard of teaching learning process. The curriculum developed by the government nowadays is called the 2013 Curriculum which has been developed recently in year. The textbook has 8 chapter and 180

⁹ Bloom, B.S. (Ed.), Engelhart, M.D., Furst, E.J., Hill, W.H., & Krathwohl, D.R. 1956. *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook 1: Cognitive Domain*. New York: David McKay.

pages. In writing, what we write often depends upon what we read. Productive skill work is a way of helping students with their receptive skills. Students can apply the insights they gain from their writing work to their reading.

The object of this research is limited to an English textbook entitled Bahasa Inggris When English Rings A Bell For Seven Grade Students Of Junior High School Published by Ministry of Education and Culture of Indonesia. The reason for choosing this book because the textbook declares in the preface that it is designed on the revised curriculum 2013. The textbook must have all of appropriateness elements, those are content appropriateness, presentation appropriateness, linguistic appropriateness, and graphics appropriateness. There were some of the reasons for the researcher that encourages to choose the topic of this research. The first one, the writing was one of the four skills in English language teaching-learning subject that needed to be learned by the students because when they want to apply for a job in their future, some of the institutes was requesting the applicants to write and to speak English. Therefore, the students need to learn writing tasks from the beginning so that they can prepare and practice well, textbook was an important aspect of teaching process

There are several previous studies related to the research, the first study was conducted by Yudha Mamduh¹⁰ (123411106) entitled “The Appropriateness of 2013 Curriculum English TextBook Content Based on Content Standard of BSNP (Student English Book for the First Semester of Grade X of Senior High School Published by Ministry of Education and Culture)”.

The objectives of this research was to analyze the appropriateness of textbook content of the student English book for the first semester of grade X of Senior High School published

¹⁰ Yudha Mamduh, (123411106), “The Appropriateness of 2013 Curriculum English Text Book Content Based on Content Standard f BSNP (Student English Book for the First Semester of Grade X of Senior High

School Published by Ministry of Education and Culture)”, Thesis , (Semarang: Education and Teacher Training Faculty, Walisongo State Islamic University, 2016

by of Education and Culture based on content standard of 2013 curriculum. This study used qualitative approach, which analyzed the materials of the book or content analysis. The source of data analysis in this study was student English book for the first semester of grade X of senior high School Published by Ministry of Education and Culture. To collect the data, the researcher used documentation. The result of this study can be that the content of the student English book for the first semester of grade X of senior high school published by Ministry of Education and culture is appropriate with content standard of 2013 curriculum.

The second study by Riska Ramadhani ¹¹, entitled “A Content Analysis on English Textbooks for the Tenth Graders: when English rings a bell. This research attempted to discover whether or not the English textbooks analyzed met the criteria of a good textbook suggested by Pusat Perbukuan (Pusbuk) and whether they were relevant to the 2013 Curriculum and to find out how those criteria were fulfilled or not by those textbooks and in what way the textbooks were relevant to 2013 curriculum. This research was a descriptive qualitative content analysis.

The stages of this research are first, referring to criteria for English textbook evaluation issued and making some modification to suit the 2013 Curriculum. Second, deciding on the subjects, that were English textbooks entitled *Look Ahead: An English Course book for Senior High School Student academic year X At Babunnajah Boarding School*, applying the criteria for evaluating the textbooks using a simple tick and cross system as judgments and the last, analysing the textbook; and interpreting the findings and stating conclusions. The data evaluating the two English textbooks using checklists for textbooks evaluation criteria. In the data analysis technique, the total of criteria points which were met in a workbook for each sub aspect was divided by the total of

¹¹ Riska Ramadhani, “A Content Analysis on English Textbooks for seven Graders: When English Rings A Bell Senior High School”, Thesis, (Yogyakarta: Faculty of Languages and Arts, State University syiah kuala, Banda Aceh, 2022). Availableonlineat:<http://eprints.uny.ac.id/18505/1/riskaramadhaniridwan%riskai%20ramadhani%2007202244040.pdf>,on19/08/2022

criteria points in each sub aspect times 100%. For ensuring the credibility of the research, consensus was applied in which the research supervisor was the reviewer in evaluating the textbooks.

Although every textbook gives an activity of writing, there are several materials that are not appropriate with the ability of students. In studying English as foreign language, a textbook is a tool for English teacher especially to deliver the materials. The contents of textbook have more complex material and more task like the 2013 curriculum it self.

Considering the statements above, the researcher decided to analyze the content of the *When English Rings A Bell* textbook, focused on the writing task, to know the kinds of cognitive level of Bloom Taxonomy found As the importance of the writing skill for study English and textbook to advocate education in Indonesia. In this research, the researcher was focused to analyze the writing tasks in the textbook in the 2013 Curriculum. So, this research is among some previous researches above has distinction are this research focused on Writing skill in English textbook “*When English Rings a Bell*” for seventh grade of Junior High School that is published by Ministry of Education and Culture in Indonesia and it analyzed based on Alan Cuninngsworth Criteria. He is one of the experts who makes criteria for a good English textbook.

C. Focus and Sub-Focus of the Problem

Based on the background of this research, this research focused only on analysis the writing task in the textbook entitled *When English Rings a Bell* published by Ministry of Education Meanwhile, the subfocus of this research is analyzing writing task in Bahasa Inggris *When English Rings a Bell* Textbook For Seven Grade Students Of Junior High School. The research showed that all chapters have matched with basic competences of the 2013 curriculum because these chapters make the students to speak and also writing in English. The students care with their friends. The

students will practice English with language principle and communication context.

D. Formulation

- a. What types of writing task are provided in the textbook entitled Bahasa “When English Rings a Bell ?
- b. How the writing task those were provided in Bahasa Inggris When English Rings A Bell for seventh grade students of Junior High School published by Indonesian Ministry of Education and Culture meet the kind of writing task as suggested by I. S. P. Nation's theory?

E. Objective of the Research

The object of this research are :

- a. To categorize the types of writing task in English Textbook entitled Bahasa Inggris Rings a Bell.
- b. To explain the writing task in Bahasa Inggris When English Rings A Bell for seventh grade students of Junior High School published by Indonesian Ministry of Education that fulfilled the kind of writing task as suggested by I. S. P. nation's theory

F. Significance of the Research

- a. Theoretical significance

This research is expected to be useful for English language teaching, especially in using a textbook as the learning source in English teaching and learning.

- b. Practical significance

1. For English teachers in Junior High School This research can give reference to select suitable English textbook in terms of writing exercises in the teaching process.

2. For textbook writers This research is expected to be able to provide the information needed to help textbook writers related to cultural content.
3. For other researchers This research can be used as a reference for other researchers in writing task analysis.

G. Relevant Research

Cunningsworth on his theory stated that on the early stage, learners need to be emphasized on writing task in varied and include writing in the factual context. Those activities of writing tasks should have been done in order to help learners familiarizing with the way written task organized It terms of its discourse structure. Based on the research about sources such as scientific journal that have relevance with this research topic, the following are the results of some research that relate with the research:

First, an article by Wiwin Simanungkalit in 2016.¹² The objectives of this research is to know the types of writing exercises in When English Rings a Bell textbook based on 2013 Curriculum. The research is content analysis design. The instrument for collecting data is documentary is taken from English textbook seventh grade students published by Ministry of Education. After observing the textbook, matching with the 2013 Curriculum, the types of writing exercises of When English Rings A Bell Textbook the writer found four type there are is Completing texts, writing sentence dealing with grammar, writing short functional text and Developing vocabulary into sentence. The writer found the kinds practice of exercises there are Controlled exercises and Guided exercises, the result is are: arranging scrambled word into good sentences (not found in the textbook), completing texts/sentences (12,50%), writing sentences dealing with grammar (50%), writing short functional texts

¹² Wiwin Simanungkalit, "An Analysis on Writing Exercises in English Textbook for Grade Seven Entitled When English Rings A Bell". Publication Article, p. 14.

(18,75%), developing vocabulary into sentences (18,75%) so the types of writing exercises are dominant is writing sentences dealing with grammar (50%).

The Second, a journal article by Refaldi M. Zaim on 2018 that discuss about Authentic Assessment to Better Facilitate Teaching and Learning.¹³ The similarity of this research is using qualitative method. The difference is the researcher discuss about writing assesement, while this research discuss about writing exercises. Therefore, authentic assessment should be used by teachers in teaching and learning process to achieve the competency needed that the highest average score was on writing prompts (80,56), and the lowest score was description (74,44). The average score for all types of authentic assessment was 77,72. Two types of authentic assessment were still below the average score; they are process writing and description. However, students' average score for all assignment was higher than minimum criteria score at this school (73). It can be implied that authentic assessment model that was developed can be used facilitate teaching and learning English, especially for writing skill.

The Third 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 "Bahasa Inggris When English Rings A Bell".

The Fourth relevance research conducted by Yulia Marheni Ambarwati (A320100127), entitled "An Analysis on Writing Task of English Textbook Entitled Talk Active for the Tenth Grade Students of Senior High School". The research

¹³ Refaldi M. Zaim, "Teacher's Need for Authentic Assessment for Better Facilitate Teaching and Learning". A Journal on 2018.

analyzed the writing tasks on English Textbook entitled Talk Active for the tenth grade students of Senior High School are compatible with the writing tasks as suggested by Raimes and to describe whether or not the writing task facilitate to the students achieve the competency. The percentage for the writing tasks provided in Talk Active based on the percentage, referring to the schema of quality classification proposed by Arikunto is 71, 43%. It means that the writing task is good in developing writing skill.

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

The Fifth relevance A thesis was written by Riski Wahyu Astuti entitled An Analysis of English Course Book (Content Analysis of "Bahan Ajar Bahasa Inggris" Used by the Ninth Grade Students of Junior High School in Madiun), in 2019. This research focused on investigating to what extent the "Bahan Ajar Bahasa Inggris" used by the ninth grade students of junior high school in Madiun an English course book meets the criteria of a good course book suggested by Alan Cunningsworth. The similarities between the research above and this research are together discussed about content/ material aspect and together using qualitative method. The difference between the research above and this research is the object of the research. The author used "Bahan Ajar Bahasa Inggris" for Ninth Grade Students of Junior High School, meanwhile this research uses "Bahasa Inggris" for Eighth Grade Students of Junior High School.

The result of the research written by Riski Wahyu Astuti showed that "Bahan Ajar Bahasa Inggris" was good. The course book fulfilled some criteria of design and organization, language

content, skill and topic as a good course book suggested by Alan Cunningsworth.

H. Research Method

1. Research Design

Descriptive research is focused to make a description systematically and accurately based on facts about a certain object.¹⁴ Qualitative method is focused on a natural object. The main instrument is the researcher, the data are inductive, and the result focuses on the meaning rather than generalization.¹⁵ The design of this researcher is descriptive qualitative. A qualitative research is an approach that studies phenomena in their natural setting without hypothesis. Descriptive is the characteristic of data in qualitative research because it is taken from documents, audio-video recordings, transcripts, words, pictures. Research design is the strategy or the method how the research worker gets valid information, analyzes them, and at last returns to the answers of the analysis issues. This study is categorized as qualitative research design because this study is aimed to identify the textbook toward the criteria of good textbook content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material.

The researcher used document or content analysis as a research type. Specifically, it used "When English Rings a Bell" English textbook for seventh grade of Junior High School. Based on Roller he stated that the researcher is conducting content analysis as a "primary method" or a "secondary method". As a primary method, content analysis research is one where the researcher is dissecting normally happening information sources, for example, media records of the news, films, and documents. As a secondary method,

¹⁴Husein Nasaji, "Qualitative and Descriptive research". *Language Teaching Research*, vol. 19, no. 2, p. 129

¹⁵*Ibid*

content analysis is a study where the researcher's analysis is directed at information got from qualitative methods, for example focus group discussions

2. Research Subject

In this Research will use textbook for seventh grade of Junior High School “When English Rings a Bell” which is published by the Ministry of Education and Culture of Indonesia was the subject of this study. There are four chapters for first semester and four chapters too for second semester and each chapter has its own topic material. Since this study dealt with analysis of the content of an English textbook, especially for writing skills in materials. The authors are Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah. It is published on year 2017 Jakarta which is ISBN 978-602-282-976-8. The series is made English textbook. Then the textbook have 8 Chapters:

Table Titles of each chapter in “When English Rings a Bell” English Textbook for seventh grade of Junior High School

Chapter	Title	Page
I	Good morning. How are you ?	1-20
II	It’s me!	21-36
III	What time is it ?	37-58
IV	This is My World	59-98
V	It’s beautiful day	99-126
VI	We love what we do	127-148
VII	I’m Proud of Indonesia!	149-176
VIII	That’s what friends are supposed to do	177-183

3. Data and Source Data

English Student textbook for VII grade of Junior High School entitled “When English Rings a Bell” which is published by Ministry of Education and Culture Indonesia in 2013 was the object of this study. The research of this English textbook are the book writer team from Ministry of Education and Culture of Indonesia. Data is Information about the phenomenon to be recorded.¹⁶ There are English four skills (Listening, speaking, reading, and writing) in this English textbook and the researcher focused on deals adequately with all writing skills, took the level and overall aims into account, and if there was suitable balance between the skills based on Alan Cunningsworth criteria.

This textbook had been designed appropriately to the level of students. Source of data in this research is English textbook entitled” When English Rings a Bell” of the Ministry of Education and Culture of Indonesia. It was published on year 2017 which has ISBN 978-602-282-976-8. This textbook has eight chapters, there are: “Good morning. How are you ?” for chapter I, “It’s me” for chapter II, “What time is it ?” for chapter III, “This is my world” for chapter IV, “This is a beautiful day!” for chapter V, “We love what we do” for chapter VI, “I am proud of Indonesia!” for chapter VII, and “That’s what friends are supposed to do” for chapter VIII. It consists of a preface, a table of contents, eight chapters and references, so the total of those pages are six pages for introduction and 184 pages for all chapters include of references. This textbook had been designed appropriately to the level of students.

¹⁶ Klaus Krippendorff, Content analysis (An Introduction to Its Methodology (London:sage publication,1981),83.

4. Research Instrument

There are some instruments which are needed to collect the data. A Research Instrument is a tool used to collect, measure, and analyze data related to your research interests. The writer used a documentary analysis as the instrument of collect. Kind of writing task based on I. S. P. Nation's theory was the instrument for this research. There were four types of writing task contained in the textbook. Namely Experience Task, Shared Task, Guided Task, and Independent Task.

Ensure a good match between textbooks containing the requirements of learning/teaching situations, it is best to identify your own concerns and develop your own checklist. This relevant to make a checklist evaluation with its own relevant checklist for this research. Therefore, researchers can create a checklist evaluation suggested by the I.S.P Nation theory.

There is an instrument checklist evaluation table. Before using the instrument checklist to evaluate a writing assignment, The researcher used tables to collect and analyze the writing assignments provided in the textbooks.

5. Data Collection Technique

In this research, the researcher collecting data by using documentation and a checklist taken from the syllabus. Then, the researcher determined the textbook as media with its relevance. Next, the researcher counted the percentage of materials that were developed in the textbook. After that, the researcher counted the number of materials in the form of percentages¹⁷. The data for analysis was collected from English textbooks entitled *When English Rings a Bell* for Grade VII Junior High School. This book is developed based

¹⁷ Glenn Bowen, "Document Analysis as a Qualitative Research Method" (Barry University, 2009) p. 27

on 2013 Curriculum which is launched in 2013 and published by Ministry of Education and Culture of Indonesia. Because the source of the data is in the form of document, the method that was used to collect the data is documentation. Document in written form can be a daily note, life histories, story, biography, policy or regulation. In the form of picture can be a motion picture, photo, vignette etc. Document in form of creation can be a swan song these are picture, film, statue, etc. Sugiyono in most tradition of qualitative research, the phrase personal document is used broadly refers to any first person narrative produced by an individual who describes his or her own actions, experience and believe.¹⁸

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

The data of this research was focused on skills of the English learning material presented in these students of English textbook entitled “When English Rings a Bell” published by Ministry of Education and Culture Indonesia for seventh grades of Junior High School. “Data analysis is critical to qualitative research process. It is recognition, study, and understanding of interrelationships and concepts in your data.” Furthermore, Bogdan said, “ Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to build your own comprehension of them and to enable you to exhibit what you have found to other people”.

In this research, the process of analyzing data are:

¹⁸ Sugiyono, Memahami Penelitian Kualitatif, (Bandung: Alfabeta, 2013),p.62

1. Classifying the materials in the English textbook is based on its skills
2. Collecting the data from the English textbook and entering the data to the observation checklist tables based on Alan Cunningsworth.
3. Evaluating the skills of “When English Rings a Bell” English textbook to find out the relevancy with Alan Cunningsworth criteria.

1. Data Analysis Technique

“Data analysis is the process of managing the data, organizing it into a good pattern, category and basic unit”¹⁹. There are some steps in analyzing data, that are selecting, categorizing, and marking in the checklist.

1. Selecting

In this step, the researcher read When English Rings A Bell, and then selecting exercises that could be considered as writing in every chapter of the textbook.

2. Categorizing

After choosing writing task, the researcher categorized them into some aspects of writing task which then be analyzed based on the data. The writer preferred to analyze the writing task only, so that the writer used Paul Nation’s Theory about kinds of writing task. Kinds of writing task according to Paul Nation are Experience Task, Shared Task, Guided Task, Independent Task

¹⁹ Patton, Michael Quinn. 2009. Metode Evaluasi Kualitatif. Yogyakarta:Pustaka Pelajar,p41

3. Analyzing

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

4. Inferring

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

**Writing Task Criteria Developed In The
Textbook X 100%**

Writing Task as suggested by I. S.P Nation

2. Trustworthiness of Data

Triangulation' is a process of verification that increases validity by incorporating several viewpoints and methods.²⁰ This research was conducted by applying qualitative research, therefore, it concerned with the trustworthiness of the data that have been collected in the field., trustworthiness might be defined as a situation that must demonstrate the right value, provide the basic understanding to be implemented and allow external decision that can influence the consistency from its procedure and neutrality of the findings and decisions. It means that the data was accurate because the information draws on multiple sources of information. Data triangulation is the use of a variety of data sources,

²⁰ Sabina Yeasmin and Khan Ferdousour Rahman, "Triangulation' Research Method as the Tool of Social Science Research", BUP JOURNAL, Volume 1, Issue 1, September 2012, ISSN: 2219-4851. available on-line at: <http://www.bup.edu.bd/journal/154-163.pdf>, on 26 October 2021

including time, space and persons, in a study.²¹ In this research opportunity, The researcher uses triangulation of people as a source to validate the instrument writing assignments suggested by I.S.P Nation theory

I. Systematics of the Discussion

For systematic research in writing researchers use word for word that is easy to understand.

Researchers will describe the systematics of writing as follows:

Chapter 1. Introduction

This chapter contains the affirmation of the title, background of the problem, focus and sub-focus of the research, problem formulation, objective of the research, significance of the research, relevant studies, research method, and systematic of discussion.

Chapter II. Literature Review

In the second chapter, contains theories of the problems in this second chapter also contains the submission of hypotheses.

Chapter III

In the third chapter, it has been conveyed that in Chapter III the students learn to give and respond to prohibition. But in the material presentation, there are just the materials of how to give prohibition without how to respond it.

Chapter IV

Chapter four contains it has been conveyed that the students learn to show my pride and to learn from them.

Chapter V

Chapter five contains conclusions and recommendations. The conclusion briefly presents all the findings of the research that have a connection with the research problem. The conclusions

²¹ Ibid p.14

were gotten from the result of the analysis and the interpreted data that have been explained in the previous chapter.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching and Learning English

Language is taught in a controlled setting such as a classroom and not spoken by the community, then this language would be considered a foreign language. Knowledge of another language would create a person who is able to maintain an interaction in a very creative and effective way. This also will lead to the learner participating in certain situations, which are authentic by using the typical language which is used in such an interaction. Furthermore, it would provide passages and open new doors, views and perspectives that are not limited to one person but to many more. It will also fasten and maintain the connections created across countries and continents in order to create Mutual Intercultural understanding. Since language is a vehicle which is responsible for one to one communication, this would lead to further mutual understanding of someone's culture, customs and language.

According to Harmer, English is learnt by the greatest number of students in the world as a foreign language, probably, because it is in the school curriculum whether they like it or not. Some people also want to study English because they think it offers a chance for the advancement in their personal lives.²²

Talking about Teaching English as a foreign language is not a simple task and different factors contribute to difficulties and problems faced while teaching effective foreign language education. Therefore, this was the research investigation topic for many scholars around the globe²³.

²² Jeremy Harmer, *How to Teach Writing*, (Pearson Education Limited. London, 2004), p.39

²³ Pica, T. (1983). Adult acquisition of English as a second language under different conditions of exposure. *Language Learning*, 33, 465–497. <https://doi.org/10.1111/j.1467-1770.1983.tb00945.x>

Hindi has said that teaching English language as a second language or a foreign is considered as a challenge for all teachers whether experienced or beginner. The role of suitable methodology in teaching of EFL was investigated and also it was found that the methods of teaching are the causes of the teachers' failure in helping their students to utilize English as a self-expression tool as in addition to achieve their communicative targets .

The similar findings have been shared through Aktas asserting that utilize of the instructional method in EFL learning contributes to difficulties and problems among the Arab learners. This can be because of the Grammar Translation method overuse by the EFL school teachers. Also, Alkhawaldeh has found that teachers of Jordanian English language school lack training in using modern methods professionally inside the classrooms that has negative effect on the learning and teaching process.

B. Curriculum 2013

Curriculum 2013 implementation in Indonesia is getting popular among educational practitioners. Its main purpose is to shape the individuals who are faithful in God, good in characters, confident, successful in learning, responsible citizens and positive contributors to civilization Syahmadi,. The belief and also the expectations of this curriculum differ from the latter one. Lengkanawati mentioned that the implementation of 2013 curriculum gives new expectations in the learning process since the curriculum

expects that there should be a change in the teaching and learning process, from transferring knowledge or giving information by the teacher to the students to allowing students to find information by themselves.

The Curriculum 2013 is designed in three aspects, they are affective, cognitive, and psychomotor. Affective aspects encourage students to; accept, perform, appreciate, and inspire.

Cognitive aspects encourage students to; comprehend, apply, analyze, and evaluate. While psychomotoric aspects encourage students to, observe, ask, try, find reasons, present, and compose.

As mentioned above, in applying curriculum 2013, a teacher has very important roles. One of the most fundamental roles is to guide students in having the creative and critical thinking in learning processes. Syahmadi also claims that the aim of English teaching in secondary and tertiary school is to develop students' communicative skills both written and spoken as well to be able to use the appropriate language based on the function and implement the characterized values in the social contexts. Curriculum 2013 adds not only the cognitive aspects but the affective and values also put into considerations of the existing of this new curriculum. In this new curriculum, according to Mulyasa, the 2013 curriculum is designed with the following characteristics:

- 1) Develop a balance between the development of spiritual and social attitudes, curiosity, creativity, cooperation with intellectual and psychomotor abilities.
- 2) Schools are part of a community that provides a planned learning experience in which learners apply what is learned in school to the community and make use of the community as a learning resource.
- 3) Develop attitudes, knowledge, and skills and apply them in various situations in schools and communities.
- 4) Gives enough time to develop a variety of attitudes, knowledge, and skills.
- 5) Competence is expressed in the core competency cushion that is further elaborated in the subject's basic competencies.
- 6) Class core competencies are the basic organizing elements of competence, in which all basic competencies and learning processes are developed to achieve the competencies expressed in core competencies.
- 7) Basic competencies are developed based on accumulative principles, reinforcing and enriching the learning and

education levels (horizontal and vertical organizations).

1. Writing

In language teaching, there are four skills that students should master. They are: reading, writing, speaking, and speaking. Through writing, people can express their idea or feeling convey a piece of information effectively. In Islam, reading and writing are taught by Allah to the prophet Muhammad saw as while he got the first revelation. Allah has stated in holy Qur'an:

الَّذِي عَلَّمَ بِالْقَلَمِ ۗ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥٤﴾

Means: “who taught (to write) with the pen, taught man what he did not know” (Al-Alaq 4-5).²⁴

Writing skill is not acquired naturally by students. It has to be learned. When students learn languaexercise books. Harmer shows that “writing has to be taught. Spoken language, for a child is acquired naturally a as result of being exposed to, whereas the ability to write has to be continuously learned”²⁵

According to Harmer, there are five tasks that teacher can perform in class. Those are demonstrating, motivating and provoking, supporting, responding and evaluating.²⁶

2. The Definition Of Writing

Writing is “production of the writer word that results in a text but the text must be read and comprehended in order for communication to take place”.²⁷ So writing skill are specific abilities which help writers put their thoughts into

²⁴ Depag, Al-qur'an dan Terjemahannya (Jakarta: Kanisius, 1995), p,13

²⁵ Jeremy Harmer, Op. cit, p 3

²⁶ Jeremy Harmer, Op. cit, p. 41-42

²⁷ Marriane Celce and Murcia Elite Olshtain, Discourse and Context in Language Teaching. (USA: Cambridge University Press, 2000), p, 142

words in a meaningful form and to mentally interact with the message.

Some of linguists were inclined to look at writing as second expression form. Recently we seldom find that good writing as important purpose in language learning programs.²⁸ Written products are often the result of thinking, drafting and revising procedures that require specialized skills, skills that not every speaker develops naturally. The upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written ext how to revise text for clearer meaning, how to edit text for appropriate grammar and how to produce a final product.

It is also supported by Tribble that in order to understand a specific task in writing, a writer requires the range of knowledge which can be summarize as follows:

TABLE I
Types of Knowledge in Writing

Content knowledge	Knowledge of the concept involved in the subject area.
Context knowledge	Knowledge of the context in which the text will be read.
Language system knowledge	Knowledge of those aspects of the language system necessary for the completion of the task
Writing process	Knowledge of the most appropriate

²⁸ Furqonul Azies and Chaedar Al Wasilah, Pengajaran Bahasa Komunikatif. Teory dan Praktek, (Bandung : PT. Remaja Rosdakarya Bandung, 1996), p. 128

knowledge	way of preparing for a specific writing task
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In addition, Nunan states successful writing involves: a) Mastering the mechanics of letter formation b) Mastering and obeying conventions of spelling punctuation c) Organizing content at the level of the paragraph and the complete text to reflect given/new information and topic/comment structure d) Polishing and revising ones initial efforts; and e) Selecting and appropriate style for ones audience.

3. The Purposes of Writing

According to Braine and May defined four common purposes in writing, there are; writing to inform, writing to explain, writing to persuade, and writing to amuse others²⁹. First, writing to inform purposed to educate the readers about a topic of which we have some knowledge.³⁰ Writing that provides interesting details and facts to hold an audience's attention. It means that writers share interest knowledge to readers knows. Second, writing to explain is to describe the topic which was not clearly becomes more understandable, by using examples or other facts.³¹ In other words, a writer takes what is unclear and makes it clear. Then, writing to persuade is more demanding and more ambitious than many other types of writing³¹. It means that writers convince the readers to accept the ideas. The last, writing to amuse other means someone who uses language and established forms well to express his or her point of view.³² It is writing to entertain and give the reader something to enjoy. When people are going to write may think that the purpose of writing a paper is to

²⁹ George Braine and Claire May, *Writing from Sources: A Guide for ESL Students*, (California: Mayfield, 1996), p. 141.

³⁰ George Braine and Claire May, *Writing from Sources* ..., p. 141

³¹ George Braine and Claire May, *Writing from Sources* ..., p. 141

³² George Braine and Claire May, *Writing from Sources* ..., p. 141

complete the assignment or to get a good grade.³³

4. The Process Of Writing

Writing process is learning how to write by writing. This current emphasis in writing instruction focuses on the process of creating writing rather than the end product. The basic premise of process writing is that all children, regardless of age, can write. The initial focus is on creating quality content and learning the genres of writing. Langan stated that writing is a process that involves the following steps:

- a) Discovering a point-often through prewriting
- b) Developing solid support for the point-often through more prewriting
- c) Organizing the supporting material and writing it out in a first draft
- d) Revising and then editing carefully to ensure an effective, error free paper.

The writing process is the stages that a writer goes through in order to produce something (a written text) before to be a final draft. There are four process of writing.

1. Planning

At this stage, writers must think about three main issues, those are the purpose, the audience (the reader) , and the content structure. The purpose of writing will influence not only the type of text which writers wants to produce , the language which writers use, but also the information which writers choose to include. Secondly, the writer must think of the audience will influence not only the shape of the writing (how it is laid out or how the paragraph is structured). Thirdly, writers have to consider the content structure of the piece. It means that the writers

³³ George Braine and Claire May, *Writing from Sources ...*, p. 141

have to consider how best to sequence the fact, ideas, or argument in their writing.

This stage is often called by pre-writing process which can be defined as a way of warming up the brain before write. There are two ways of warming up the brain; brainstorming and clustering. Brainstorming is a quick ways to generate a lot of ideas on a subject³⁴.

If you are searching for a topic, look at the items on your list that seem most promising and try to develop one or two further, either by additional list making or by using one of the techniques below:³⁵

- a) Writers must begin with a broad topic
- b) Writers must write down as many ideas about the topic as writer can do in five minutes.
- c) Writers can add more items to their list by answering the question what, when, where, why, and how
- d) Writers group similar items on the list together.
- e) Writers can cross out items that do not belong.

Clustering is a strategy which allows you generate ideas you might to explore the relationships between those ideas There are five steps that must be done by writers to cluster:

- a) Put the subject in the center of a fresh page.
- b) Free associate and generate more ideas, writing them down as quickly as you think of them. Circle each new idea and then link it to you central circle with a line.

keep going as you rapidly develop additional thoughts, write them down where they seem to belong, circle them, and connect them with a new line to either the

³⁴ Karen Blanchard and Christine Root, Ready to Write, (New York: Person Education Inc, 2003),p. 41

³⁵ Utami Dewi, How To Write, (Medan- La-Tansa Press),p.17-18

original central circle or whatever circle ideas.³⁶

2. Drafting

The drafting stage is where you really begin writing. The most important thing here is to get words onto paper. The first draft on your paragraph, the students have to use the ideas from planning as a guide as you write, remember to:

- a) Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.
- b) Stick the topic does not include information that does not directly support the main idea.
- c) Arrange the sentences so that the other ideas make sense
- d) Use signal words to help the reader understand how the ideas in your paragraph connected

3. Editing

It is almost impossible to write a perfect paragraph on the first draft. Perhaps the order of information is not clear or the discourse marker is wrong. The way to revise and improve the first draft is called editing. Writers edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as questions, examples and the like in this case. The writer can consider some steps for editing, those are follows:

- a) Add new ideas to support the topic.
- b) Cross out sentence that do not support the topic
- c) Change the order of the sentences.

Using the following checklist to revise your paragraph:

³⁶ Ibid,p.19-20

- a) Make sure you have a topic sentence
- b) Cross out sentences that do not relate to the main
- c) Check to see if the sentences are in right order
- d) Add new ideas if the support the topic sentences
- e) Make sure you have included signal words to help guide the reader, and check the punctuations, spelling and grammar.

1. Final Version

In this stage, they have produced the final version from their writing result to their teacher. The final step of the writing process is publishing. This means different things depending on the piece you are working on.

- a) Bloggers need to upload, format and post their piece of completed work.
- b) Students need to produce a final copy of their work, in the correct format
- c) Is often means adding a bibliography, ensuring that citations are correct, and adding details such as your student reference number.
- d) Journalist need to submit their piece (usually called “copy”) to an editor. Again, there will be a certain format for this.
- e) Fiction writers may be sending their story to a magazine or competition. Check guidelines carefully, and make sure you follow them. If you have written a novel, look for an agent who represent your genre.

The students might decide to represent these stages in the following way.

Planning □ Drafting □ Editing □ Final Version

You will understand that there are four clearcut goals-unity, support, organization, and error-free sentences to aim for in your writing. You will realize that you can use revision to rework a paper until it is a strong and effective piece of writing. And you will be able to edit a paper so that your sentences are clear and error-free³⁷.

Prewriting is the first stage of the writing process, is a time of discover you unearth ideas.³⁸ In other words, prewriting is any activity designed to help students generate or organize their ideas before writing. The prewriting methods discussed thus far are designed to get you started: to generate ideas, to recall facts and anecdotes, to realize patterns.³⁹

5. Writing Task

Tasks assist teachers to provide a learning environment that both encourages writing and develops an understanding of how language is used for communicative purposes. In other word, tasks are the routes learners take to solve problems in the classroom, and their importance results from the fact that learning to write involves engaging in activities rather than learning discrete.

³⁷ John Langan, *English Skill: Eight Edition* ..., p.20

³⁸ Betty Mattix Dietsch, *Reasoning & Writing Well*, (Ohio: McGraw Hill, 2003), p.25

³⁹ Donald Pharr and Santi Buscemi, *Writing Today: contexts and options for the real world-Brief Edition*, (New York, McGraw Hill companies, Inc, 2005), p.40.

According to Rivers, writing task is the ability to write correctly sentences or paragraph, such as developing orally from classroom situation and the ability to write a short, simple letters. The teacher has to be creative in creating a lesson through appropriate task, where students can be active and successful in pair and also group work. It means, task is used to fulfill the students needed in the classroom activity, as learning support by providing suitable information and as a guide of the source to increase the students knowledge.

There are some criteria to evaluate the writing task whether it is appropriate or not. According to Raimes in Kobayakawa, writing is the - clear, fluent, and effective communication of ideas⁴⁰ and categorized into here criteria, there are controlled writing, translation, and free writing To develop the criteria of writing task as suggested by Raimes in Kobayakawa, the students need the following components. There are grammar (e.g. rules for verb, agreement, articles, and pronouns), mechanics (e.g. spelling and punctuation), and word choice (e.g. vocabulary and idiom). Therefore, it is very important in writing task components in the criteria of writing task. Writing task consists of three parts⁴⁰, such as:

a) Controlled writing also known as guide writing.

Focuses on stabilizing grammatical pattern, sentence structure, punctuation, and word choice. In the controlled writing task, it can be divided into some components, such as: grammar, mechanics, and word choices. The classification of writing task in controlled writing are as follows: addition, question answer, dictation, cloze test, summary writing, conversion, scrambled paragraph, sentence ordering, sentence, combining, and fill in the blanks.

⁴⁰ Mayumi Kobayakan, —Analyzing Writing Task in Japanese High School English Textbooks: English I, II, and Writing. JALT Journal, 33.1, (2011), p. 30-33.

b) Translation

the rendering of something written or spoken in one language in words of a different language. The translation of writing task can be classified into some components, such as: grammar, mechanics, and word choice. There are two classifications of translation in writing task on the textbook as follows: direct translation of whole sentences and fill in the blanks with translation.

c) Free Writing

It can be classified into some component, such as: grammar, mechanic, and word choice. There are two classifications of free writing in writing task on the textbook as follows free composition in writing and writing the text based on the topic provide.

d) Component Of Task

Nunan said, all language task have five core components, that are ⁴¹:

- I. Input : a text, film, dialogue, graphic, lyrics, etc. provided by materials for studentsto work on
- II. Goal : learning objective of the task, the immediate payoff of the activity related to overall goals.
- III. Setting : the classroom arrangements implied in the task.
- IV. Roles : the parts teachers and learners play in task execution and the relationshipsbetween them.

6. Kinds 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 students ability to think critically. To improve the students mastering in writing skill, According to

⁴¹ *Ibid. Ken Hyland. p. 116*

Paul Nation,⁴² 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.

❖ Experience Tasks

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

Table 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 question • Question peers
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

⁴² E-book: Nation, I. S. P, Teaching ESL/EFL Reading and Writing, (New York: Routledge, 2009), p. 95-111

There are some types of experience task based on ISP Nation theory, as follow as:

- 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.

- Linked skills

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. Tasks are the commonest kinds of fluency task.

- Partial writing

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

- Ten perfect sentences.

Involves the teacher showing the learners a picture or suggesting an easy subject like my family, cars, etc., and the learners must write ten separate sentences about that. They are given one mark for each correct sentence.

- 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.

❖ Shared Task

Shared tasks try to get learners to help each other cross the gap and also a task which is too difficult for an individual to do alone may be done successfully if a pair or group does it. Here are shared tasks type of writing:

- Reproduction exercise/ dicto-gloss

The learners read or listen to a story and then they retell it without looking at the original. This type of composition is easier if the learners are allowed to read or listen to the story several times, before they write it. The teacher can tell the learners to try to write the story so that it is very similar to the original, or to add extra details and make changes if they wish.

- 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. In this way the composition is built up from the learners' suggestions and the learners' and the teacher's corrections. When the whole composition is finished, 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 must rewrite it from memory.

- 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 teachers corrections in their groups.

- 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.

- 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

- ❖ Guided Task

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

Identification

- Translation

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

- 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.

- 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.

- 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

- 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

- Question Answer

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

- Correction

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

- 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.

- Black-writing

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

- 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.

- Substitution

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

- Change the sentence

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

- Sentence Combining

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

- ❖ 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:

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

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

C. TEXTBOOK

1. Definition of Textbook

Textbooks play an outstanding role in the teaching, and learning process as teachers or students are the main agents of transmitting knowledge to learners. Textbook is a kind of printed materials.⁴³ It is one of the most important media in learning and teaching process as it serves as a source and guideline to both students and teacher. For language learning, Richards mentioned that textbooks serve as much of the language input since learners receive and provide the

⁴³ Indriyati, and Sa'jaun, Materials development (Jakarta: Ministry of National Education Directorate of Quality Improvement of Teachers and Personnel Center for Development and Empowerment of Language Teachers and Education Personnel, 2009), 5

content of the lessons, the balance of skills taught and the kinds of language practice the students take part.⁴⁴

Textbook are a key component in most language programs. In some situations they serve as the basic for much of the language input learners receive and the language practice that occurs in the classroom. In other situation, the textbook may serve primarily to supplement the teacher's instruction. And for the learners, the textbook may provide the major source of contact they have with the language apart from input provided by the teacher⁴⁵.

One of English the textbooks in Indonesia is "When English Rings a Bell". This textbook is made for seventh grade of Junior High School. It used 2013 curriculum and published by Ministry of Education and Culture. "When English Rings a Bell" English textbook has 183 pages, it is divided by eight chapters.

2. **Kinds of Textbook**

Grant categorizes a text book into two categories. They are traditional course books, and communicative course books

❖ Traditional Course book

The traditional course book tries to get students to learn the language as a system. Although it is traditional book but it is still use until now. Some of the teacher interest to use this book because they think that it is easy to use. It has several characteristics as follows:

- It emphasizes the forms or patterns of language (grammatical feature) more than the communicative functions of language.
- It focuses on reading and writing activities, rather than listening and speaking activities.

⁴⁴ Jack C Richard. The Role of Textbooks in a Language Program. p.1. <https://www.professorjackrichards.com/wp-content/uploads/role-of-textbooks.pdf>

⁴⁵ Jack C. Richards, "The Role of Textbook in a Language Program". 1.

- It often deals with the use of first language.
- It emphasizes the important of accuracy.
- It focuses on syllabus and examinations.
- It interests some teachers, because it seems easy to use.

❖ **Communicative Course books Communicative.**

It's type of book is usually used by students as their textbook to learn in the school because this book has the characteristic that students needed. Course book has the following characteristics:

- It emphasizes the communicative functions of language
- It tries to prepare the students' needs and interests.
- It emphasizes skills in using the language.
- It usually has a good balance among the four language skills, but many emphasize in listening and speaking
- It is very specific in its aims.
- It reflects the language of everyday life.
- It encourages work in groups or pairs.

3. Criteria of Good Textbook

Textbook is very important in learning process, it was be media and source of learning. It also helps the teachers as it supplies materials of exercises for the students. Textbook or mean " Course-book" was used teachers, students in a draft file and which is in principle to be followed systematically as the basic for a language course⁴⁶.

The materials on the textbook should be suitable with students indeed, interst, and ability. In our country, the curriculum has big contribution of students' textbook contents

⁴⁶ Penny Ur, A course in Language Teaching Practice and theory (UK:Cambridge University Press,1991),183

writing. Textbook have some roles in English Language Teaching (ELT) and can serve as:⁴⁷

- a. A resource for presentation material (Spoken and Written).
- b. A source activities for learner practice and communication interaction
- c. A reference source for learners on grammar, vocabulary, pronouncation
- d. A Syllabus (where they reflect learning objectives which have already been determined)
- e. A resource for self- directed learning or self acces work

Good textbook serve to turn the guidelines in the official government syllabus into a rich source of content, texts, and activities that would be beyond the capacities of most teachers to develop on their own.

4. The Advantages and Disadvantages

there are eight advantages and five disadvantages of use textbook for learning language process:

- The Advantages of Textbook They provide structure and a syllabus for a program In the textbook there are; syllabus and systematically structure of materials planed that will become a service for the teachers and students to learn and teach easily.
- They help standardized instruction Whenever textbook will be used there is no difference between rich or poor students, it has the same program in the same way.
- They maintain quality The quality of the textbook will never changed although it made several years ago. The content of the textbook will still same and it still provide

⁴⁷ Alan Cunningswort, Choosing Your Coursebook (Macmillan Heinemann English Language Teaching, 2008),7

syllabus and systematically structure of materials needed for the students

- They provide a variety of learning resources The content of textbook is covered with variety of learning, such as DVD and audio for listening section. They are efficient Textbook can help the teachers to prepare the materials easily and save their time.
- They can provide effective language models and input The vocabularies used in the textbook are simple and easy to understand with the teachers or students.
- They can train teachers The textbook can help the new teachers to teach and give the teacher more experiences.
- They are visually appealing The design of the textbook usually made with interesting model, like the color, picture, model design, and so on.

5. Design of Textbook

A good textbook usually provides an interesting design for the students, consist the materials needed, has relation with the syllabus, has some good activities, and the vocabularies used is easy to understand. Nurhadi said, the content of the textbook not only consists of the materials that have to be read by students but also the learning scenario. The textbook minimal consist of:

- Standard of competency that will be achieved along with its indicators.
- Introduction about the importance of mastering the competency in the real context.
- Materials that support the achievement of competency, the materials in the form, of basic concept.
- Some activities that should be done by the students. For example, study club to make something, exercising, observing, etc.

- Evaluating the activities and the achievement of standard competence.

6. The Role of Textbook in ELT

Nowadays, textbook was as learning tool became important to use. In line there are some urgencies of textbook in teaching learning process, they are:

- a. A great deal of the material, although not specifically designed for this group, was very suitable for their needs.
- b. The textbooks made possible for the group to look ahead to what we are going to do or to look back at what we had done.
- c. The textbooks provide materials which are well-presented, which could be replaced by me or by someone else only at great cost in terms both of money and of my own time.
- d. The textbooks allow to adapt and improvise while are teaching. Textbook became important because it was completed the materials, needs, evaluations, and so on. Textbook also had effective cost, therefore every learner or teacher should be having it to do learning practice. We know that English is second or foreign Language, so that teaching material and instructional material play important role in teaching learning process.

7. Analysis of Textbook

Textbook Analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of they used. As a technique, textbook Analysis involves specialized procedure. It is learnable and divorceable from the personal authority of the researcher. As a research technique also, the textbook Analysis provides new insights, increases researcher

understanding of particular phenomena, or inform practical actions.

This textbook Analysis could be likely a research tools. There are three basic methods of evaluating textbooks according to Wahab The first is called the impressionistic method and it is involves analyzing a textbook on the basis of a general impression. The general impression would be gained by reading the blurb and the contents page and then skimming through the book to get a sense of organization, topics, layout, and visual. This method is not adequate in itself but could be combined with for example the second method, which is called the checklist method. This method is systematic in the way that the criteria on the list are checked off in a certain order. It is also easy to compare different materials and it is not very time consuming compared to other methods. The third method, the in-depth method, suggests a careful examination or representative features such as the design of one particular unit or exercise, or the treatment of particular language elements. An obvious disadvantage in this method is that the selected section might not be representative of the book as a whole. In evaluating the textbooks, the researcher applies checklist evaluation method.



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