

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

In English language teaching there are four language skills that must be taught, namely, listening, speaking, reading, and writing. Writing is one of the important aspects in learning a second and foreign language. By writing, the students can express their idea, opinions, knowledge, and experiences. Writing also provides opportunity to convey something about the ideas to people their immediate vicinity, to learn something they do not know and to reach other purposes. According to Heaton (1974:1-2):

The writing of a composition is a task which involves the student in manipulating words in grammatically correct sentences and in linking those sentences to form a piece of continuous writing which successfully communicates the writer's thoughts and ideas on a certain topic. Moreover, since in real-life situations there is generally a specific purpose for any writing.

From the previous paragraph, it can be seen that writing is very crucial to learn. However, teaching this skill to students is not an easy task to do. There are two approaches in writing, namely process and product and the teacher cannot only use a single approach in teaching writing. To write a paragraph, a student can take some steps, such as drafting, writing, revising, proofreading, etc. Hence, the teacher should also teach the steps to students.

In order to support the teaching in writing class, there are some elements to prepare, namely teaching method, materials, media, and evaluation. In this case, the source of teaching materials can be prime consideration in teaching especially

in Indonesia where textbooks dominate the teaching and learning process. The function of English textbooks is very important. They provide not only the information of knowledge and skills, but also consisting of learning guiding in the form of activities which guide the students to achieve the competency.

To develop the student's ability in writing skills, the textbook will usually contains a great many tasks of one kind or another. Crookes (1985) in Ellis (2003:4) states that "task is a piece of work or an activity, usually with a specified objective, undertaken as part of an educational course, at work, or used to elicit data for research". Crookes specifically states that a task can be a brief practice exercise or a more complex work plan that requires spontaneous communication of meaning. According to Lee (1985) in Ellis (2003:4):

A task is 1. classroom activity or exercise that has: (a) an objective obtainable only by the interaction among participants, (b) a mechanism for structuring and sequencing interaction, and (c) a focus on meaning exchange; 2. A language learning endeavor that requires learners to comprehend, manipulate, and/ or produce the target language as they perform some set work plans.

Task is an activity which requires learners to use language, with the emphasis on meaning, to attain an objective, and which is chosen so that it is most likely to provide information for learners and teachers which will help them in their own learning. According to Skehan (1998) in Ellis (2003:3):

Drawing on a number of other writers put forwards five characteristic of a task, as follows: 1. Meaning is primary, 2. Learners are not given other people's meaning to regurgitate, 3. there is some sort of relationship to comparable real-worlds activities, 3. Task completion has some priority, 4. The assessment of the task is in terms of outcome.

According to Ellis (2003:16) task is work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other activities, a task can engage productive or receptive, and oral or written skills, and also various cognitive processes.

In teaching learning, the importance of using textbooks is that the textbooks provide information of materials for the students, and the students can improve their ability using the textbook. The teacher is a reliable source of information, but textbooks can be used to provide more. This is because teachers do not always mention everything, maybe due to the limitation in duration of the lessons.

Realizing the factor affecting the teaching and learning process, it is worth analyzing the tasks in textbooks used by teachers in teaching writing as textbooks should not only be the resource for teaching subject in the classroom, but can also be used by learners to learn independently (Richards, 1985). Hence, if the tasks written facilitate the learners to learn writing, the students should have good writing ability. Otherwise, poor writing ability results.

The writer chooses an English textbook entitled *English in Focus*, because the textbook declares in the preface that it is designed on the school-based curriculum, and most schools in Surakarta use of this textbook. It is an integrated English textbook for Junior High School, and the course covers the four skills, namely, listening, speaking, reading, and writing.

Knowing this condition, an evaluation of English textbook is really needed. So that the teacher will know appropriate English textbook that are suitable to the learners needs. According to Gronlund (1985:5) “Evaluation is a much more comprehensive and inclusive term than measurement is, and testing is just one type of measurement.”

The condition stated above encourages the writer to do an analysis on the textbook. In this research the writer chooses the evaluation in writing tasks. The writer chooses the second year student of Junior High School, because based on the interview with English teachers and students of Junior High School, the students cannot write well. The students give an opinion that the writing is difficult subject. In the research paper, the writer chooses an English textbook entitled *English in Focus*. Finally, the writer is interested in conducting a research entitled *An Analysis on Writing Task in English Textbook Entitled **English in Focus** for the Eight Grade of Junior High School Students*.

## **B. Research Problem**

Based on the background of the study above, the writer then started the problem as follows:

1. How is the writing task in English textbook entitled *English in Focus*?
2. Do the writing tasks in English textbook entitled *English in Focus* meet the criteria of writing task as suggested by Raimes?

### **C. Objectives of the Study**

Based on the problem statement mentioned above, this study is intended to:

1. describe the writing task in English textbook entitled *English in Focus*.
2. find whether the writing tasks provided in English textbook entitled *English in Focus* meet the criteria features of writing task as suggested by Raimes.

### **D. The Limitation of the Study**

Based on the identification of the problem written above, the writer limits the study as follows.

1. The tasks are only focused on the series of writing tasks provided in English textbook entitled *English in Focus* meet the features of writing task as suggested by Raimes.
2. The English textbook analyzed is *English in Focus* for the eight grade of Junior High School students published Pusat Perbukuan Departement Pendidikan Nasional 2008.

### **E. Benefits of the Study**

The benefits of the study are as follows:

#### **1. Theoretical Benefit**

- a. The result of the research can give additional information about the theory in analyzing textbooks.
- b. The result of the study can be used as the references for those who want to evaluate the other textbook.

## **2. Practical Benefit**

- a. The writer hopes the teacher will know the appropriate textbook that can be used in teaching learning process, and also the teachers know how to evaluate the textbook.
- b. The teachers know how far the textbook follows the curriculum demands.

## **F. Research Paper Organization**

The researcher systemizes this research into five chapters. Chapter I is introduction, consisting of background of the study, limitation of the study, problem statement, objective of the study, and research paper organization. Chapter II is underlying theory. Review of related theory deals with previous study. The concepts are: textbook analysis, writing skill, and analysis of writing task. Chapter III is research method. It presents type of the research, object of the study, data and data source, method of collecting data. Chapter IV is research finding and discussion. Chapter V is conclusion and suggestion. After Chapter V the writer presents bibliography and appendix.