

**AN ANALYSIS ON WRITING TASK OF ENGLISH TEXTBOOK
ENTITLED *BRIGHT* FOR THE SEVENTH GRADE STUDENTS
OF JUNIOR HIGH SCHOOL**



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by

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DITA AYUK PRASTIAN

**AN ANALYSIS ON WRITING TASK OF ENGLISH TEXTBOOK
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ABSTRACT

The research paper aims at describing the writing tasks that are appropriate with the criteria suggested by Raimes in English textbook entitled Bright and whether or not writing tasks in English textbook entitled Bright facilitate the students in increasing writing ability. In analyzing the textbook, the writer uses descriptive research as the type of research. The data is writing task in English textbook entitled “Bright”. The method of collecting data is document: (1) the writer reads an English textbook entitled “Bright”, (2) the writer analyzes the material contained in the textbook. The writer uses content analysis, the steps of procedures for analyzing data are as follow: (1) finding out the writing tasks provided in the textbook, (2) giving code in the material, (3) comparing writing task in the textbook with criteria writing task by Raimes, (4) giving the percentage to the total of writing task in textbook, (5) describing the writing task in the textbook is appropriate or not, (6) finding the percentage of suitable of writing task with criteria writing task by Raimes, (7) drawing conclusion based on the result of analysis, and giving some suggestion. The result of the research shows the percentages that writing task in English textbook entitled “Bright” is 64,28% because the writer finds nine criteria from fourteen criteria. The nine criteria are suitable are addition, question answer, cloze test, conversion, scrambled paragraph, sentence combining, fill in the blank without translation, free composition in writing, and write the text based on the topic provided. The writer concludes that writing task in English textbook entitled Bright is good and appropriate with criteria as suggested by Raimes. In addition, the materials in English textbook entitled “Bright” facilitates the students in increasing writing ability.

Keyword: writing task, textbook, Raimes’s theory.

A. Introduction

In studying English language there are four language skills, they are listening, speaking, reading, and writing. The four language skill in English should be mastered by the students so they can use English actively and passively. One of the language skill is writing that must be taught maximally by the teacher for the student, beside listening, speaking, and reading.

In fact, there are many students who face difficulties in writing. They usually make mistakes in grammar, spelling, vocabulary, and punctuation. To develop student's ability in writing skill, students do writing tasks.

The student can gain many tasks through learning media such as textbook. Textbook is instrument material which can help the teacher and student for teaching-learning process. Tomlinson (1998:ix) defines textbook as a book which provides the core materials for a course. It aims to provide as much as possible in one book and it is designed so that it could serve as the only book which the learners necessarily use during a course.

In this study, the researcher is interested in analyzing an English textbook. The research only focuses analysis on the writing task. The research chooses an English textbook published by Erlangga entitled *Bright*. It is an integrated English textbook for the seventh grade Junior High School student. The book is designed based on the 2013 Curriculum. It is designed to improve student's ability and also increase knowledge in the learning of English. The writer decides to conduct a research paper entitled *An Analysis on Writing Task of English Textbook entitled Bright for the Seventh Grade Students of Junior High School*.

This research has two problem statements: (1) what are the writing tasks that are appropriate with the criteria suggested by Raimes in English textbook entitled *Bright*? (2) what writing tasks in English textbook entitled *Bright* facilitate the students in increasing writing ability?

The objective of this research, is: (1) To describe the writing tasks that are appropriate with the criteria suggested by Raimes in English textbook

entitled *Bright* and (2) to describe whether writing tasks in English textbook entitled *Bright* facilitate the students in increasing writing ability or not.

The writer uses theory for this research are notion of textbook, function of textbook, notion of writing, notion of writing task, and component of writing task.

Tarigan and Tarigan (1993:13) explains that textbook is a learning book of the certain subject which is included to the standard book that is compiled by experts in that subject for the meanings and instructional purpose which is equipped by learning media that are compatible and understandable by the users in schools and colleges so that it can support any teaching program.

Another definition from Richard (2001:6) explains that without textbooks a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed.

The textbook has functions in the teaching learning process. Richards (2001:254-255) explains that the use of textbook in teaching learning has both advantages and disadvantages depending on how they used and the context for their use. Among the principal advantages, such as: (a) they provide structure and syllabus for a program, (b) they help standardized instruction, (c) they maintain quality, (d) they provide a variety of learning resources, (e) they are efficient, (f) they can provide effective language models and input, (g) they can train teachers, and (h) they are visually appealing. However there are also disadvantages, such as: (a) they may contain non-authentic language, (b) they may distort content, (c) they may not reflect student's needs, (d) they can deskill teachers, and (e) they are expensive.

Richard and Renandya (2002) in Fauziati (2010:45) state that writing is the most difficult skill to master for foreign language learners. This due to not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn such ideas into a readable text. And Another definition from Sokolik (2003) in Linse (2003:98) explains that writing is a combination of process and product. The

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

Writing task can make student be more diligent in doing exercise and in mastering the material. Besides, writing task is aimed at developing student's ability to think critically. According to Ellis (2003) in Nunan (2004:3) "a task is a workplan 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 proportional content has been conveyed". According to Rivers (1993:240) "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, etc".

There are some criteria to evaluate the writing task whether it is appropriate or not. According to Raimes (1993) in Kobayakawa (2011:30-33) writing is the "clear, fluent, and effective communication of ideas" and categorized into here criteria, there are controlled writing, translation, and free writing.

To develop the criteria of writing task as suggested by Raimes (1993) in Kobayakawa (2011:30-33), the students need the following components. There are: (1) grammar (e.g. rules for verb, agreement, articles, and pronouns), mechanics (e.g. spelling and punctuation) ,word choice (e.g. vocabulary and idiom).

Therefore, it is very important in writing task to join all components of writing task in the criteria of writing task. Writing task consists of three parts, such as: (1) controlled writing also known as guide writing, focuses on stabling 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; (2) translation is 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; and (3) free writing 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.

B. RESEARCH METHOD

The writer uses descriptive research. The writer purpose to describe whether the writing task of English textbook *Bright* suitable with Raimes's theory or not. The object of the research is the writing task in English textbook entitled *Bright* for the seventh year of Junior High School written by Nur Zaida published by Erlangga in 2013. The data of the research are materials of writing task from *Bright*.

The method of collecting data is document: (1) the writer reads an English textbook entitled *Bright*, (2) the writer analyzes the material contained in the textbook. The writer uses content analysis, the step of procedure for analyzing data are as follow: (1) finding out the writing tasks provided in the textbook, (2) giving code in the material, (3) comparing writing task in the textbook with criteria writing task by Raimes, (4) giving the percentage to the total of writing task in textbook, (5) describing the writing task in the textbook is appropriate or not, (6) finding the percentage of suitable of writing task with criteria writing task by Raimes, (7) drawing conclusion based on the result of analysis and giving some suggestion.

C. RESEARCH FINDING AND DISCUSSION

The writer describes research finding about the writing tasks that are appropriate with the criteria suggested by Raimes in English textbook *Bright* and the writing tasks that facilitate the students in increasing writing ability.

1. The writing tasks that are appropriate with the criteria suggested by Raimes in English textbook *Bright*.

a) Controlled Writing

1) Addition

Addition is the process of adding something or adding the word and noun phrase.

U6/Bright/P.129

Complete the following sentences by adding word “should” and choose a phrase from the box.

1. Your hair is your eyes. You should have a haircut.
2. My train is going to leave at 5 o'clock tomorrow morning so I should not go to bed late.
3. You look sick. I think you_____.
4. Friday is Juwita's birthday, so I think we _____.
5. Everything will be all right. You_____.
6. It's eleven in the evening. We_____.
7. A: I can't read the words on the board.
B: You_____.
8. The food contains harmful food colorant. We _____.
9. There is a “no feeding” sign on the cage. We_____.
- 10 You have a terrible cough, dad.
You _____.”

wear glasses have a haircut
not eat it stop smoking
See a doctor not feed the animals
go to bed now have a party
not worry so much not go to bed late

From the writing task above, the students are asked to complete the sentences by adding the word “should” and choose the phrase in box. By doing writing task, the students are able to understand the use of modal in the sentences and choose the correct word choice which is suitable in the sentences. Based on the writing task above, the writing task is

appropriate with the criteria suggested by Raimes because of the use of grammar and word choice. Besides, the writing task also includes controlled writing which the writing tasks should focus on grammatical pattern, sentence structure, punctuation, and word order.

2) Answer-Question

Answer-question is the teacher are given some of the question, and the answers to the which form of the text. In this task teacher give some question to the students and the students must be answer the question to develop became good paragraph.

U7/Bright/P.160

Write your own descriptive text. Choose one of the following topics.

A. Describe your own house. The following questions my help you.

1. Is your house big or small?
2. What is he wall made of?
3. What is the roof made of?
4. How many rooms are there?
5. Where do you sleep or do other activities?

B. Describe your neighborhood. The following questions may help you.

1. Do you live in a kampong, a housing area or in an apartment?
2. How many rooms are there?
3. How noisy is it?
4. Is it a clean neighborhood?
5. Is there any public transportation near your home?

C. Describe your favorite thing. The following questions may help you.

1. What is it?
2. When did you get it? From whom? On what occasion?
3. How big is it?
4. What is the color?
5. What is the function?

Based on the writing task above, the students should choose one of the topics, such as: describing your own house, describing your neighborhood, and describing your favorite thing. Then, the students write about descriptive text and use the questions to help them to make good descriptive texts. But before that, the students have to answer the question based on the topics that they choose before. After that, the students can make descriptive texts easily and to be more creative to make descriptive text. So the writing task is appropriate with the criteria suggested by Raimes because of the use of grammar, mechanics, and word choice. Besides, the writing task also includes controlled writing which the writing tasks should focus on grammatical pattern, sentence structure, punctuation, and word order.

3) Cloze Test

Cloze test is an exercise consisting of a part of the text with certain word removed.

U8/Bright/P.191

Consult your dictionary to find where these people work.

1. A nurse works in a h _ _ _ _ _.
2. A butcher sells meat at a m _ _ _ _ _.
3. A cook prepares dishes at a r _ _ _ _ _
or h _ _ _ _ _.
4. A clown works in a c _ _ _ _ _.
5. A farmer works on his f _ _ _ _ _.

The writing task above can increase the student's ability to find where these people work. Before doing the writing task, the students must understand the meaning and use dictionary to answer the question easily. After that, the students can practice the material and improve student's ability in writing. The writing task above is appropriate with criteria suggested by Raimes.

4) Conversion

Conversion is a process of replacing text written or change appropriates the command.

U4/Bright/P.67

Make the following sentences into yes/no questions. Use *do* or *does*. Replace the names with *he, she, it, you, we, or they*.

1. Jane has breakfast at six.
Does she have breakfast at seven?
2. Cats eat fish.
Do cats eat meat?
3. My father drinks coffee.
_____ tea?
4. Ivan studies hard
_____ lazily?
5. Sonia sings beautifully
_____ loudly?
6. The students like geography
_____ PE class?
7. My dog sleeps under my bed
_____ in a basket?

Based on writing above, the students are asked to transform the sentences into yes/no question, and then use *do* or *does*, and replace the names with *he, she, it, you, we, or they* as the example above. By doing writing task, the students must understand about simple present tense especially interrogative sentence with use *do* or *does* and replace the names as Jane became *she*. The students must complete the sentence above with the use of interrogative sentence and replace the names in order to become yes/no question. After doing the writing task, the students can practice the writing material and develop their ability in writing. So, the writing task above is appropriate with the criteria suggested by Raimes.

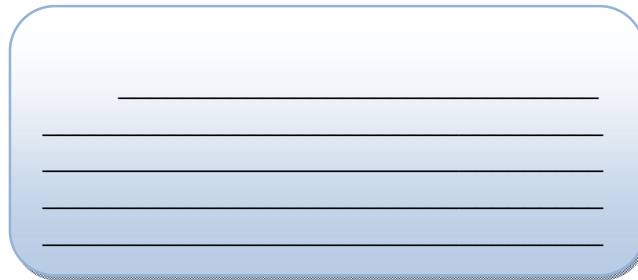
5) Scrambled Paragraph

Scrambled paragraph is a paragraph that are not logical order or a paragraph that has sentences that are not logical order.

U5/Bright/P.90

Salma and her friends are planting the flowers. Show them how to do it by arranging the following sentences into a paragraph with Mrs. Stewart's instruction.

- Cover the root with the soil.
- Make a hole on the ground using a hoe
- Don't forget to water your plan every day.
- Put your plant in the hole.
- Prepare the plant that you want to plant.



Based on writing task above, Salma and her friends are planting the flowers and show them that how to do it by arranging the following sentences into a paragraph with Mr. Stewart's instruction. Then, the students must arrange the following sentences into a good paragraph. Before doing the writing task, the students must understand about the meaning of each sentence so they can arranging the sentences into a good paragraph easily. After that, students can practice the material, arrange the paragraph creatively and develop their writing ability. So, the writing task above is appropriate with the criteria suggested by Raimes because of the use of grammar, mechanics, and word choice. Besides, the writing task also includes controlled writing which the writing tasks should focus on grammatical pattern, sentence structure, punctuation, and word order.

6) Sentence Combining

Sentence combine is an instructional approach that involves teaching student to combine two or more simple sentence, compound sentence form a more complex sentence.

U8/Bright/P.174

Complete the following sentences. Number 1 has been done for you.

1. I have a brother. He is fat.
I have a fat brother
2. Lily has two sisters. They are beautiful.
Lily has _____.
3. The students have four dictionaries. They are new.
_____.
4. The house has five windows. They are big.
_____.
5. There are thirty students in the classroom. They are clever.
_____.
6. Shanty has seven pencils. They are long.
_____.

From the writing task above, the students must combine two sentences into one sentence as the example above. The form of the sentence is a compound sentence. After doing the writing task, the students can practice the material and develop their ability in writing. Based on the writing task above, the writing task is appropriate with the criteria suggested by Raimes about the use of grammar and word choice.

7) Fill in the Blanks without Translation

Fill in the blanks without translation is a type of question or phrase with one or more word replaced with a blank line and giving the reader the chance to add the missing word.

U8/Bright/P.167

Activity 1 Fill in the blanks with *have* or *has*.

1. Susan _____ two sisters.
2. I _____ one brother.
3. My parents _____ three children.

4. The story _____ a sad ending.
5. The boy _____ a nice smile.

Activity 2 Fill in the blanks with *do* or *does*.

1. _____ you have any brothers?
2. _____ Erica have any new books?
3. _____ your mother have any interesting hobbies?
4. _____ the girls have long hair?
5. _____ the cat have a long tail?

Activity 3 Fill in the blanks with *don't* and *doesn't*.

1. I _____ have any sisters.
2. Mrs Heru _____ have any daughters.
3. They _____ have a big house.
4. Rudy _____ have any brothers.
5. The house _____ have a swimming pool.

Based on writing task, the writing task is appropriate with criteria suggested by Raimes because of the use of grammar and word choice. By doing writing task above, the students must understand three activities which have been prepared. The first activity, the students fill in the blank with *has* or *have* and the students must master present perfect tense so the students can do task above easily. The second activity, the students fill in the blank with *do* or *does* and the students must master about simple present tense especially interrogative sentence so the students can do task above easily. And the third activity, the students fill in the blank with *doesn't* and *don't* and the students must master simple present tense especially negative sentence so it will be easier for doing the tasks above. After doing the material writing above, the students can practice the materials about present perfect tense and simple present tense.

b) Free Writing

1) Free Composition in Writing

Free composition in writing is a task that makes students free to express their wants in their writing. In this task teacher don't give rules students to write in one topic.

U2/Bright/P.28

Write five sentences to express requests, prohibition, and commands.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

From the writing task above, writing task is appropriate with criteria suggested by Raimes. Before doing the material above, the students understand about *expression request, prohibition, and commands*. After the students understand this material, the students write five sentences about expression of request, prohibition, and commands. The students have idea in writing five sentences about third expression. After doing the writing task, the students can practice to build sentences about kind of expression and improving writing ability on building sentences about expression.

2) Write the text based on the topic provided

U4/Bright/P.85

Choose a member of your family. It can be your father, mother or a sibling. Write a description about his or her daily activities. Use descriptive text organization and features as your guideline in writing.

The writing task above improves the student's ability in writing about descriptive text. By doing writing task, the students choose one of the members your family as your father, mother, or sibling. Then, the students write a description about his or her daily activities and use descriptive text organization and features as your guideline in writing. Before starting to write description the students must master descriptive text. After that, the students are more creative in making the other descriptive text and develop writing ability in descriptive text. So, writing task above is appropriate with criteria suggested by Raimes because of the use of grammar, mechanics, and word choice.

2. The writing tasks in English textbook *Bright* facilitate the students in increasing writing ability.

The student ability in writing has relation with the expression of feeling, thinking, and idea. The writing ability can be increased by exercises that are done by the student in some aspects. The *Bright* textbook has some aspects in writing task as suggested by Raimes.

To know how this textbook facilitate the students in increasing writing ability, the writer calculates percentage on the criteria of writing task suggested by Raimes. This textbook gains 64,28% of Raimes theory. It means that book is good because this book provides many exercises in writing activity. So, *Bright* textbook facilitates the students in increasing writing ability by doing exercises in this textbook.

D. CONCLUSION

After analyzing the writing task materials in English textbook published by Erlangga publisher in 2013 entitled *Bright* for the seventh grade students of Junior High School which is written by Nur Zaida, the writer concludes this study as follows:

1. The writing tasks that are appropriate with the criteria suggested by Raimes in English textbook entitled *Bright* consist of three categories; controlled writing, translation, and free writing. In controlled writing, there are seven categories provided in this textbook. Translation is not provided in this textbook. There are two categories of free writing provided in this textbook.
2. The writing tasks in English textbook entitled *Bright* facilitate the students in increasing writing ability.

The writer finds that the percentage of the writing task in English textbook entitled *Bright* is 64,28%. The writer concludes that this book is good, because the materials facilitate the students in increasing writing ability by providing many exercises in writing activity.

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