

**AN ANALYSIS ON WRITING TASK OF ENGLISH
TEXTBOOK ENTITLED *TALK ACTIVE* FOR THE TENTH
GRADE STUDENT OF SENIOR HIGH SCHOOL**



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ENTITLED *TALK ACTIVE* FOR THE TENTH GRADE
STUDENT OF SENIOR HIGH SCHOOL**

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ABSTRACT

The aim of this research are to describe whether or not 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. This research is a descriptive research. The methods of collecting data are (1) reading the English textbook entitled Talk Active and (2) classifying the tasks containing writing task. The data are the materials of writing tasks found in English textbook entitled Talk Active. Data source is English textbook entitled "Talk Active". The data were analyzed by steps: (1) finding the writing tasks in the textbook, (2) coding the data, (3) judging whether the writing tasks in the English textbook appropriate with the writing task as suggested by Raimes, and (4) drawing conclusion and giving suggestion. Based on the analyzed data, the writing tasks found in the textbook are conversion, sentence combining, filling in the blank without translation, question answer, summary writing, scrambled paragraph, cloze test, filling in the blank with translation, free composition and write the text based on the topic provided. The percentage for the writing tasks provided in Talk Active based on the percentage, referring to the schema of quality classification proposed by Arikunto (2010) is 71,43%. It means that the writing task is good in developing writing skill. Among the fourteen sub-categories in criteria of writing task suggested by Raimes there are ten sub-categories that are provided in the textbook, the second result is the writing task of the textbook facilitate the students to achieve the competency of writing skill.

Key words : writing tasks, task analysis, textbook

A. Introduction

The writer focuses on writing skill as the one of the important competencies in learning English. There are many aspects that can be achieved by the learners through learning this skill. The learner can put their idea, knowledge, experiences and even their feeling. In another side there are some aspects that should be learnt to master this skill, such as vocabulary, grammar, and ideas. Besides, the learners should do some exercises through possible sources. One of the sources is textbook. It can guide the learners to achieve the competencies. There are many English textbooks, but not all of them contain what the learner's need. It is the job of the English teacher to decide a textbook that is suitable to his/her students.

Based on the problem above, the teacher should examine or evaluate the materials in English textbook to give the learners' necessities. According to Fauziati (2010:209) "the evaluation and selection of textbook is a complex process".

This problem is also interested to be solved through research paper. The writer focuses her evaluation on the writing tasks. The writer chooses an English textbook published by Yudhistira entitled "*Talk Active*". It is an integrated English textbook for the first grade Senior High School student. The book is designed based on the 2013 Curriculum. The course contains the four skills, namely listening, speaking, reading and writing. Based on the reasons, the writer decides to conduct a research paper entitled *An Analysis on Writing Task of English Textbook Entitled Talk Active for the Tenth Grade Student of Senior High School*.

The problem statement in this research is: (1) what are the writing tasks in English textbook entitled *Talk Active* suitable with the criteria of writing task as suggested by Raimes? (2) how the writing tasks facilitate the students to achieve the competency?

Objective of the study based on the research problem is to find whether the writing tasks provided in English textbook entitled *Talk Active* suitable with the criteria features of writing task as suggested by Raimes and

to describe the writing tasks can facilitate the students to achieve the competency or not.

B. Underlying Theory

The writer explains about 1) Notion of Textbook 2) Function of Textbook 3) Textbook Evaluation 4) Notion of Writing 5) Writing Task and 6) The Component of Writing Task.

1. Notion of Textbook

According to Thomson (2000) in Sholichatun (2011:10) “the textbook is a stimulus or instrument for teaching and learning”. Textbooks are the center of instruction and one of the most important influences on what goes on in the classroom. Tarigan and Tarigan (1993:13) define that textbook is a learning book of the certain subject which is included to the standard book that is completed by expert 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.

2. Function of Textbook

According to Richards (2001:254-255) the use of textbook in teaching-learning has both advantages and disadvantages depending on how they are used and the context for their use. Among the principal advantages are:

- a. They provide structure and syllabus for a program.
- b. They help standarized 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.
- h. They are visually appealing.

However there are also potential negative effects, for example:

- 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.
- e. They are expensive.

3. Textbook Evaluation

According to Tomlinson (1998:3), “material evaluation refers to attempts to measure the value of materials”. The goal of textbook evaluation is to predict whether or not the textbooks will work.

Cunningsworth (1995) in Richard (2001:258) proposes four criteria for evaluating textbooks, that are:

- a. Textbooks should correspond to learner’s needs.
- b. Textbooks should reflect the uses (present or future) which learner will make of the language.
- c. Textbooks should take account of students’ needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid method.
- d. Textbooks should have a clear role as a support for learning.

Meanwhile, Ellies (2000:220) in Fauziati (2010:210) proposes four points to think over for internal evaluation, as follows:

- a. Input (i.e. the information that the learners are supplied with;
- b. Procedures (i.e the activities that the learners are to perform in order to accomplish the task);
- c. Language activity (i.e whether the learner engage in receptive language activity, listening or reading, or productive language activity, speaking or writing, or both);
- d. Outcomes (i.e. what is that the learners will have done on completion of the taks).

4. Notion of Writing

Writing as a skill is basic language skill. According to Kirby and Crovitz (2013:12), writing is an intensely personal and uniquely human act. Writing bound to the individual experiences of feeling, perceiving, and thinking bound to the processes by which language brings shape and import to what we feel, sense, and imagine. Writing emerges from an ongoing, never-finished, constantly refreshed, and always singular act of creation. White (1995) in Ahmed and Karunakaran (2013:105) views

writing as an activity “involving a number of thinking processes which are drawn upon in varied and complex ways as an individual composes, transcribes, evaluates, and revises.”

5. Writing Task

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 Hoel (1990) in Homstad and Thomson (1994:15) “writing task can be used to introduce students to a literary text, to motivate and help them create their own understanding of a text, and to articulate their own interpretation of a text”.

6. The Component of Writing Task

There are some criteria which can be used to evaluate the writing task whether it is compatible or not. Raimes (1983) in Kobayakawa (2011:30-33) describes that the writing as the “clear, fluent, and effective communication of ideas” and categorized into three categories, there are controlled writing, translation, and free writing. Writing task is classified into three categories, as follows:

a. Controlled Writing

The classification of writing tasks in controlled writing according to Raimes (1983) in Kobayakawa (2011:30-33) are as follows:

- | | |
|--|------------------------|
| 1) dictation | 6) sentence ordering |
| 2) conversion | 7) addition |
| 3) sentence combining | 8) summary writing |
| 4) fill in the blank without translation | 9) scrambled paragraph |
| 5) question answer | 10) cloze test |

b. Translation

The classification of writing tasks in translation of writing tasks according to Raimes (1983) in Kobayakawa (2011:30-33) are as follows:

- 1) direct translation of a whole sentence

- 2) fill in the blank with translation

c. Free Writing

According to Raimes (1983) in Kobayakawa (2011:30-33), the classification of writing task in free writing is as follows:

- 1) free composition
- 2) write the text based on the topic provided

C. Research Method

The type of this research is descriptive research because the writer describes whether or not the writing task in English textbook are appropriate with the criteria of writing task as suggested by Raimes. The object of this research is an English textbook for the tenth year of Senior High School entitled *Talk Active* written by Mulyono and Lanny Kurniawan and published by Yudhistira. The focus of this research is on the writing task. The data in this research are writing tasks found in English textbook. The technique for analyzing data are: (1) finding out the writing tasks provided in the textbook, (2) coding the data, (3) comparing the writing tasks in the textbook with the criteria of writing task suggested by Raimes, (4) giving the percentage to the total of writing task develop in the textbook, (5) describing whether the writing task developed in the textbook is compatible or not with writing task suggested by Raimes, (6) finding the percentage of the compatability of writing tasks in the textbook with the criteria of writing task suggested by Raimes, (7) drawing conclusion based on the result of analysis and giving some suggestions.

D. Research Finding and Discussion

The writer presents the research finding and discussion. The writer analyzes the writing task in the textbook entitled *Talk Active* with criteria of writing task suggested by Raimes.

1. Research Finding

The following criteria of writing task suggested by Raimes (1983) in Kobayakawa (2011:30-33).

a. Controlled Writing

In Raimes' criteria, controlled writing tasks are classified into ten categories, they are dictation, conversion, sentence combining, fill in the blank without translation, question answer, sentence ordering, addition, summary writing, scrambled paragraph, and cloze test. The writing tasks found in the textbook are as follows:

1) Conversion

The writing tasks provided in the textbook provide writing task about conversion as writing task as suggested by Raimes, for example:

- **U1/TA/P. 12**

Change the verbs into correct Simple Past.

- a) We (go) to the seaside last holiday.
- b) The car (crash) into the train and all the passengers (die).
- c) Who (fly) unfortunate plane?
- d) The people (be) very angry to see criminals.
- e) I (not find) anyone in the house.
- f) She (not lock) the door when she (leave) the house.
- g) How you (come) to the remote place?
- h) The fog soon (disappear) when the sun (begin) to shine.

The writing task above asks the students to change the verbs in the brackets into simple past. Before doing it, the students must understand about simple past. The students are not asked to write new sentence. But they just change the words in the bracket into past tense. The students are helped to learn way to make simple past tense. The writing task is appropriate to the criteria as suggested by Raimes.

2) Sentence Combining

The writing tasks provided in the textbook provide writing task about sentence combining as writing task as suggested by Raimes, for example:

- **U3/TA/P. 44**

Combine the two clauses into a sentence using the correct adverbial clause with time.

- a) the party ends – all of you will have to go back to your houses

- b) she will attend class – she finishes her homework assignment.

- c) he arrived – the other students had already left

- d) Steve will have purchased his new computer – by the time his Dad comes to visit

- e) I have known her – I was a child

The writing task above asks the student to combine the two clauses into a sentence using adverbial clause with time. The writing task above develops students to write new sentence with the clauses that have been given. Before doing the task, the students must know the kind of adverbial clause with time. So the criteria of writing task as suggested by Raimes is suitable with the writing task provided in the textbook.

3) Fill in the Blank without Translation

The writing tasks provided in the textbook provide writing task about fill in the blank with translation as writing task as suggested by Raimes, for example:

- U1/TA/P. 13

Read the text of factual recount below. Use the verbs in the box on the next page to fill in the blanks. Remember to use them in the past tense.

A Trip to Bandung

Last Month, My friends and I had a wonderful trip to Bandung. We had three days trip there, from Friday to Sunday. We left to Bandung on Friday Afternoon and it only ____ (1) about three and half an hour by car from Tangerang, our home town. We started at 2 P.M and arrived around 5.30 P.M in Bandung. As soon as we arrived in Bandung, we took a rest in a hotel downtown Bandung. After taking a ____ (2) and shower, we had dinner and prepared for a night tour in Bandung.

Around 7.30 P.M, we drove to Cihampelas to buy some jeans and t-shirts. After 2 hours ____ (3) there, we dropped at Ciwalk for half an hour to relax and enjoy the beauty of Ciwalk. Our next destination is Ciwidey and Cimangu. It took about one and half an hour to be in Ciwidey and Cimangu. Unfortunately, we couldn't ____ (4) Ciwidey because of the bad weather and continued to Cimangu, around one kilometer from it. In Ciwidey, we had a warm water bathing. All of us jumped into the warm water and enjoyed it a lot. Our body soaked in a big warm swimming pool for about an ____ (5) before we stopped. At 2 P.M on Saturday, we took a rest in of villager's house there near Ciwidey.

On Saturday, we had a great activity because we did many things. First, we went to Ciwidey. We enjoyed the nature of Ciwidey's view. We ____ (6) there for about one hour. Around 10 o'clock, we went to Strawberry Park located in Ciwidey too. We learnt how ____ (7) the strawberry and of course ate some products made of strawberry, such as fried rice, cake and juice.

On Saturday ____ (8) around 2 P.M, we came back to hotel to drop our luggage. After 2 hours in hotel, we went to Cibaduyut for shoes shopping. At around 7 P.M, we went Dago Street to enjoy ____ (9) night there.

On ____ (10) morning, we packed up and went back to Tangerang.

shopping	took	rest	visit	hour
plant	stayed	afternoon	Saturday	Sunday

Based on the writing task above, it can be seen that the task improves the students' ability in completing gap in the form of recount text. The students have to complete the blank with the verb from the box. Before doing the task, the students must know the meaning of the verb in the box. Because the task expects the students to fill in the blanks with the most suitable verb or choose one from many options to match the contents of the text. So, the previous writing task above is appropriate with the criteria of writing task as suggested by Raimes.

4) Question Answer

The writing task provided in the textbook provide writing task about question answer as writing task as suggested by Raimes, for example:

- U6/TA/P. 105

Work on your own. Look at the photo. Search as many as information about it from any sources. Write a describing the object. These questions may help you.

Questions:

- a) In what country is it located?
- b) What does it look like?
- c) How long does it stretch?
- d) When was it laid out?
- e) Who built the great wall?
- f) What provinces are passed by the great wall?
- g) What legend is related to it?

The task above is one way to help the students write text. The writing task asks the students to write description about a photo. Before it, the students have to answer the questions to help them to write a good description. The students are suggested to search any information about the photo from any sources. In the task, the students can improve their ability in writing to make description. Because the writing task requires students to write the text using the most suitable word to create a good text, the writing task is appropriate with the criteria as suggested by Raimes.

5) Summary Writing

- U5/TA/P. 82

Work individually. Read the story again and analyze the generic structure of the story “Spectrapolis”. Write the main ideas of the text elements in the chart below.

Text element	Main Idea
Orientation	
Complication	
Resolution	
Coda	

The writing task above helps the students' capability in writing summary from a recount text entitled "Spectrapolis". The instruction requires the students to write the main ideas based on the story. Before doing the task, the students should read the story in the previous page. The students have to master the generic structure of recount text. The students are expected to classify the text based on the text element. This analysis indicates that the writing task is appropriate with the criteria of writing task as suggested by Raimes.

6) Scrambled Paragraph

The writing tasks provided in the textbook provide writing task about scrambled paragraph as writing task as suggested by Raimes, for example:

- U1/TA/P. 14

**In pairs, study the jumbled sentences in the box.
Rearrange them into good recount.**

◆Then he was pointed to be the leader of BKR. And he stopped to struggle after the Roem-Royen agreement was signed.◆He was born in Bodas Karangjati village, Purbalingga, Central Java in 1926.◆His name surfaced after he and his troops beat the Dutch's troops in Ambarawa on December 12th – 15th, 1945.◆At last, he retired and had a rest in Magelang before he died on January 29th, 1950.◆Soedirman, people usually called him Pak Dirman, is one our national heroes.◆In 1949, Pak Dirman led his troops to wage guerrilla warfare against dutch in Yogyakarta, Surakarta, Madiun, and Kediri for about seven months.◆His spirit of struggle was never endless although his health was getting worse.

The writing task above improves the students' ability to arrange paragraph. The instruction expects the students make a group in pairs. Then, the students have to arrange the jumbled sentence into a good recount. After doing this task, it is hoped that student can improve their

ability in arranging paragraph and to be more creative in writing recount text. The writing task above is compatible with the criteria of writing task as suggested by Raimes

7) Cloze Test

The writing tasks provided in the textbook provide writing task about cloze test as writing task as suggested by Raimes, for example:

- U2/TA/P. 29

Complete the dialog and practice them. Follow the example.

- a) A : What were you doing it began to rain?
B : I was reading a novel.
- b) A : What were they doing at 8. 00 pm last night?
B : _____
- c) A : What was the boy doing when you saw him?
B : _____
- d) A : What were they doing while the others were bathing in the beach?
B : _____
- e) A : What was the man doing when you greeted him?
B : _____
- f) A : What was the boss doing when his secretary came into his room?
B : _____

The writing task above develops the students' ability in completing dialogues. In this task, the students are demanded to complete the dialogue based on picture in each dialogue. This instruction asks the students complete the dialogue with past continuous tense. Before doing it, the students must understand past continuous tense. The task gives an example to help the students in doing this task. The material above is suitable with the criteria of writing task as suggested by Raimes.

b. Translation

In Raimes criteria, controlled writing tasks are classified into two categories, they are direct translation of a whole sentence and fill in the blank with translation. The writing task provided in the textbook is as follows:

1) Fill in the blank with translation

The writing tasks provided in the textbook provide writing task about fill in the blank with translation as writing task as suggested by Raimes, for example:

- U2/TA/P. 28

Find the words in the story that have the following meanings in *Bahasa Indonesia*. The clue letters may help you.

- a) _ H _ _ _ = selendang
- b) R _ _ _ = padi
- c) _ U _ _ _ U _ = penasaran
- d) _ _ _ R _ = bidadari
- e) _ O _ _ _ T = hutan
- f) _ I _ = penutup
- g) M _ _ _ _ _ D = menikah
- h) P _ _ _ I _ _ = pors
- i) _ I _ O = gudang makan
- j) _ _ _ I M _ _ _ = bulan purnama

The writing task above improves the students' ability in translation. The instruction asks the students to fill in the blank of word with translation. The students are helped by the meaning in *Bahasa Indonesia* to complete the word. In doing this task, the student can ask their teacher or use dictionary. After doing this task, it is hoped the students can improve their ability in transferring ideas from English into *Bahasa Indonesia*. So, this writing task is appropriate with the criteria of writing task as suggested by Raimes.

c. Free Writing

In Raimes criteria, controlled writing tasks are classified into two categories, they are free composition and writing the text based on topic provided. The writing tasks provided in the textbook are as follows:

1) Free Composition

The writing tasks provided in the textbook provide writing task about free composition as writing task as suggested by Raimes, for example:

- U4/TA/P. 62

Write a short story about you and your close friend did in the past. Write it in past tense.

You may start like this:

I had a close friend once I was in Elementary School. We lived next door. We had the same hobby. One day, we

In the writing task above, the students are expected to write a short story about his/her and his/her close friend did in the past tense. The students are helped with the first and second sentences to help them starting the short story. After doing this task, the students are hoped to be more creative and can improve their ability to writing short story. The writing task above is appropriate with the criteria of writing task as suggested by Raimes.

2) Write the text based on the topic provided

The writing tasks provided in the textbook provide writing task about write the text based on the topic provided as writing task as suggested by Raimes, for example:

- U2/TA/P. 31

Develop a narrative text telling about the legend of Lake Toba based on the given main ideas.

The Legend of Lake Toba

- A fisherman living in Batak land.
- One day he caught an unusual fish.
- The fish begged him to free it back.
- The fish turned into a beautiful girl.
- They got married.
- The fisherman grew furious to his son.
- His wife annoyed and could not forgive her husband.
- The earth began to shake and volcano began to erupt.
- The lake becomes, in time, a famous place of interest.

The writing task above develops the students' ability in writing narrative text. The instruction above asks the student to write narrative text about The Legend of Lake Toba. The student develops their text

based on main ideas that have been given to help students to make a good narrative text. After doing this task, it is hoped that students can practice and be creative in writing narrative text and they student can improve their writing ability. So, the writing task above is suitable with the criteria of writing task as suggested by Raimes.

Table. 4.2 The Result of Writing Task Provided in the Textbook

No.	The Criteria of Writing Task Suggested by Raimes	Writing Task Provided in Textbook	Provided	Not Provided	
1.	Controlled Writing	a. Dictation	-		√
		b. Conversion	U1/TA/P.12 U5/TA/P.84 U7/TA/P.117	√	
		c. Sentence Combining	U3/TA/P.44 U6/TA/P.102	√	
		d. Fill in the Blank without Translation	U1/TA/P.13	√	
		e. Question Answer	U6/TA/P.105 U8/TA/P.134	√	
		f. Sentence Ordering	-		√
		g. Addition	-		√
		h. Summary Writing	U5/TA/P.84 U8/TA/P.133	√	
		i. Scrambled Paragraph	U1/TA/P.14	√	
		j. Cloze Test	U2/TA/P.29 U4/TA/P.61	√	
2.	Translation	a. Direct Translation of a Whole Sentence	-		√

		b. Fill in the Blank with Translation	U2/TA/P.28	√	
3.	Free Writing	a. Free Composition	U3/TA/P.46 U4/TA/P.62	√	
		b. Write the Text Based on the Topic Provided	U1/TA/P.15 U2/TA/P.31	√	
Total				10	4

After doing analysis on the writing tasks developed in the English textbook entitled *Talk Active*, the writer presents the percentage to know whether the writing tasks presented in textbook are suitable with the criteria of writing task as suggested by Raimes. While to know whether or not the writing tasks facilitate the students to achieve the competency, the writer uses Arikunto's schema of quality classification. The percentage of writing tasks provided in textbook is as follows:

$$\frac{\text{Writing task criteria developed in the textbook}}{\text{Writing task as suggested by Raimes}} \times 100\%$$

$$\frac{10}{14} \times 100\% = 71,43\%$$

According to the schema of quality classification (Arikunto, 2010:319), the score of writing tasks in English textbook entitled *Talk Active* is good, because the score is 71,43%. It means that the writing tasks can facilitate the students to achieve their writing competency.

2. Discussion

After analyzing the writing tasks developed in the English textbook entitled *Talk Active* for the tenth grade student of Senior High School which are suitable with the criteria of writing task as suggested by Raimes, the writer finds that the textbook provides 10 criteria of writing task and 4 criteria do not provide in the textbook. The writing tasks found in the textbook are as follows:

a. Controlled Writing

The English textbook entitled *Talk Active* for the tenth grade students of Senior High School has 6 criteria out of 10 criteria suggested by Raimes. The criteria are conversion, sentence combining, fill in the blank without translation, question answer, summary writing, scrambled paragraph, and cloze test.

b. Translation

In writing task of translation, the textbook entitled *Talk Active* for the tenth grade students of Senior High School has 1 criterion from 2 criteria of writing task as suggested by Raimes. The criterion is fill in the blank with translation.

c. Free Writing

In free writing, all of criteria writing tasks suggested by Raimes provide in the English textbook *Talk Active* for the tenth grade students of Senior High School. The criteria are free composition and writing the text based on the topic provided.

Based on the percentage that is shown the research finding, the result of percentage shows 71,43% of writing tasks developed in the English textbook entitled *Talk Active* suitable with the criteria of writing task as suggested by Raimes. According to the schema of classification (Arikunto, 2010:319), it can be seen that the writing tasks developed in the textbook is **good**. It means that in developing the writing skill, the textbook is good or compatible with the writing task criteria as suggested by Raimes.

E. Conclusion

The writer finds 10 criteria of writing tasks in the textbook are suitable with the criteria of writing tasks as suggested by Raimes. The writing tasks found in the textbook are conversion, sentence combining, fill in the blank without translation, question answer, summary writing, scrambled paragraph, cloze test, fill in the blank with translation, free composition and write the text based on the topic provided. Based on the result, the writer concludes the writing tasks in the textbook for the tenth grade student of Senior High

School are classified as good writing tasks. Based on the percentage that is shown in the research finding, the result of percentage is 71,43%. According to the schema of quality classification proposed by Arikunto (2010:319), the score of writing tasks in English textbook entitled *Talk Active* is good. The writer concludes that the writing tasks in the textbook facilitate the students to achieve the competencies and the textbook is **good**.

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