



## ANALYSIS OF WRITING MATERIAL IN ENGLISH TEXTBOOK FOR THE FIRST GRADE SENIOR HIGH SCHOOL

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### A B S T R A C T

Textbook is an important references employed by teachers and students in the learning process. It is supported by Grand as cited in Kayapinar, 2013 states that coursebook try to solve the problem by creating opportunities for learners to use target in the classroom. Considering such situations, an evaluation of existing materials is necessary to reveal the weakness of the textbook and improve in strength Cunningsworth (1995). This study aims to analysis the presentation, and linguistic elements. This study is descriptive qualitative employing a content analysis. A checklist for evaluation was developed based on criteria proposal by BNSP and Cunningsworth (1995). The findings showed that in terms of writing materials presentation, all of the writing tasks are in the forms of guided writing, in which students are tasked to write responses, in restricted length, to the given prompts. In terms of linguistics elements, they are treated in integrated manner in the textbook. This study indicates that writing tasks in the textbook have been proportionally covered. The findings suggest that independent references for vocabulary and grammar items are necessary for self-study. The topics should be more various as well to provide students with wider chances to get exposed to different contexts.

## INTRODUCTION

The researcher emphasizes that one of the important competencies in English lesson is writing skill. There are many aspects that can be achieves by the learners through learning this skill. The learner can put their idea, knowledge, experiences and even their feeling. To master this skill there are several things that must be learned such as vocabulary ,grammar, and ideas. The excercises through possible sources ,one of the sources is textbooks focuses on writing skill as the one of the important competencies in learning English. There are many aspects that can be achieves by the learners through learning this skill. The learner can put their idea, knowledge, experiences and even their feeling. In another side there 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.

This problem is also interested to be solved through research paper. The researcher focuses her evaluation on the writing material. The researcher chooses an English textbook entitled Bahasa



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Inggris that was published by the Ministry of Education and Culture of Indonesia. This English textbook is the latest book published by the Ministry of Education and Culture of Indonesia and written based on Curriculum 2013. 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 Analysis of Writing Material in English textbook for First Grade Senior High School.

Textbooks are books that contain learning material needed in the teaching and learning process in class. Grant (as cited in Kayapinar,2013) states that coursebook try to solve the problem by creating opportunities for learners to use the target language in the classroom, as a sort of “halfway house” before using it in real life. So there are many advantages that help students learn the language by using textbooks in learning English. The evaluate on is needed to do in order to check whether the English textbooks have fulfilled the criteria of good teaching materials. Aspects that need to be improved so that textbooks can be more active is by evaluating textbooks that can provide information. The result of the evaluation can help the teachers to determine their action toward the textbook being evaluated example adapting, adopting, or rejecting. So, the purpose of learning English will be achieved since the teachers know what to do to make the teaching-learning process be effective.

In Indonesia, there is a book for 10th grade students entitled Bahasa Inggris that was published by the Ministry of Education and Culture of Indonesia. This English textbook is the latest book published by the Ministry of Education and Culture of Indonesia and written based on Curriculum 2013. Since this book was published by the Ministry of Education and Culture of Indonesia – authorized body that decides the curriculum and syllabus used in the school – this book is distributed to almost all senior high school in Indonesia. Due to this fact, the researcher is interested to analyze this English textbook since this book is widely used in Indonesia. The researcher wants to know whether this book has fulfilled the criteria of good teaching materials proposed by the experts.

Writing as a skill is basic language skill. From the above opinion, we conclude that writing is an activity to express creation, ideas, information ,thoughts, imagination, and knowledge using media and language, constantly renewed, and always singular. According to Kirby and Crovitz



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(2013:12), writing is a very personal and unique human action. Writing is bound to the experience of individual feelings, perceptions, and thoughts bound to the process by which language shapes and imports what we feel, feel, and imagine. Writing arises from acts of creation that are on going, never finished.

According to Barker (2000:136), writing is one form of communication that is technically difficult. Writing is an understanding and good idea of creativity. Although each textbook provides writing activities, there are some materials that are not in accordance with the abilities of students. For example high school material used for Vocational High School, there are different abilities of students in understanding the material because in Vocational High School is more focused in practice. White (1995) in Ahmed and Karunakan (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.

According to Hamp-Lyons in Nunan, (1991:91) states that writing is clearly a complex process and competent writing is frequently accepted as the last language skill to be acquired.

The problem statement in this research is

1. What are the writing tasks in English textbook entitled Analysis of Writing materials in English textbook For First Grade Senior High School suitable with the criteria of writing tasks I as suggested by Raimes?
2. How the writing tasks facilitate the students to achieve the competency?
3. Why is this research needed to be conducted?

Objective of the study based on the research problem is to find whether the writing tasks provided in English textbook entitled Analysis of Writing materials in English textbook For First Grade Senior High School 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.

### LITERATURE REVIEW

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 on going, never-finished, constantly refreshed, and always singular act of creation. White (1995) in Ahmed and Karunakaran (2013:105)



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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.”

Considering the importance of writing skill, its should be assessed before applied in the classroom. In 2013 curriculum, the writing task is simpler and the theme in the textbook is mostly relevant with students’life. The main difference of the writing material in 2013 curriculum from the previous curriculum is the students are not directly explained on the structure of the text, but the students are given the example and then the students are asked to produce similar writing.

The researcher is concerned with analysing the writing task in this study. Furthermore, giving focus of attention to one particular skill, which in this case is writing, allows this study to better understand the chosen focus. Though it focuses on writing skill, it does not treat it in isolation by excluding other skills. It is because the presentation of writing skill in the textbook is closely related and integrated with other skills. To focus on one particular skill also allows the study to evaluate whether such skill has been proportionally covered or not, which makes such a study significant. Therefore, this study is aimed to analyse writing material in the textbook entitled Analysis of Writing materials in English textbook For First Grade Senior High School.

### 1. The component of writing material

#### 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
- 2) Sentence ordering
- 3) Conversion
- 4) Addition
- 5) Sentence combining
- 6) Summary writing
- 7) Fill in the blank without translation
- 8) Scrambled paragraph
- 9) Question answer
- 10) Close test

#### b. Translation



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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

Writing assignments can make students more diligent in doing the exercises and in mastering the material. In addition, writing assignments are aimed at developing students' ability to think critically. According to Ellis (2003) in Nunan (2004:3) "the task is a work plan that requires students to process language pragmatically to achieve results that can be evaluated in terms of whether the correct or appropriate proportional content has been delivered". According to Rivers (1993: 240) "writing assignments are the ability to write sentences or paragraphs correctly, such as developing verbally from class situations and the ability to write short, simple letters, etc."

## RESEARCH METHOD

In accordance with the objective and the characteristics of the data, this study was regarded as descriptive evaluative, employing content analysis as the design since it dealt with the analysis of the content of writing material of the textbook. According to Ary et al (2002 in Pranata, 2011:17), content analysis concerns on analysing and interpreting material in its own context and the material can be a textbook. It is essential for education researchers to use the content analysis to study textbook for their read ability or to investigate certain aspects of the textbook. Content analysis is a method to analyse documents or other qualitative data. In short, Lestari (2005: 12) states that content analysis concerns real phenomena or real situation. In the other words, content analysis is applicable to various studies including language studies analysing content of certain matter through classification, tabulation, and evaluation. In relation to this study, content analysis is used as a method to evaluate the content of writing task presented in English textbook entitled "Analysis of



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Writing materials in English textbook For First Grade Senior HighSchool” published by Ministry of Education for eight grader interms of the presentation of writing material.

The objectives Object of research is Textbook. The research conducted in October 2020. The data is writing materials in the English textbook for the first grade senior high school. The data were collected by identifying writing material covered in fifteen chapters in the textbook, the results of which were further identified based on the certain criteria stipulated in the English textbook. The purpose of the identifying English textbook was to describe the data. The researcher designed the evaluation sheet based on the English textbook evaluation criteria which were adapted from two key sources, namely, BSNP, and Cunningsworth (1995). The adapted English textbook was employed to evaluate the writing materials in terms of the presentation of writing materials, and linguistic elements of writing.

The procedures of gathering the data involved three steps. First, the textbook evaluated, “Bahasa Inggris”, was made available. Second, after the researcher got the textbook, the researcher started to identify writing materials covered in the fifteen chapters and analyzed them based on the English textbook. The researcher analyzed the book. However, the results of the analysis were consulted to the advisor in order to match the findings with the discussion.

## RESULTS AND DISCUSSION

The data analysis book evaluation sheet on the research content obtained helps the research map the nature of the textbook, based on related aspects, and general searches about the content of writing material.

As a first step in research, textbooks are exploited to identify an analysis of aspects of the problem. In general, textbooks use a genre-based approach in designing material that has 15 chapters with a content focus on one genre per chapter. Through the exploited textbook, the data found are as follows:

Tabel 1. The Material in the textbook relate to writing material

Number	Title of each chapter in textbook	Material	
		Other Materials	Writing Materials





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1	Talking about self	-Introducing oneself,parents, friends	- Vocabulary; name, family relationship, jobs, friends -Grammar;Pronouns -Writing an e-mail
2	Congratulating and Complimenting Others	- Using different ways of developing interaction with teachers, friends, family members, especially, by congratulating and complimenting others	- Vocabulary: words related to adjectives and the topic, congratulating and complementing expressions - Grammar: simple past, present perfect, present perfect continuous; singular-plural
3	Expressing Intentions	- Talking about intentions of doing weekend/holiday/school activities and school project	- Vocabulary: names of recreational facilities, holiday and school activities. - Grammar: would like, be going to
4	Which One is Your Best Getaway?	- Understanding descriptions of ecotourism destinations and historical building and describing them.	- Vocabulary; words related to ecotourism destinations and historical building - Grammar; noun phrases structure of modification)
5	Let's Visit Niagara Falls	- Understanding description of recreational places and describing them	- Vocabulary: words related to recreational places. - Grammar; adjectives and adverbs ( quite, very, extremely ); verbs to describe; passive voice
6	Giving Announcement	- Understanding and giving announcement	- Vocabulary: topic related word - Derivatives: nouns from verbs
7	The Wright Brothers	- Recounting an experience of meeting an idol/favorite singer	- Vocabulary: words related to meeting an idol - Grammar: simple past (was/were); adjectives
8	The Battle of Surabaya	- Recounting a historical event, The Battle of Surabaya	-Vocabulary: words related to past events - Grammar: Simple past (was/were)



9	B.J. Habibie	- Retelling about past events related to the life of prominent figures, e.g., B.J.Habibie	- Vocabulary: topic related words - Grammar: simple past; adverbs (three years later, in May 1963, on 21 May, immediately, initially)
10	Cut Nyak Dien	- Retelling about past events related to the life of prominent figures,e.g., Cut Nyak Dhien	- Vocabulary: topic related words -Grammar; simple past; adverbial clauses; adverbial phrases;
11	Entertaining, introducing moral values, and appreciating cultural values (folktales)	- Telling about foltales (e.g., Issumboshi to entertain)	- Vocabulary; topic-related words - Grammar: reported speech (indirect speech) vs direc speech
12	Malin Kundang	- Telling about folktales (e.g., Malin Kundang ) to entertain	- Vocabulary related to characterization as well as settings. - Grammar: simple past; adverb of time (clauses)
13	Talking about past events to develop interactional communication with others	-Talking about the life of The Wright Brothers	-Vocabulary: words related to Wright’s experiences - Grammar: simple past and present perfect
14	Strong Wind	- Telling about folktales ( e.g., Strong Wind) to entertain	- Vocabulary: words related to Characters and characterization as well as settings - Grammar: simple past; past continuous; adverbs (e.g., once,one day, ever since that day)
15	Entertaining introducing moral values, nd appreciating cultural values through songs	-Discussing the moral and cultural values of songs (e.g., You’ve Got a Friend)	- Vocabulary: words related to friendship - Grammar: adverb clauses ( if, when )

The discussion research findings are :





## Writing materials

1. Vocabulary; name, family relationship, jobs, friends  
Grammar; Pronouns Writing an e-mail
2. Vocabulary: words related to adjectives and the topic, congratulating and complementing expressions  
Grammar: simple past, present perfect, present perfect continuous; singular-plural
3. Vocabulary: names of recreational facilities, holiday and school activities.  
Grammar: would like, be going to
4. Vocabulary; words related to ecotourism destinations and historical building  
Grammar; noun phrases (structure of modification)
5. Vocabulary: words related to recreational places.  
Grammar; adjectives and adverbs ( quite, very, extremely ); verbs to describe; passive voice
6. Vocabulary: topic related word  
Derivatives: nouns from verbs
7. Vocabulary: words related to meeting an idol  
Grammar: simple past (was/were); adjectives
8. Vocabulary: words related to past events  
Grammar: Simple past (was/were)
9. Vocabulary: topic related words  
Grammar: simple past; adverbs (three years later, in May 1963, on 21 May, immediately, initially)
10. Vocabulary: topic related words  
Grammar; simple past; adverbial clauses; adverbial phrases
11. Vocabulary; topic-related words  
Grammar: reported speech (indirect speech) vs direct speech
12. Vocabulary related to characterization as well as settings.  
Grammar: simple past; adverb of time (clauses)
13. Vocabulary: words related to Wright's experiences  
Grammar: simple past and present perfect
14. Vocabulary: words related to Characters and characterization as well as settings

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Grammar: simple past; past continuous; adverbs (e.g., once, one day, ever since that day)

15. Vocabulary: words related to friendship

Grammar: adverb clauses ( if, when )

## CONCLUSION

For the next researchers, who are interested in analyzing textbooks, this study limits on the compatibility the materials of English textbook based on English grammar with the criteria of good material. The next researchers can study in other aspects not only compatibility based on English grammar but also in contextual learning, vocabulary, and other.

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