

An Analysis of Writing Tasks in “Pathway to English” Textbook for Twelfth Grade of SMAN 5 Kota Jambi

Debora Novita Sari, Wennyta, Efa Silfia

English Education Study Program. Faculty of Teacher Training and Education, Batanghari University

ABSTRACT

This research was aimed to find out whether the writing task in “Pathway to English” textbook appropriate with the criteria of writing task as suggested by Paul Nation, in Nation’s theory. There are four kinds of tasks that suggested. Each of tasks has the following type : (1) Experienced Task (linked skills, draw and write, ten perfect sentences, partial writing, setting your own questions), (2) Shared Task (reproduction exercise/dicto-gloss, blackboard composition, group-class composition, writing with a secretary), (3) Guided Task (translation, picture composition, delayed copying, writing with grammar help, answer the questions, correction, complete the sentences, back writing, put the words in order, follow the model, what is it?, change the sentences, join the sentences, writing by steps, marking guided writing), (4) Independent Task. The method of this research was descriptive qualitative. To analyzed the data, the researcher used qualitative content analysis method. Research findings there are 54 types of writing task: 2 Experience task (1 Partial Writing, 1 Setting your own question), 1 Shared task (5 group class composition), 8 Guided task (1 translation, 7 look and write, 1 picture composition, 7 writing with grammar help, 10 answer the question, 4 correction, 11 complete the sentences, 2 put the words in order, 1 Independent task (6 independent). The result of this research was that there are criteria are found that match with the criteria as suggested by Paul Nation, this proves that this book is appropriate with the criteria as suggested by Paul Nation.

Key Words: *Writing Task, English Textbook, Task Analysis*

INTRODUCTION

The Indonesian schools use the textbook as teaching media to present the material. Textbook is a tool for teachers and students that contains material descriptions which can help the teacher and student in achieving goals in the teaching-learning process.

In English, there are four skills which students’ have to be master. Those are consist of listening, reading, speaking, and writing. Raimes (1983:4) defined writing as the “clear, fluent, and effective communication of ideas”. Students should do lots of writing. To strengthen the grammar, vocabulary, structure that they have learned students can do repeat or complete the sentences given, work with patterns sentence and performing transformation. It is a form of strategy so that students can write without pressure from face-to-face communication, to express the experience of putting it in writing, exploring the subject,

According to Paul Nation’s theory on his book entitled “*Teaching ESL/EFL Reading and Writing*” Published in 2009, he has

suggested principles to guide writing course and has described many of techniques and activities for applying these principles. Therefore, this theory is good to use as a guide or reference. In Paul Nation (2009) (p. 95-111), there are fourkinds of tasks. Each of tasks has the following type : (1) Experienced Task (linked skills, draw and write, ten perfect sentences, partial writing, setting your own questions), (2) Shared Task (reproduction exercise/dicto-gloss, blackboard composition, group-class composition, writing with a secretary),(3) Guided Task (translation, picture composition, delayed copying, writing with grammar help, answer the questions,correction, complete the sentences, backwriting, put the words in order, follow the model, what is it?, change the sentences, join the sentences, writing by steps, marking guided writing), (4) Independent Task (require students to work alone without being planned). Based onthis theory, the teachers and the students must combine all components for improving writing skills. In fact, the researcher see there are still many students who have difficulty in writing. Most of them

encountered an error in part of grammar, spelling, vocabulary, and punctuation. Mel Levine (2002) as cited in Educational Foundation stated that many of students make mistakes in writing, such as spell poorly, or have difficulty producing their thoughts in writing, or exhibit other of the signs above and reverse words. In academic, teachers must pay attention and try to understand an individual learners strengths and weaknesses to ensure progress in teaching-learning process. One of the way to monitor progress is through collecting a portfolio of a learners work over time, this may help in identifying a problem and developing effective strategies. It means that the teacher must understand what learning media are suitable for students to improve their writing skills.

WRITING TASKS

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.” It implies writing task is the media for viewing students ability in writing subjects. The students must have good skills for good writing quality composition, which the reader can understand. When there are writing tasks given to the students, they will get enough time to complete the tasks, searching for the best topic as material for their arrangement. Writing tasks can be found in the textbook. In sum, writing task was important for students to develop their ability in writing, because students are directed to writing assignments.

CRITERIA OF WRITING TASKS

Based on the theory by Paul Nation in Nation’s theory (p. 95-111), it explains some of the criteria of good writing tasks in improving students' abilities:

1. Experience Tasks

Experience tasks, an effective way of making a task easier is to make sure that the learners are familiar with as many parts of it as possible. It implies that the learners trained to open their minds.

2. Shared Task

In this task, the learners are works in a group or pairs, consist of three, four or more

learners. They will produce a piece of writing that is superior to what any one of the group could do alone.

3. Guided Task

This task 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. The exercises often provide needed vocabulary and structures and determine how the piece of writing will be organized. The learners’ job is to compose the sentences that make up the composition.

4. 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.

TEXTBOOK

Harris & Hodges (1995:124) stated that “Textbook, a book used for instructional purposes, especially in schools and colleges”. Moreover, Merriam Webster (2020) defined textbook is “a book used in the study of a subject” (as cited in *Merriam-Webster.com dictionary*). In sum, textbook is a schools’ teaching media or tools which containing about certain materials and subjects. The textbook must has good quality content.

RESEARCH METHODOLOGY

Regarding this research, the researcher used descriptive qualitative. Creswell (2009:173) states that qualitative procedures depend on some forms of the data such as text, image data. In particular, this research used Qualitative Content Analysis method to analyze the data. Shanon, et al stated that content analysis is a widely used qualitative research technique. Qualitative content analysis is a research methodology of systematic analysis and interpretation of content of text (words, phrases, statements, communication, etc) (Marrying in Kibiswa, N.K (2019) in *Journal Qualitative Report*, 24(8). It is the method used to analyze text data, the text data can be in the form of print, verbal, electronic form, observation or print media

such as books, articles, publication document, etc. Furthermore, the content analysis can be applied to various studies including linguistic studies, namely analyzing the content of a material through reading, identifying and classifying texts to be carried out by researchers. Content analysis has three approaches: conventional, directed (deductive) and summative. This research was focus on directed approaches, Shannon, et.al (2015).

The data of this research were in the form of documents, transcripts, words, from a textbook that contains writing tasks. In this research, the researcher only wants to describe whether the writing tasks in the textbook "*Pathway to English*" is appropriate with the criteria of writing task as suggested by Paul Nation. The subject of this research is the English textbook entitled "*Pathway to English*" for the twelfth-grade students of Senior High School written by Theresia M. Sudarwati and Eudia Grace. This textbook was published by Erlangga in 2017 based on the 2013 curriculum. The data in this study are the content materials found in the English textbook "*Pathway to English*" from chapter 1 to chapter 10.

Data collection techniques are the methods used by the researchers to collect data. In deductive approaches, data collected are guided by categories that carried out according to existing theory to be verified Kibiswa,N.K (2019). The data collected from documentation from the textbook entitled "*Pathway to English*" used by Twelfth Grade Senior High School Published by Erlangga in 2017. based on the 2013 curriculum. The steps of analyze the` data were : 1) The researcher read an English textbook entitled *Pathway to English*. 2) The researcher identified the kind of writing task according to Paul Nation's criteria. 3) The researcher analyzes it by giving a checklist sign onthe table of the column in table instrument. 4) Describing whether the writing task developed in the textbook are appropriate with the criteria of writing task suggested by Paul Nation. 5) The researcher draw conclusions based on the results of the analysis and provide some suggestion.

FINDINGS AND DISCUSSIONS

To improve writing skills, many ways can be used by teachers. One of the things that have been used as a reference is textbook. Textbook as learning media that can make it easier for teachers in the teaching and learning process. This study focuses on the criteria suggested by Paul Nation. The purpose of this research is to find out whether the criteria for writing tasks in the "*Pathway to English*" textbook appropriate with the criteria as suggested by Paul Nation.

There are four kinds of tasks that suggested. Each of tasks has the following type : 1) Experienced Task (linked skills, draw and write, ten perfect sentences, partial writing, setting your own questions), 2) Shared Task (reproduction exercise/dicto-gloss, blackboard composition, group-class composition, writing with a secretary), 3) Guided Task (translation, picture composition, delayed copying, writing with grammar help, answer the questions, correction, complete the sentences, back writing, put the words in order, follow the model, what is it?, change the sentences, join the sentences, writing by steps, marking guided writing), 4) Independent Task (require students to work alone without being planned).

After doing research, there are 12 criteria with 56 types of writing task that meet the four kinds of criteria as suggested by paul Nation, which is divided into : 2 Experience task (1 Partial Writing, 1 Setting your own question), 1 Shared task (5 group class composition), 8 Guided task (1 translation, 7 look and write, 1 picture composition, 7 writing with grammar help, 10 answer the question, 4 correction, 11 complete the sentences, 2 put the words in order, 1 Independent task (6 independent).

The result of this research is that there are criteria are found that match with the criteria as suggested by Paul Nation, this proves that this book is appropriate with the criteria as suggested by Paul Nation. This textbook was correlated with the theory from Paul Nation or namely Nation's theory, which is good to be integrated and appropriate for used in the teaching and learning process to support many things, especially to improve students' ability in learning English.

Therefore, this textbook is appropriate for use by SMAN 5 Kota Jambi.

CONCLUSIONS AND SUGGESTIONS

This research is about to analyze the type of writing task according to theory suggested by Paul Nation. There are four kinds of writing task in Nation's theory : Experience task, Guided Task, Shared Task, Independent Task. Each of task has its own type, except independent task. The total task that suggested by Paul Nation is 27 tasks. After findings and analyzing the data from the English textbook "Pathway to English" for twelfth grade published by Erlangga, the researcher could convey the conclusions.

The researcher found from all chapters in the "Pathway to English" textbook there are 12 criteria with 54 types of writing task that meet the four kinds of criteria as suggested by Paul Nation, which is divided into : 2 Experience task (1 Partial Writing, 1 Setting your own question), 1 Shared task (5 group class composition), 8 Guided task (1 translation, 7 look and write, 1 picture composition, 7 writing with grammar help, 10 answer the question, 4 correction, 11 complete the sentences, 2 put the words in order, 1 Independent task (6 independent). In conclusion, the writing task that was found from all chapters include four kinds of criteria and appropriate with the criteria as suggested by Paul Nation.

Nowadays, the teacher as the facilitator must know the composition tasks in textbooks for the teaching-learning process. Textbooks are used as tool or media in the teaching-learning process to get educational goals. As we can see, the results of this research is the "Pathway to English" textbook are meet the good criteria of writing task as suggested by Paul Nation. It can make teachers aware of the possible approaches to dealing with the gap between the learners knowledge and the knowledge required to do a task and to make them aware of the very large number of activities that can be made to help learners. If teachers are able to think of a variety of ways dealing with a problem, they can choose the ones that will work best in their class.

To provide more knowledge about the textbook that is included good tasks to develop their communicative competence and increase

their knowledge in the learning process, especially in writing. The results of this study will encourage students to get ability of how to choose which textbook has a good writing task and also to help students gain mastery over the language, ideas, language skills and types of discourse that are the goals of their study.

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