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AN ANALYSIS ON WRITING TASK IN "TALK ACTIVE" TEXTBOOK FOR THE TWELVE GRADE STUDENTS OF SENIOR HIGH SCHOOL

Abstract

The study aims to analyze and describe the writing tasks in the English Textbook entitled "Talk Active" for the Twelve Grade Senior High Schools that are appropriate to the types of writing tasks as suggested by Paul Nation. This research is descriptive. The method of collecting data are (1) reading the English textbook entitled Talk active and (2) classifying the tasks containing writing tasks. The data are the materials for writing tasks found in the English textbook entitled Talk Active. The data source is an English textbook entitled "Talk Active". The data were analyzed in steps: (1) finding the writing tasks in the textbook, (2) coding the data, (3) judging whether the writing tasks in the English textbook were appropriate with the writing task as suggested by Paul Nation, and (4) drawing conclusion and giving suggestion. Based on the analyzed data, the writing tasks found in the textbook are

(1) Experience task type: linked skills tasks, patrial writing, and setting your questions. (2) Shared task type: blackboard composition, group-class composition, group composition. (3) Guided task type: look and write, picture composition, delayed copying, writing with grammar, question answer, correction", completion (complete the sentences), putting the words in order, following the model, changing the sentences, writing by steps, marking guided writing. And (4) Independent Task type. Among the twenty-seven sub-categories in the criteria of writing task suggested by Paul Nation, nineteen sub-categories are provided in the textbook. The result can conclude the writing task in the textbook entitled "Talk Active" for twelve-grade senior high school fulfilled the textbook because in the textbook most types of writing tasks are provided as suggested by Paul Nations theory.

Keywords

Writing Task, Task Analysis, Textbook.

A. INTRODUCTION

English is an important means of communication which is used in many countries in the world. It plays in important role in the process of modernization as an international language to be taught in schools. In order to make English teaching successful, it will be unfair if we consider it only from student's or teacher's point of view. Factors like the use of visual aids, time allotment, methodology, teaching material, and other facilities work together in affecting the result of teaching.

Teaching materials are the key component in teaching learning process. One of teaching materials that teachers use is textbooks. According to Masrupi *et al,* said that a good textbook is very crucial for both teacher and student. For teacher, it serves as a guide for each lesson textbook for language learning consists of several chapters. Each chapter will discuss different types and level of language skill. This will help both student and teacher focus on materials they will teach or learn.

Basically, the function of the textbook is to help the teaching learning process for both teacher and student. For all the explained function of textbook above, the researcher clearly infers that the function of textbook is divided based on the primary users. These are teacher and student. For the teacher the function can be the source that can assist the teacher to be better in teaching and easier in preparing and developing the teaching material.

The writer chooses an English textbook for the twelve grade Senior High School student. The book is design based on 2013 Curriculum. It is also designed to help student develop positive attitudes toward the learning of English.

B. RESEARCH METHOD

In this research, the researcher uses descriptive qualitative as a method. The researcher uses document analysis to gather the textual and written documents that are provided within the textbook that researched. In this research, the researcher analysis the types of writing tasks in English textbook Talk Active for the twelve grade of senior high school. With the help of document analysis in collecting the data from the textbook, the researcher uses descriptive qualitative method in analyzing, interpreting, and reporting the data in the English textbook. The researcher chose a qualitative descriptive method because the researcher wants to analyze whether the types of writing task in the Talk Active textbook. The study is aimed to describe and analyze the types of writing tasks of English textbook "Talk Active" for twelve Grade of Senior High School suggested by Paul Nation. The researcher focus on analyzing the types of writing task in English textbook. The purpose of this study is to analyze and describe the types of writing task in English textbook entitled Talk Active for twelve grade of senior high school students based on Paul Nation's Theory.

C. FINDING AND DISCUSSION

Based on the results, the writer shows the percentage whether the task provided in textbook with the type of writing task as suggested by Paul Nation. The writer used Arikunto's schema of quality classification. Here the percentage type of writing task as follows

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$$\frac{19}{27} \times 100\% = 70{,}37\%$$

The result of percentage above it can be concluded that from the 27 kinds on writing task suggested by Paul Nation's Theory, 19 kind of writing task provided in this textbook with percentage 70,37%. Writing task provided in English Textbook entitled "Talk Active" meet the type of writing task as suggested by Paul Nation. The theory suggested by Paul Nation cover in "Talk Active" textbook for the Twelve Grade Students of Senior High School by Yudhistira and the most dominant tasks found is Guided task. 63 tasks provided in textbook. 2 tasks from "look and write" with percentage 7,40%. 2 tasks from "picture composition" with percentage 7,40%. 1 task from "delayed copying" with percentage 3,70%. 12 tasks from "writing with grammar" with percentage 44,44%. 8 tasks from "question answer" with percentage 29,62%. 4 tasks from "correction" with percentage 14,81%. 14 tasks from "completion (complete the sentences)" with percentage 51,85%. 4 tasks from "put the words in order" with percentage 14,82%. 2 tasks from "follow the model" with percentage 7,40%. 3 tasks from "change the sentences" with percentage 11,11%. 2 tasks from "writing by steps" with percentage 7,40%. And 9 tasks from "marking guided writing" with percentage 33.33%. It means the writing task in English textbook entitled "Talk Active" for the Twelve Grade Students of Senior High School fulfilled of writing task as suggested by Paul Nation Theory, most of writing task based on Paul Nation Theory are available in English textbook entitled "Talk Active".

To make sure the originality of the idea in this study, the researcher will present several previous studies that have relevance with this kind of study the researcher conducted. The first one comes from Acmad Yasin Risyad by the title "The Analysis of Writing Taks in English Textbooks for Eleventh Grade Students of Sma/Ma/Smk/Mak Published by the Indonesian Ministry of Education and Culture. He also used Paul Nations theory in his research. He found that the English textbook is good and appropriate with the criteria suggested by Paul Nation. But there is a different between this research. There are the object of study and the grade of students. The object of previous research is English textbook by the title "Bahasa Inggris" for seventh grade of junior high school, but this research used English textbook by the title "talk active" for twelve grade of senior high school.

The second is a thesis written by Suhada Arie Kustian by the title "An Analysis of Writing Task in English Textbook Entitled Bright an English for Grade IX of Junior High School Published by Erlangga". Her research analyzed about writing task in the textbook 'Bright an English' for grade IX of junior high school. She also used Paul Nations theory in her research. She found the percentage the writing task proposed by Arikunto is 41,6%. It means that the writing task is "poor" and not appropriate with the writing task suggested by Paul Nation. In other hand the difference was in her research is from object of study and the grade of school. The object of previous research is English textbook entitled 'Bright an English' by Erlangga for the IX grade of Junior High School. But in this research, the researcher used the textbook entitled 'Talk Active' by Yudhistira for the twelve grade of Senior High School.

The last, research conducted by Umu Hanifah, entitled "An Analysis of Writing Task in English Textbook Entitled 'Belajar Praktis Bahasa Inggris' for the First Semester of the Eleventh Graders of Senior High School". This research paper aims at analyzing the writing task provided in the textbook entitled Belajar Praktis Bahasa Inggris meet the criteria of writing task suggested by Brown, and finding whether the writing task in the textbook meet the criteria of writing task suggested by Brown. In this research, the writer employs qualitative research. The writing tasks in textbook entitled Belajar Praktis Bahasa Inggris for Senior High School are categorized good task because the writing tasks in the textbook meet the type of writing task as suggested by Brown. This research has not same result with the research that researcher conducted.

D. CONCLUSION

After analyzing the data of writing task materials in the textbook entitled "Talk Active" for the twelve grade students of Senior High School published by Yudhistira, the researcher found the type of writing task are appropriate based on Paul Nation Theory.

The writing task that are appropriate with the type of writing task suggested by Paul Nation in English textbook entitled "Talk Active", there are four types of writing task that have to fulfilled suggested by Paul Nation Theory consist of four types of writing task, there are: experience task, shared task, guided task, and independent task. Each type of task have some kinds. Based on the result of the analysis of the English textbook "Talk Active" published by Yudhistira above, the researcher conclude the type of writing tasks in the textbook "Talk Active" for the twelve grade 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 9 types of writing tasks in the Experience task with the percentage 9,27%, 18 types of writing tasks in the Shared task with percentage 18,55%, 63 types of writing tasks in the Guided task with percentage 64,28%. The last, 7 type of writing tasks from Independent Task with percentage 25,92%. It can be concluded that the type of writing task in the textbook "Talk Active" for the twelve grade of senior high school is more dominant in guided task.

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Finally, I realize that this thesis is far from being outstanding. Therefore, I invite the readers to give critical comments and suggestions from those who are deeply concerned in such a topic. However, I expect that this thesis will give valuable contributions to all readers.

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