Content Analysis Of Writing Tasks In The English Textbook "When English Rings A Bell" For Eighth-Grade Students Of Junior High School Based Paul Nation Theory

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Abstract. *This research was aimed to find out whether the writing task in the "English Rings A Bell" textbook based on the criteria of writing task as suggested by Paul Nation theory. The method of this research was descriptive qualitative. To analysed the data, the researcher used the qualitative content analysis method. The researcher found 25 kinds of writing tasks divided into 1 task from experience task from the types draw and write with percentage (7,40%). 1 task from share task, 4 tasks from group composition with percentage (14,81). 7 tasks from the guided task, 3 tasks (11,11%) from types look and write, 2 tasks (7,40%) from types complete the sentence and 1 task (3,70%) from types change the sentence. The last 13 tasks from the independent task with a percentage of 48,14%. Based on the percentage whether the tasks provided in the English textbook are based on the criteria of writing tasks as suggested by Paul Nation proposed by Arikunto are 22,22 %. The dominant writing task way found in this English textbook was Independent Task (48,14%).*

Keywords: Content Analysis, Writing task, English Textbook

Abstrak. Penelitian ini bertujuan untuk mengetahui apakah tugas menulis dalam buku teks "English Rings A Bell" memenuhi kriteria tugas menulis seperti yang dikemukakan oleh teori Paul Nation. Metode penelitian ini adalah deskriptif kualitatif. Untuk menganalisis data, peneliti menggunakan metode analisis isi kualitatif. Peneliti menemukan 25 jenis tugas menulis yang terbagi menjadi 1 tugas dari tugas pengalaman dari jenis menggambar dan menulis dengan persentase (7,40%). 1 tugas dari tugas berbagi, 4 tugas dari komposisi kelompok dengan persentase (14,81%). 7 tugas dari tugas terbimbing, 3 tugas (11,11%) dari jenis melihat dan menulis, 2 tugas (7,40%) dari jenis menyelesaikan kalimat dan 1 tugas (3,70%) dari jenis mengubah kalimat. 13 tugas terakhir berasal dari tugas mandiri dengan persentase 48,14%. Berdasarkan hasil persentase tugas-tugas dalam buku teks bahasa Inggris memenuhi kriteria tugas menulis seperti yang disarankan oleh Paul Nation yang diajukan oleh Arikunto adalah 22,22 %. Tugas menulis yang dominan ditemukan dalam buku teks bahasa Inggris ini adalah Tugas Mandiri (48,14%).

Kata kunci: Konten Analisis, Tugas Menulis, Buku Cetak Bahasa Inggris

INTRODUCTION

Language is a means of communication everyone constantly communicates with the world around them and with others. Since a person is born, he must communicate with another person, because crying at birth means signs of life. Language is the most important means of communication in human life in terms of both individual and social interests. Language is an expressive system and a set of grammatical and linguistic rules consisting of parts (Christinawati, 2019).

There are many languages in the world. English is the most used language in communicating internationally where everyone in other worlds, in all parts of the world, can communicate with someone who has a different language by using English. Therefore, English is important to know and learn. Several factors influence someone mastering a foreign language

wrong the other is through teaching formal education by level taught education. At this time, English is the foreign language have been introduced to the base school. In this early education, the teacher provides basic concepts vocabulary, and techniques interesting English teaching so that elementary school students to learn English (Fasikh, 2019).

The English language subject is one of the most important subjects in the curriculum of 2013. Students and teachers who support the teaching and learning of English subjects need a good guide to create a lively atmosphere in the classroom. One of them is a textbook that is used in the learning-teaching process in the classroom. The textbook is one of the most important things supporting secondary education and learning, the material must follow the learning objectives. The material is the content of the textbook, including activities. On the other hand, learning objectives are the general goals or objectives of students in learning English (Hidayah et al., 2021).

When learning English, we have four skills that we must learn, namely speaking, reading, writing, and listening. The four language skills are an inseparable unit and are a benchmark for our language skills. These four skills are very important to learn, one of which is writing skills. Writing is the most difficult thing for foreign language learners. This is not only due to the need to generate and organize ideas using appropriate choices of vocabulary, sentence, and paragraph order, but also to convert ideas into readable text (Pangaribuan et al., 2019).

The 2013 curriculum is now used in Indonesia. The curriculum has made an important contribution to the educational culture of Indonesia. The 2013 curriculum is a competency-based curriculum developed by the Board of Education, whose basic competency (CD) is a minimum competency to improve the language learning skills of four students, with an emphasis on language skills as a communication tool to convey ideas and information. (Audina, 2019).

English teachers usually use textbooks as the main teaching material in the learning process. The English textbook contains some materials, instructions, and tasks to improve students' English language skills. They took tasks from the textbook to make it easier for students to construct assignments. English teachers should be able to choose appropriate textbooks that contain the material that students need. Textbook material and activities can influence what happens in the classroom (Rustiyani et al., 2021). Each chapter of the English textbook includes a task that is used to gauge how well the students have understood the lessons. As a result, tasks are crucial in textbooks. Various types of tasks are in line with English language skills, including listening, writing, speaking, and reading tasks.

The researcher focused on writing skills because many writing tasks are done in textbooks. The researcher used writing tasks recommended by Nation, (2009). There are four kinds of tasks, and each task has the following type: experienced tasks, an effective way to make a task easier is to make sure that students know as many parts of it as possible. In a shared task, students work in groups or pairs of three, four, or more students. The guided tasks, this task narrows the task for students. Independent tasks require students to do their tasks without the help of other people.

In this study, the researcher used "English Textbook for the eighth grade to junior high school" for analysis because English textbook contains various tasks that function to measure students' ability to acquire knowledge while studying, this book contains many writing tasks, and this book is still used in schools, such as SMP NEGERI 1 BELITANG OKU TIMUR.

Based on the statement above, the researcher would like to carry out the study entitled *" Content Analysis of Writing Tasks in the English Textbook "When English Rings A Bell" for the Eighth Grade Students at Junior High School Based on Nation Theory"*.

LITERATURE REVIEW

Writing is the fourth of the four language skills, writing in your language is usually the fourth English language skill. Writing is the most difficult English language skill for students. It differs from learning other skills because writing is a thinking process. Therefore, writing plays an important role in promoting language learning. As a productive language skill, writing for communication involves many aspects of language, such as words, sentences, and large writing (Pardosi et al., 2019). Writing is an expressive activity where students can express their thoughts and knowledge by writing them down. In other words, students can express their thoughts effectively, put their thoughts into good sentences and express them in writing. In addition, students can improve their thinking skills and thoughts by writing (Purnamasari et al., 2021).

Tasks are work programs that require students to process language in practice to achieve possible results assessed correctly or in the correct proportion of the content that has been delivered. "That is, writing assignments are a means of measuring students' writing abilities. Students must have good skills in writing quality essays that readers can understand (Sari & Silfia, 2021). The researcher used writing tasks recommended by Nation, (2009). There are four kinds of tasks, and each task has the following type: experienced tasks, an effective way to make a task easier is to make sure that students know as many parts of it as possible. In a

shared task, students work in groups or pairs of three, four, or more students. The guided tasks, this task narrows the task for students. Independent tasks require students to do their tasks without the help of other people.

Textbooks are an important part of teaching and learning. In general, it can be used as a primary learning resource for teacher teaching and student learning. Teachers often use textbooks as the main teaching material to teach well. Because a textbook is a book that contains material descriptions of topics. It also helps students to understand the material given by the teacher (Suryani, 2018). A textbook is one of the learning materials that can be used by teachers and students to help the teaching and learning process in the classroom. A textbook is an important component in the process of teaching and learning. It is because textbooks can be a main resource for teachers in guiding them in teaching and learning activities (Kamila & Pusparini, 2013).

RESEARCH METHOD

This research used a qualitative research design that applies a descriptive study as its framework (Creswell, 2014). Qualitative research is another term for content analysis. The term "content analysis" refers to the process of verifying the text, pictures, or symbols that have been documented (Ferris & Hedgcock, 2013). The data of this research is writing tasks available in the English textbook. The researcher took in the textbook "When English Rings A Bell" for Eighth Grade Students of Junior High School published by the Ministry of Education and Culture 2017. There were 2 steps of data collecting: reading, identifying, and explain. Meanwhile for the data analysis, there were four step such as selecting, classification, analysis, and inference. The researcher will make decisions based on the findings of the analysis summarize a short description and used Arikunto's quality classification model to calculate the percentage of each discovery (Arikunto, 2010).

RESEARCH FINDINGS AND DISCUSSION

4.1 Findings

The researcher would explain the writing task in the English Textbook entitled When English Rings A Bell for the Eighth-grade students of Junior High School based on the kind writing tasks as suggested by Paul Nation Theory.

Table 1 The Result of Writing Task Provided in the English Textbook

No	Writing Task as suggested by on Paul Nation Theory		Writing task provide in the English Textbook	Amount	%	Provided	Not Provided
1	Experience Task	Draw and write	Chapter 2/page 22-24 Chapter 11/page 194	2	7,40%	✔	_
		Linked skill	_	0	_	_	✔
		Partial writing	_	0	_	_	✔
		Ten perfect sentences	_	0	_	_	✔
		Setting your sentences	_	0	_	_	✔
		Reproduction exercise	_	0	_	_	✔
2	Shared Task	Blackboard composition	-	0	_	_	✔
		Group-class composition	-	0	-	-	✔
		Group composition	Chapter 3/page 36-37 Chapter 6/page 79 Chapter 11/page 191-193 Chapter 13/pages 220-221	4	14,81%	✔	-
		Writing with a secretary	-	0	-	-	✔
3	Guided task	Translation	_	0	-	-	✔
		Look and write	Chapter 7/page 90 Chapter 11/pages 171-172 Chapter11/pages 176-177	3	11,11%	✔	_
		Picture Composition	-	0	_	-	✔
		Delayed copying	_	0	_	_	✔
		Writing with grammar help	-	0	-	✔	-
		Answer the question	_	0	_	_	✔
		Correction	-	0	_	-	✔
		Complete the sentences	Chapter 9/page 129 Chapter 9/page 134	2	7,40%	✔	-
		Back writing	_	0	_	_	✔
		Put the words in order	-	0	-	-	✔

		Follow the model	-	-	-	-	✓
		What is it?	_	0	_	_	✓
		Change the sentence	*Chapter 10/pages 159-161*	*1*	*3,70%*	-	✓
		Join the sentences	-	*0*	-	-	✓
		Writing by steps					
		Marking guiding writing	-	*0*	-	-	✓
4	*Independent task*		*Chapter 1/page 18* *Chapter 2/page 32* *Chapter 3/page 44* *Chapter 4/page 64* *Chapter 5/page 74* *Chapter 6/page 84* *Chapter 7/page 100* *Chapter 8/page 118* *Chapter 9/page 140* *Chapter 10/page 166* *Chapter 11/page 196* *Chapter 12/page 216* *Chapter 13/page 222*	*13*	*48,14%*	✓	_
	Total					*6*	*21*

The researcher found a writing task in "When English Rings A Bell". The first one was an experience task, this English textbook had 1 task namely 2 tasks of draw and write. After that, the second researcher found a shared task, there was 1 task provided in this English textbook, namely 4 of tasks from group composition. In addition, among the guided task in English textbook, there are 7 tasks provided in this English textbook, 3 tasks from look and write, 1 task from change the sentence with of percentage and 2 tasks from complete the sentence. Finally from the independent task, there are 13 tasks provided in this English textbook.

The percentage of whether the tasks provided in a textbook are based on the criteria of writing task as suggested by Paul Nation theory. Here, the percentage criteria for kind writing tasks are as follows:

$$\% = \frac{\text{Kind of writing task provided in the English textbook}}{\text{The kind of writing task is based on I.S.P Nation}} \times 100$$

$$\frac{6}{27} \times 100\% = 22,22\%$$

The result of the research from the percentage above it is concluded that 22,22% of writing tasks provided in the English textbook entitled When English Rings A Bell meet the criteria of writing task as suggested by Paul Nation theory. The independent task dominated the most dominant activities in the textbook with 13 tasks provided in this English textbook with the percentage 48,14%.

4.2 Discussion

The writing tasks found in the textbook are as follows:

a) Experienced Task

The first one is the experience task, this textbook provided 1 task, 2 of the task from "draw and write with percentage" is 7,40%.

b) Shared Task

The kind of shared tasks provided by this textbook have a total of 1 task. For the 4 tasks of "group composition", the percentage is 14,81%.

c) Guided Task

From the kinds guide task, this textbook provides 7 tasks. 3 of the tasks from "look and write", 2 tasks comes from "Complete the sentence", and 1 task come from "Change the Sentence, with a total of percentage 22,21%.

d) Independent Task

Furthermore, the last came from independent tasks, 13 tasks, accounting for 48,14%. After analysed the writing activities established in the English textbook When English Rings A Bell the researcher offers the percentage to determine if the writing tasks offered in the textbook are suitable for the criteria for writing tasks as suggested by Paul Nation Theory. Based on the percentage of research findings presented above, it is possible to conclude that, of the 27 writing tasks suggested by ethnic theory, 6 of the writing tasks presented in this textbook accounted for 22,22%.

CONCLUSIONS

The researcher finds the kind of writing task based on as suggested by Paul Nation, they were four kinds of writing tasks, namely: Experience task, Guided Task, Shared Task, and Independent Task. Each task has its different kinds, except independent tasks. Experience tasks has 5 kinds of writing tasks, there were has 5 kinds task of shared task, the guided task has most kinds of tasks, namely 16 kind of writing task, and the independent task. So, according to Paul Nation's theory, there are 4 kinds of writing tasks with 27 kinds of writing tasks.

The data of the writing tasks was found by the researcher in all the chapters of the English textbook "When English Rings A Bell", this textbook has 13 chapters and from it, there are 24 kinds of 6 writing tasks based on Paul Nation's theory. 23 kinds of writing tasks divided into 1 task from experience task from the kind draw and write with percentage (7,40%). 1 task from the shared_task, 4 tasks from group composition with percentage (14,81%, 7 tasks from the guided task, 3 tasks (11,11%) from types look and write, 2 tasks (7,40%) from types complete the sentence and 1 task (3,70%) from types change the sentence. The last 13 tasks from the independent task with a percentage of 48,14%.

The percentage of whether the writing task provided in When English Rings A Bell textbook in the 2013 Curriculum for eighth-grade students Junior High School published by the Indonesian Ministry of Education and Culture meets the kind of writing task as suggested by Paul Nation theory. Here is the percentage of the kind of writing tasks:

$$\frac{6}{27} \times 100\% = 22,22\%$$

Based on the results of the percentage research above, it can be concluded that there 6 kinds of writing task in the English textbook "When English Rings A Bell" which come from 27 kinds of writing task according to Paul Nation. Then 6 kind writing task have criteria for writing task with percentage of 22,22%. The independent task dominated among the most dominant task in the textbook. In this English textbook, there were 13 tasks with a percentage of 48,14%.

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