

**ANALYZING WRITING TASKS CATEGORIZATION IN THE
SEVENTH GRADE ENGLISH TEXTBOOKS IN INDONESIA
FROM A TASK BASED WRITING PERSPECTIVE**

THESIS



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF KH ACHMAD SIDDIQ JEMBER
JUNE 2022**

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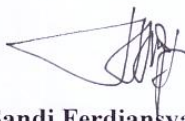
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Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
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For bachelor's degree of *Sarjana Pendidikan* (S.Pd)
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English Education Department

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APPROVAL FROM BOARD EXAMINERS

It has been examined and approved by the board of examiners in fulfillments of
The requirements for the bachelor degree of *Sarjana Pendidikan* (S.Pd)
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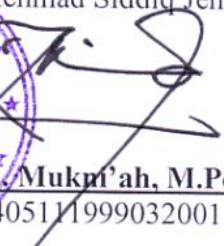

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MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ (١)

Nūn. By the pen, and that which they ascribe (1) (Q.S. Al-Qalam)¹



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¹ IslamKotob. “*Quran color coded English translation*”, (n.p.: IslamKotob, n.d.).

DEDICATION

I am gladly and wholeheartedly dedicated this thesis to:

1. My beloved parents, my father H. Sutrisno and my mother Hj. Siti Awalina who always pray for what the best for me, give me full support, understand me, and give everything to my life. My grandfather HM. Hendri Chandra and my grandmother Hj. Mardiyah who always support me and be there for me especially during my college days and the time when I finished this thesis.
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First and foremost the writer would like to send her gratitude to Allah SWT, the almighty for blessing, kindness, and give her everything that lending her to accomplish this thesis as the final project. Without Him, she could not stay patient and in control in writing this final project from the first page to the last page.

The writer fully aware that she will be unable to complete this graduating paper successfully without any help, guidance, and advices from others during the writing process. Therefore, she would like to express her gratitude and send thankful to:

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May Allah repay all those who have supported in this process with kindness.

Finally, the author acknowledges that this thesis is far from perfect but the writer hopes that this thesis would be beneficial to the readers and future researches.

Jember, 10 Juni 2022

The Writer



ABSTRACT

Lutfi Riyadus Sholihah, 2022: Analyzing Writing Tasks Categorization in the Seventh Grade English Textbooks in Indonesia From A Task Based Writing Perspective.

Key words: *English textbooks, writing tasks categorization, task based writing perspective.*

Textbook as part of material design can accommodate language teachers in organizing and enacting their teaching practices. Several previous research conducted to analyze the textbook used different theoretical approach. Nunan conceptualizes the tasks into five major groups. Regarding the importance of textbooks in language education, it is necessary to organize textbooks evaluation in terms of writing task categorization. Furthermore, the present study aimed at analyzing the writing tasks categorization in the seventh grade English textbooks in Indonesia from a task based writing perspective.

The formulation of research questions of this study was “How were the writing tasks in seventh grade of junior high school English textbooks designed based on Nunan’s task categorization theory?”. The research objective of this study was to figure out the design of writing tasks based on Nunan’s task categorization in the seventh grade of junior high school English textbooks.

The present study belong under interpretive content analysis because it defines as research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use. The selected textbooks are the book under the title “When English Rings a Bell” and it was chosen because it widely used in almost all junior high school in Indonesia; the second textbook is “Bright an English” and it was chosen because the book can also be purchased easily in nearly bookstore. The researcher utilized qualitative approach with content analysis design in analyzing writing tasks categorization in the selected textbooks. Document analysis was used in this study. The selected data in this study were only focus on writing tasks. This research applied expert review as the method to build the trustworthiness of the study.

After analyzing the data, the research findings were: The total of writing task data in the selected textbooks are 116 writing tasks which divided into twenty eight from the first selected textbook “when English rings a bell” and eighty eight form the second selected textbook “bright an English”. It is divided as fifty six writing tasks included in cognitive task type, twenty five writing tasks into interpersonal task type, thirty writing tasks into linguistics task type, four writing tasks into affective task type, and one writing task include in creative task-type. Additionally, The first book under the title “when English rings a bell” consisted of four task-type out of five task-type proposed by Nunan and the second selected textbook under the title “bright an English” that consisted three type out of five type proposed by Nunan.

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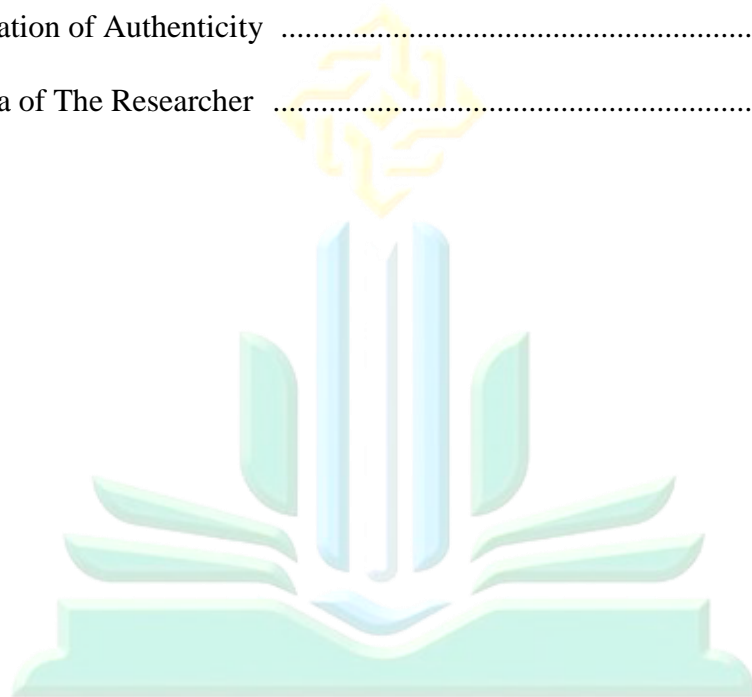
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CHAPTER I

INTRODUCTION

This chapter presented the introduction of the research and it deals with several points, such as: background of research that contain of introduction of the research, questions of research as the continuation of the research background section, objectives of research, definition of key-terms, and significance of research. All the points that have been mentioned will be elaborate further in the following sections.

A. Research Background

Writing as one of the language skills prescribed in the curriculum is often considered as one of the challenging and complex abilities for students to master. An aspect that is often considered difficult by students in terms of writing is to maintain coherent and cohesive writing. Writing is possibly the most challenging skill in the language since the writer must be able to transmit to the reader what has been written without seeking clarification or relying on the tone or expression of the writer.² Writing is an integrated language skill, but many learners still struggle with writing due to a lack of vocabulary, ideas, grammar, and language functions, as well as linguistics factors. When students do writing tasks, their answer and response should examine the task, the expectations of the purpose, and the assignments' needs. Furthermore, students should be able to examine the provided activity thoroughly in order to reach

² Hanif Maulanian Sholah, "Enhancing EFL Learners' Writing Skill via Journal Writing," *Alsuna: Journal of Arabic and English Language*, Vol. 2 No. 2 (2020): 97, <https://doi.org/10.31538/alsuna>

the goals and concentrate on the demands of the assignment.³ Those factors cannot be ignored in learning writing in particular because students need to do the writing task to fulfill the goals that have been set in the curriculum. To the extent that, as Tomlinson pinpoints in his book, the selection of materials represents one important decision that the language teachers have to make.⁴ Therefore, to help students learn to write better, teachers should be able to choose suitable writing tasks as provided in English textbooks to make it easier for them in learning writing.

In English teaching and learning process, textbook is often used by most teachers as a primary reference to garner ideas and design instructional activities, and provide guidelines for what they do. In language teaching and learning, textbooks holds the important role. Li and Cui in their study believe that textbooks can assist students in the language learning not only in the linguistics parts of the language, but also in terms of the social and cultural components that are embedded in language.⁵ Additionally, textbooks also serve as an important pedagogical instrument that can facilitate students' English Academic Writing (EAW) development, so it is important to look at how useful textbooks are for students.⁶ Furthermore, Cunningsworth in his study and Usman, Ferdiansyah, Widodo, & Lestariyana in their research

³ Zoi A. Philippakos, "Using tasks analysis process for reading and writing assignments". *Journal the reading teacher*, vol. 72 No. 1, (2018): 1, DOI: 10.1111/ijal.12195

⁴ Brian Tomlinson, *Developing Materials for Language Teaching*, (London: Bloomsbury Academic, 2014), 37.

⁵ Jiao Li and Xuehai Cui, "Evaluating College English Textbooks for Chinese Students' English Academic Writing: Voices of Students and Teachers". *Journal the Asia Pasific Education researcher*, vol. 30 No.1, (2020): 2, DOI: 10.1007/s40299-020-00513-1

⁶ Li and Cui, 2.

stipulate that a language textbook can also accommodate language teachers in organizing and enacting their teaching practices.⁷ Regarding the importance of textbooks in language education it is necessary to organize textbooks evaluation in terms of writing task categorization. In addition, the analysis is fruitful to see how the writing tasks itself meet the needs of the pupils in learning writing.

There is plenty of variation amongst experts on how to define writing task. Writing is the process of gathering ideas and then proceed it until they could presented and comprehensible to the readers.⁸ Branden in his book stipulates that task as an activity which is involves learners in using language to accomplish a certain goal or objective in a certain situation⁹. In teaching and learning activity, teachers utilize tasks in the classroom to observe or measure the student abilities in certain subject. Ellis and Nunan in their study defines task based on pedagogical perspective as a work plan that involves pupils in processing language pragmatically.¹⁰ The process is carried out in order to determine the outcomes that can be assessed in terms of whether the proper or suitable material has been presented. Therefore, the task holds an important role in the language teaching and learning process.

⁷ Herlina Usman et al., "Primary School English Teachers' Perceptions of the Teacher Educator-Created English Textbook: The Case of Indonesia", *The Journal of Asia TEFL*, vol.17 No. 3, (2020), 1057, DOI:

<http://dx.doi.org/10.18823/asiatefl.2020.17.3.22.1057>

⁸ Carolina Linse and David Nunan, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill, 2006), 98.

⁹ Kris Van Den Branden, *Task-Based Language Education: From Theory to Practice*. (Cambridge: Cambridge University Press, 2006), 4.

¹⁰ David Nunan, *Task-based Language Teaching*. (New York: Cambridge University Press, 2004), 3.

In ELT context, the writing tasks are expected to help learner master over the language, ideas, language skills and types of discourse that allow them learn to write and achieve the goals of their study. Through writing tasks, teacher could give the student access to fulfill the goal that has been set in the language curriculum.¹¹ Consequently, there is correlation between writing tasks and students' need to fulfill the goals. Therefore, it is very important for the teacher to discover writing tasks that suit with the needs of the students.

Several researches have been conducted related to writing tasks analysis. A research conducted in Ilan University in Iran by Aliakbari and Tarlani-Abadi in their research about the categorization of writing tasks in Iranian senior high school English textbook applying Littlejohn's task analysis sheet.¹² The result of this study showed that almost all of writing tasks were identified as focused tasks type which is enabling students to engage with language aspects other than writing itself. Another study by Philippakos investigated the task analysis process of reading and writing assignments implementing FTAAP (form, topic, audience, author, purpose) method. This research showed that FTAAP method can be used to help students work across their grade and tasks.¹³ A study discussed by Watanabe explored about the genre analysis of writing task in Japanese university entrance examinations by

¹¹ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*. (New York: Taylor and Francise-Library, 2009), 95.

¹² Mohammad Aliakbari and Hassan Tarlani-Aliabadi, "The categorization of writing task in Iranian senior high school English textbook". *Journal: International Journal of Applied Linguist*, vol. 28, (2017): 119, DOI: 10.1111/ijal.12195

¹³ Philippakos, "Using a task", 1.

micro-genre developed by researchers of systematic functional linguistics.¹⁴ The study found out that only four micro-genres arise in the Japanese university examination, namely expositions, personal reflections, discussions, and sequential explanations. Although some researches have explored the categorization of writing task, the analysis of writing task in junior high school especially in Indonesia is still underexplored. Hence, the present study tries to discuss more about writing task categorization in the seventh grade of junior high school English textbooks from a task based writing perspective.

B. Research Questions

The researcher attempted to analyze writing tasks categorization in the seventh grade of junior high school English textbooks from a task based writing perspective. The first English textbooks under the title “When English Rings A Bell” endorsed by Ministry of Education and the second English textbook by Erlangga publisher with titles “English Bright” as the selected textbooks to be categorized in current study. The present study was guided by the research questions “how were the writing tasks in seventh grade of junior high school English textbooks designed based on Nunan’s task categorization theory?.”

¹⁴ Hideo Watanabe, “Genre analysis of writing task in Japanese university entrance examinations”. *Journal Watanabe Testing in Asia*, vol.6 no.4, (2016): 1, DOI: 10.1186/s40468-016-0026-8

C. Research Objectives

Based on the research questions above, the objectives of this study was to figure out the design of writing tasks based on Nunan's task categorization in the seventh grade of junior high school English textbooks.

D. Research Significances

The result of this study is fully expected to give some theoretical and practical knowledge for the following parties:

1. Theoretically

This research is expected to provide benefit in general knowledge in the way categorizing writing task in the seventh grade of junior high school English textbooks from a task based writing perspective. It also informed scholars presenting the extent to which the textbooks chosen meet the criteria of writing task suggested by Nunan's theory.

2. Practically

The result of this research is beneficial:

a. Pre-service and in-service English Teacher

The result of this study is expected to give contribution to the English teacher to design writing tasks and select writing tasks that fit students' need in language teaching and learning process.

b. Future Researchers

The result of this study is expected as reference for other researchers who are interested in conducting future research or relevant

research dealing with textbook analysis and other language task categorization especially for primary and secondary schools students.

E. Definition of Key Terms

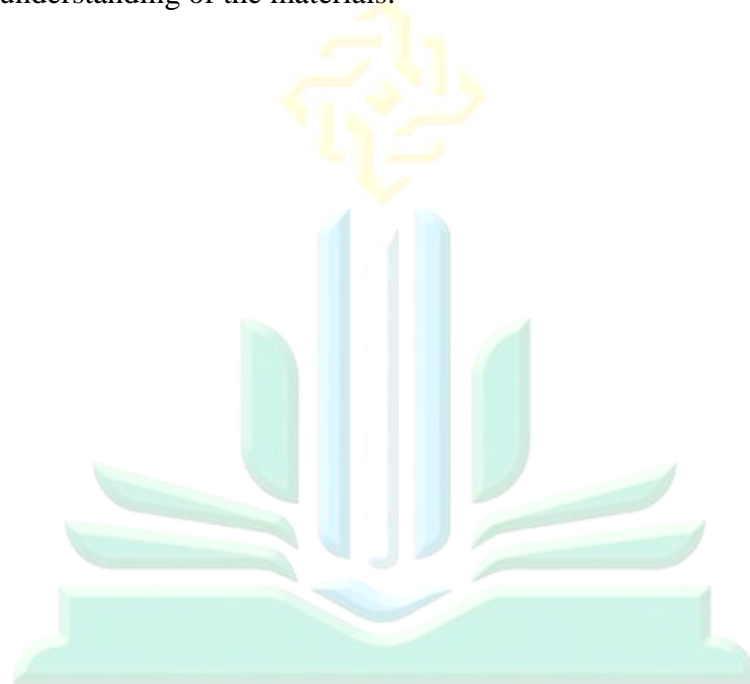
1. Writing task

Writing task is a series of tasks that help pupils to learn to write. One of the objective of the writing task is to help pupils comprehend and develop understanding of their writing. Writing tasks are usually contained in each chapter in the textbook to determine the extent of students' understanding of the material that has been taught in terms of writing skills. Writing task are expected to link between students' writing tasks in classroom with the needs of students outside the classroom or in the real world. In the present study, writing task has various forms according to the materials that have been taught. It can be essay questions, make short paragraphs, fill-in-the blank words, discussion questions, opinion questions, and multiple choices of writing tasks.

2. English textbooks

In the EFL context, the term of textbook is frequently used. The term of textbook refers to an instructional material that is developed for specific groups of learners in a particular setting such as in a certain level of education namely junior high school, or senior high school. Textbooks are usually considered as an important tool for teaching and learning activity. Textbook is one of the primary tools in the learning

process that needed by teacher and pupils for delivering materials, knowledge, and some content. Textbooks have an influence on not only what and how students learn, but also on how teachers teach. Textbook usually contain of teaching materials that can assist the goals that has been set in syllabus, and the tasks to determine students' understanding of the materials.



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CHAPTER II

LITERATURE REVIEW

This chapter discussed about the previous research and the theories which support the current research. This chapter contained of two headings. The first part describe about the previous research that related to the current research. The second part contains of several subheadings that discussed about the theories which related to this research. The points will be discussed further below in the following sections.

A. Previous Research

In order to make sure the originality of the idea in this research, the researcher will present several previous studies relevant of present research, such as:

1. A journal written by Aliakbari and Tarlani-Aliabadi (2017) entitled "*The Categorization of Writing Task in Iranian Senior High School English Textbook*",¹⁵ the research use Littlejohn's theory and found out that almost all of writing tasks were classified as focused tasks type which is enabling students to engage with language aspects other than writing itself.
2. Another research conducted by Philippakos (2018) under the title "*Using tasks analysis process for reading and writing assignments*"¹⁶ which is showed that FTAAP (form, topic, audience, author, purpose) method could assist pupils in order to increase their grade.

¹⁵ Aliakbari, "*Categorization of writing task*", 119.

¹⁶ Philippakos, "*using a task*", 1.

3. A journal by Watanabe (2016) entitled “*Genre Analysis of Writing Task in Japanese University Entrance Examinations*”,¹⁷ this research used theory micro-genre developed by researchers of systematic functional linguistics and discovered that only four micro-genres occurred in the Japanese university examination, namely expositions, personal reflections, discussions, and sequential explanations.
4. A thesis written by Farikhah (2017) entitled “*An analysis on Writing Task In Bahasa Inggris 2013 Curriculum Textbook for The Tenth Grade Students of Senior High School Published by Minister of Education and Culture Based on Paul Nation’s Theory*”¹⁸ found out that 59, 25% writing task in Bahasa Inggris textbook are included in guided task type which is higher than other tasks.
5. Another publication article by Ambarwati (2017) under the title “*An Analysis on Writing Task of English Textbook Entitled Talk Active for The Tenth Grade Student of Senior High School*”,¹⁹ the researcher Analyze the writing task in English Textbook by applied Raimes’ theory and it shown that there are some types of writing task found in English textbook, namely conversation, sentence combining, filling in the blank without translation, question answer, summary writing, cloze test, filling in the

¹⁷ Watanabe, “*Genre analysis*”, 1.

¹⁸ Siti LAelatul Farikhah, “An analysis on Writing Task in *Bahasa Inggris* 2013 Curriculum Textbook for The Tenth Grade Students of Senior High School Published by Minister of Education and Culture Based on Paul Nation’s Theory”. (*Thesis*, Universitas Islam Negeri Walisongo, 2017), V.

¹⁹ Yulia Marheni Ambarwati, “An Analysis on Writing Task of English Textbook Entitled *Talk Active* for The Tenth Grade Student Of Senior High School”. (*Article*: Universitas Muhammadiyah Surakarta, 2014),1.

blank with translation, and free composition. The result shown that the percentages for the writing tasks provide in the book was 71,43%.

Table 2.1
The Similarities and Differences Previous Research and the
Researcher's Study

No	Researcher's Name and Title	Similarities	Differences
1.	A journal article written by Aliakbari and Tarlani-Aliabadi (2017) <i>"The Categorization of Writing Task in Iranian Senior High School English Textbook"</i>	Both research explore about the categorization of writing task Both analyze English textbooks by Ministry of Cultural Education.	a. The previous research used Littlejohn's theory to categorize the writing tasks and the present research use Nunan theory. b. Selected textbook.
2.	Another article by Philippakos (2018) <i>"Using tasks analysis process for reading and writing assignments"</i>	Both research analyze about writing task.	a. The previous research used FTAAP form in categorize the writing tasks and the present research use Nunan theory. b. The previous research also explore about analysis of reading tasks. c. Selected textbook.
3.	A Study by Watanabe (2016) <i>"Genre Analysis of Writing Task in Japanese University Entrance Examinations"</i>	Both research analyze about writing task.	a. The types of research design, the previous research used quantitative comparative analysis and the present research use qualitative content analysis research. b. Selected textbook.
4.	An undergraduate thesis by Farikhah (2017) <i>"An</i>	Both research explore about the	a. Selected textbook b. The previous research

	<i>analysis on Writing Task In Bahasa Inggris 2013 Curriculum Textbook for The Tenth Grade Students of Senior High School Published by Minister of Education and Culture Based on Paul Nation's Theory"</i>	categorization of writing task Both analyze English textbooks by Ministry of Cultural Education. Both study use qualitative content analysis as the research design	analyze one English textbook by used writing task theory proposed by Nation and the present study use theory by David Nunan.
5.	An article by Ambarwati (2014) " <i>An Analysis On Writing Task Of English Textbook Entitled Talk Active For The Tenth Grade Student Of Senior High School</i> "	Both research explore about writing task on English textbook.	a. Selected textbook b. The previous research analyze English textbook by used writing task theory proposed by Raimes. c. The previous research used descriptive as the reaseach method.

From the previous research, it could be seen that all of researches had their own ways to analyze the textbook from different theoretical approach. The Previous research used Nation theory, Raimes theory, Littlejohn theory, or applied FTAAP (form, topic, audience, author, purpose) form to categorize and analyze the writing task in English Textbook. The previous researches mostly choose one textbook to be researched. Meanwhile in this research would analyze two textbooks and would like to apply Nunan theory in categorizing the selected English textbook. Therefore, this research focus on analyzing writing tasks in the English textbook for the seventh grade of junior high school in Indonesia by categorizing the task based on theory proposed by David Nunan (2004).

B. Theoretical Framework

1. Principles of Materials Design

Generally speaking, teachers most likely will link the term "language-learning materials" with textbooks because that has been their major experience of utilizing materials. Nevertheless, "language-learning materials" are terms that define everything that facilitates teachers or pupils to support them in language learning. Tomlinson in his book stipulates that materials could obviously in form of videos on Youtube or CDs, doing live talks by inviting native speakers, teacher instructions, card-based assignments or discussions amongst the learners.²⁰ In other words, they might be including anything that is used to purposefully enhance the students' language knowledge and experience. Furthermore, the teacher should able to develop or design their materials or adapt/adopt materials that have been published.²¹

Materials development is one of the important elements of the instructional process in the teaching and learning process. Syafi'i and Gestanti in this research cite that to match the pupils' needs, the materials developer usually needs to add, select, lengthens, shortens, or modifies the materials.²² The material developer develop curriculum and learning experiences to achieve specific purposes that usually defined in syllabus.

Students' critical thinking could be stimulated and build up through

²⁰ Tomlinson, "Materials Development in", 2.

²¹ Usman et al, "Primari school", 1057.

²² Muhammad Lukman Syafi'I and Rohfin Andria Gestanti, "Developing English Materials for EFL Learners at Islamic Junior High School". *Journal of English Education and Linguistics Studies*, Vol. 4 No. 2, (2017): 200, DOI: 10.30762/jeels.v4i2.339

materials and instruments. In addition, teachers should be able to establish the materials for their classes. There are various elements of textbooks that should be considered when designing materials, namely layout, organization, skills, topics, themes, exercises, and activities. In one of study by Khosiyono highlights that the methodology, content, format, layout, and design features of the materials or textbooks are all included in the material development process.²³

At the outset, material development could be defined in terms of field study and practical undertaking. In a field of study, material development usually discusses about the principles and procedures in designing language teaching materials, implementing language teaching materials, and the evaluating process in language teaching materials. Meanwhile, in the practical undertaking, material development refers to everything that writers, teachers, or learners undertake to produce sources of language input, optimize the use of those sources of language, and stimulate experience with the language in ways that enhance language learning.²⁴ Materials developers could write or produce textbooks, provide language usage examples, and share their opinion. Whatever they do is to provide input, they do so in a way that is based on what they know about how language can be understood efficiently.

²³ Banun Hafivah Cahyo Khosiyono, "Teachers' Beliefs in Developing English Materials for Vocational Schools". *JOLLT Journal of Languages and Language Teaching*, vol. 9 no. 2, (2021): 197, DOI: 10.33394/jollt.v%vi%i.3373

²⁴ Tomlinson, "*Materials Development in*", 2.

Tomlinson in his study discusses some of fundamental concepts of the developments of materials design for the teaching languages and namely:²⁵

- 1) Materials should accomplish impact
- 2) Materials should make students to feel at ease
- 3) Materials should support pupils to gain and develop confidence
- 4) Learners should find the materials that are being taught relevant and valuable.
- 5) Materials should require and facilitate learner
- 6) Students must be prepared to grasp the concepts being taught.
- 7) Materials should expose the learners to language in authentic use
- 8) The learners' attention should be drawn to linguistic features of the input
- 9) In the materials, learners should be given opportunities to utilize the target language for communicative purposes.
- 10) Materials should take into account that the positive effects of instruction are usually delayed
- 11) Materials should consider that learners differ in their affective attitudes.
- 12) Materials should accommodate that different learners have different learning styles.

²⁵ Tomlinson, "*Materials Development in*", 8..

13) Materials should encourage intellectual, aesthetic, and emotional involvement, which stimulates both right- and left-brain activity, in order to enhance learning potential.

14) Materials should not be overly reliant on controlled practice.

15) Materials allow chance for outcome feedback.

In English language teaching context, materials development in teaching English is very crucial. Materials need to be balanced between language skills and content learning, and it should take a look into consideration what pupils' need.²⁶ Consequently, the language teachers should follow some aspects to develop the materials and in this case that is the principles of materials design that has been discussed previously. In English language teaching context, materials development in teaching English is very crucial. Materials need to be balanced between language skills and the content learning and it should take look into consideration what pupils' needs.²⁷ Consequently, the language teachers should follow some aspects to develop the materials and in this case that is the principles of materials design that has been discussed previously.

2. Textbook Use in Language Classrooms

One of the common learning media that is widely used in the teaching and learning activity is textbook. Teachers usually use textbook as the guided in the teaching and learning process to make it easier to

²⁶ Fitria Lapele, "Need Analysis on the Material Development of Teaching ESP Speaking", *ETERNAL: English Teaching and Learning Journal*, Vol. 5 No. 2, (2019): 338,. DOI: 10.24252/Eternal.V52.2019.A13

²⁷ Lapele, 337.

explain the materials. As stated in the study by Ambarwati and Thomson that the textbook is a teaching and learning stimulus or instrument.²⁸ Textbook is one of the main point of instruction of teaching and learning process in the classroom and it has a significant impact on what will happen in the classroom. Moreover, it is important to the teacher to use and select textbook as one of learning media in order to assist them in conducting teaching and learning activities and achieving educational goals.

Textbook hold one of important role in teaching and learning activities in the classroom. Furthermore, there are some criteria of textbook proposed, there are textbook should suit with what learners' needs, textbook should focus on students' needs, and textbook should facilitate student learning process as one of supporting role in teaching and learning process.²⁹ There are some advantages of textbook, first textbook provide instruction and structure of the materials, textbooks provide a variety of learning resources, and textbook usually visually appealing.³⁰

In Indonesia, textbook has a significant important role. As it is stated and regulated in the Decree of Ministry of Education No. 8 Year 2016 (Permendikbud No. 8 Tahun 2016) about course book, the decree specifies several essential elements that should be included in the textbook,

²⁸ Ambarwati, "An Analysis on Writing Task", 3.

²⁹ Ambarwati, 4.

³⁰ Faarikhah, "An analysis on Writing Task", 18.

such as the cover, the content, and the author's biography.³¹ Regarding to the content of the textbook, the textbook itself should cover the core and basic competencies which are also written in the Decree of Ministry of Education No 21 Year 2016 as the standards of content for junior high school textbook. In the Decree of Ministry of Education No. 21 Year 2016 written that core competencies include spiritual attitudes (sikap spiritual), social attitudes (sikap sosial), knowledge (pengetahuan) and skills (keterampilan).³² Therefore, the materials in the textbooks must cover and contain these competencies. For the basic competencies in the materials in the textbook is based on the core competencies that have been determined.

3. Writing tasks in language textbook

Writing skill is often considered as one of the complex skills and sometimes difficult to teach because students need to master not only about the grammatical concept and rhetorical style, but students also need to understand the conceptual and judgmental elements, such as the language use, mechanical skills, treatment of content, stylistic skills, and judgment skills.³³ Writing deals with the idea organization, and communication so that the message can be conveyed through the writing itself. In learning writing, pupils need to learn to express themselves clearly with logical, well-developed organization that achieves specific

³¹ Maimun Lisa, "An Analysis of Writing Material in English Textbook "When English Ring the Bell" For Eight Grade". *Journal: Retain Vol. 6 No. 1*, (2018): 79.

³² Republik Indonesia, UU Standar Isi Pendidikan Dasar Dan Menengah No 21 Tahun 2016, Pasal1 Ayat 2.

³³ J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1998), 135

goals.³⁴ From the definition that has been elaborated, it can be inferred that writing is an activity in generating the language which proceeds from someone's thought. Furthermore, writing skill is developed from extensive reading, training regularly, and a significant amount of practice.

Meanwhile, a task is a familiar word that can be found in the teaching and learning process. Branden explains that "A task is an activity in which person engages in order to attain an objective, and which necessitates the use of language".³⁵ To add, he also explains that the using of language is define as the ability to comprehend the language input and by produce language output, such us interacting with other person in real-life settings. The goal of the tasks is to help the learners in mastering the language, ideas, language skills, and type of discourse that are the goals of the study.³⁶ Furthermore, the teacher should be able to make sure that the learners are successful in doing the tasks by providing the tasks that suit with the pupils' needs.

When students learn to write, they usually learn conventions, the rules and academic writing skills. Students also learn how to adjust the goals and manage the writing environment skillfully, identify the writing task's problem, and process and procedure involved in composing

³⁴ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*. (New York: Longman, 2004), 218.

³⁵ Branden, "Task-Based Language Education", 4.

³⁶ Nation, "*Teaching ESL/EFL*", 95.

writing.³⁷ Furthermore, Olinghouse also explains that "An academic writing task initiates a response by directing the writer to address the problem in a specific way and to emphasize certain content and each writer interacts with the stimulus in a different manner".³⁸ Solihat at his study pinpoints that task should contain of three minimum components namely goal, input, and procedure.³⁹ Contextually speaking, the objective of the writing task emphasizes what students are need to do in order to generate their writing. She also elaborates the procedure in writing tasks consist of three stages, namely graphology, scaffolding, and composing. Graphology includes the activity that deals with mechanical writing skills such as punctuation. Scaffolding points out to a series of activities to increase learners' understanding of the linguistics of the presented texts so that the pupils can build the texts afterward. In composing, there are four stages namely planning, pre-writing, multi-drafting, and editing. From the explanation that have been mentioned, when students do their writing task they should planning or drafting what they want to write, students should pay attention to the punctuation when they do their writing task, students also should focus to the text or questions related to the writing task they are working to increase learners' understanding of the linguistics of the

³⁷ Natalie G. Olinghouse, Jinjie Zhend, and Lasrissa Morlock, "State Writing Assessment: Inclusion of Motivational Factors In Writing Tasks", *Journal Reading & Writing Quarterly* 28(1), (2012): 98, DOI: 10.1080/10573569.2012.632736

³⁸ Olinghouse, 99.

³⁹ Siti Maryam Solihat, "An Analysis of Writing Tasks in English Textbook for Office Administration Students Entitled Bahasa Inggris SMA/MA/SMK/MAK Kelas XI". *BRIGHT: A Journal of English Language Teaching, Linguistics and Literature*, Vol. 4 No. 1, (2021): 2, DOI: 10.29100/bright.v4i1.1815

presented texts or questions, and lastly they should do checking and editing toward their writing task answer before submitting it.

4. Writing task categorization

Several studies on analyzing writing tasks have been carried out. Aliakbari and Tarlani-Hasani argue that the SLA (second language acquisition) field has reached an advanced stage where the design and evaluation of materials can yield many advantages for language educational purposes and for future research studies.⁴⁰ In addition, analyzing materials design by identifying the materials themselves is needed to discover whether materials are compatible with how students learn. Additionally, Aliakbari and Tarlani-Hasani conducted the research about analyzing writing task in Iranian high school to find out which materials are fit with pupils' learning styles. They conducted the research to categorize writing tasks by Littlejohn's framework which is composed by three level of analysis and trying to discover "What is the learner expected to do? (dealing with learners' role, activity focus, and broad cognitive processes involved); who with? (dealing with participation structure/interaction); with what content? (dealing with input/output types)."⁴¹

Another study related to writing task categorization was conducted in China by Shi, Huang, and Lu to understand more about "the effect of prompt type on test-takers' writing performance and writing strategy use in

⁴⁰ Aliakbari, "Categorization of writing task", 121.

⁴¹ Aliakbari, 122.

continuation task.”⁴² Shi, Huang, and Lu describe writing prompt as “A writing prompt refers to any stimulus provided by a writing task for test-takers to respond to in a writing assessment”.⁴³ In more limited sense, writing prompt is defined as a set of task instruction or requirement that are delivered to test-takers. They also made use of the continuation task which has been considered suitable for evaluating test-takers' integrated reading-writing ability. There are four version of the continuation task that used in Shi, Huang, and Lu research namely bare prompt, framed prompt, vocabulary prompt, and framed prompt.⁴⁴

Nunan in his study suggested that tasks need to contain three elements, namely goals, input, and procedures.⁴⁵ Goals referred to general-purpose or intention in every learning task, goals also defined as various general outcomes, such as communicative, affective, or cognitive output, and can be directly related to the expected teacher or student behavior. Input specified to the spoken, written, and visual data that pupils need to do within the subject to complete the task. The data or the task could be provided by the teacher through the textbook, or some other resource. Procedures are defined about what students will do with the input as the starting point in complete the task. To know about the procedures of the

⁴² Bibing Shi, Liyan Huang, and XiaoFei Lu, “Effect of prompt type on test-takers’ writing performance and writing strategy use in the continuation task”. *Journal Language Testing* 0 (00), (2020): 1, DOI: 10.1177/0265532220911626

⁴³ Shi, 3.

⁴⁴ Shi, 3.

⁴⁵ Nunan, “*Task-based Language Teaching*”, 41.

learning tasks, it can be seen in the focus or the goals of the task. Procedures exist to guide students in completing the task.

In addition, the present study attempted to analyze writing tasks categorization in the seventh grade English textbooks in Indonesia from a task based writing perspective using Nunan theory. Nunan conceptualizes the tasks into five major groups which consist of sub-groups.⁴⁶ Furthermore, all the 20 tasks types are categorized under the main type, namely cognitive, interpersonal, linguistic, affective, and creative task. The purpose of understanding the types of writing task that has been mention before is to make teachers aware that there are various approaches to assist the students. The task types and their sub-groups proposed by Nunan are elaborated below.⁴⁷

1) Cognitive tasks

Cognitive tasks are task that involve learners to mentally process new knowledge or information in order to recall, retrieve, and utilize that information in the future in the same or comparable scenario. The types of task of this task types are classifying, predicting, inducing, note taking, concept mapping, inferencing, discriminating, and diagramming. The instruction of the task in cognitive tasks are usually asking the student to answer the questions with the correct answer, draw the line between the responses, draw the line to match A and B,

⁴⁶ Nunan, 59.

⁴⁷ Nunan, 59.

match the available questions into certain category, list the main idea and supporting information and other.

2) Interpersonal tasks

Interpersonal task requires students to exchanging ideas and information, meeting students' need, and expressing and supporting their opinion through interact with each other. The students produce and deliver information or knowledge through verbal or nonverbal communication and then trying to understand each other information. The types of interpersonal tasks are co-operating and role playing. The writing task instructions in the interpersonal tasks have the characteristics that it usually ask the learners to share their knowledge, ideas, and opinion with other students or done in small group, and the other is to ask students act based the text or conversation in the textbook and then collecting information and answering question based on that.

3) Linguistics tasks

Linguistics task deals with the words, phrases, and language structures in a task that students need to understand to complete the task. Furthermore, linguistics types usually more focus on the text to finish the task. There are several types in linguistics tasks that can be used at the sentence, paragraph, or in text namely conversational pattern, practicing, using context, summarizing, and skimming. The example of task instruction in linguistics task are ask students to match

the expression of a certain situation, guessing the meaning of an unknown word, phrase, or concept based on the context, and selecting and presenting in a form of summary the main points of the text.

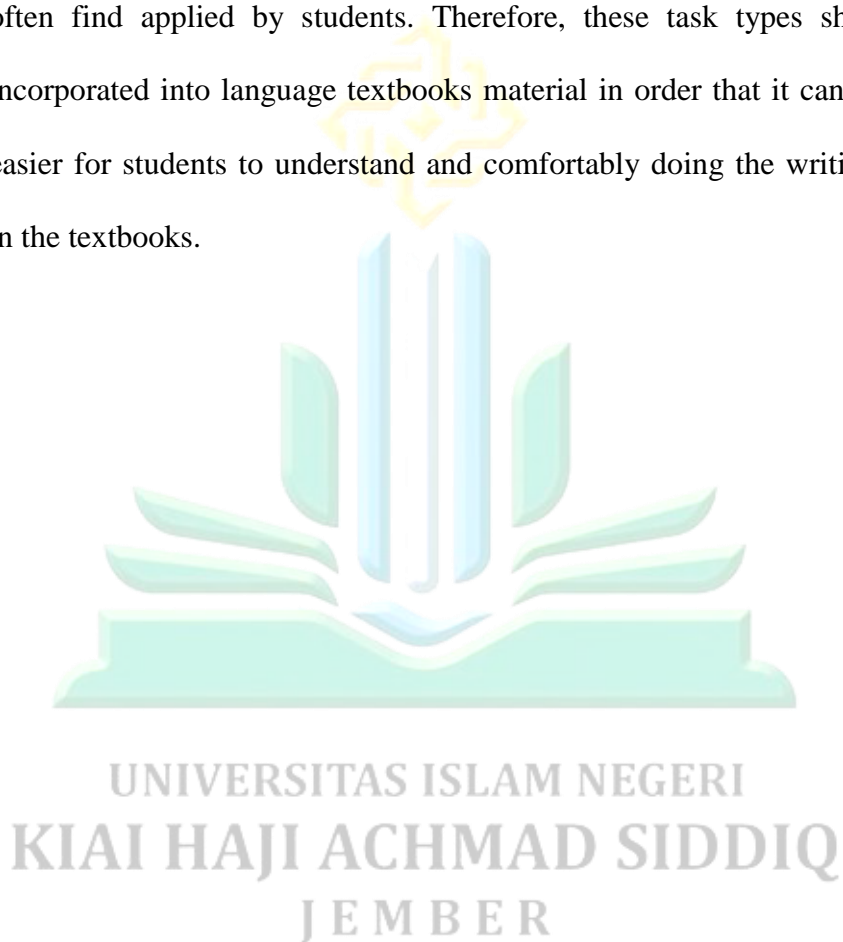
4) Affective tasks

Affective task type deals with emotionally, such as focus on feelings, motivations, appreciation, values, opinions, or attitudes. There are three sub-types that include in task of affective task that are personalizing, self-evaluating, and reflecting. The task instruction example that related to affective task are to ask students express their own feelings, thoughts, and opinions on a topic, to ask students to consider how well they performed on a learning task, and to rate themselves on a scale or write it the simple description.

5) Creative tasks

Creative task type can be described as any creative activity that will facilitate to produce learners new insight or information. Learners do the task with as much as creative they can to gather new information. Creativity enables students to solve difficult problems or find interesting ways to finish the tasks. Through creativity task, students also can solve the problem with new or different way. The type of example task is brainstorming. The example task instruction that related to creative ask is to ask students to gain new ideas or information as much as they can and brainstorming can be done in groups or individually.

One of the objectives in understanding the types of the writing task is to make the teachers aware that there are various way in delivering the materials to the students and and so that students can understand well about the writing task they have to complete. The task type proposed by David Nunan above is written based on the learning strategies that are often find applied by students. Therefore, these task types should be incorporated into language textbooks material in order that it can make it easier for students to understand and comfortably doing the writing tasks in the textbooks.



CHAPTER III

RESEARCH METHODOLOGY

This Chapter present consideration related to the research that was conducted. This chapter consist of several sections namely research design, source of data, tool of analysis data and procedures of data analysis. The discussion of each part is presented below.

A. Research Design

The present study belongs under interpretive content analysis because it defines as research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use.⁴⁸ Specific procedures are still needed to ensure the credible outcome of the contexts. Interpretive content analyses related from coding and interpretations that stay very close to the explicit content of the data. Furthermore, research design contains the procedures, steps and ways in verify the data of the research to solve and answer the researcher's problem. Creswell in his study postulates that "Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem".⁴⁹ In addition, the research process usually entangle arising questions and procedures that will be use, data collected and participants' setting, data analysis from specific to general themes, and the researcher interpreting the

⁴⁸ James W. Drisko and Tina Maschi, "Content Analysis", (New York: Oxford University Press, 2016), 58.

⁴⁹ John W. Creswell, "*Research Design (Qualitative, Quantitative, and Mixed methods approaches)*", (United Kingdom: SAGE, 2014), 3.

meaning of the data.⁵⁰ The design used in this research is content analysis method.

An analysis of written or visual contents of a document is referred as a content analysis. Content analysis can be explained as the process of reporting and summarizing the written or textual data, the primary content, and the messages that contained in it. Additionally, content analysis is a technique used to examining and checking the text, images, or symbols that has been documented.⁵¹ Furthermore, content analysis usually focuses on language, linguistics features and meaning in the context. Content analysis begins with the sample of texts (the units), determines the units of analysis (for example words or sentences) and the categories that will be used for analysis the content, reviews the texts in order to code them and put them into categories.⁵² Content analysis is part of library research. Library research normally used to gaining and collecting the data were taken from published written materials that needed by the researcher.

From the explanation above, the present study utilized a systematic technique to analyze and categorize the writing tasks content in the selected textbooks. Thus, qualitative approach with content analysis is seen as the most suitable approach for this study. In addition, the data are categorized based on the types of writing tasks proposed by David Nunan's theory, including

⁵⁰ Creswell, 3.

⁵¹ Louis Cohen, Lawrence Manion, and Keith Morrison, "*Research Method in Education*", (New York: Routledge, 2007), 475.

⁵² Cohen, 476.

cognitive tasks, interpersonal tasks, linguistics tasks, affective tasks, and creative tasks.

B. Source of Data

The data resource of this study were taken from an English Textbook entitled “When English Rings A Bell” for grade VII published by Ministry of Culture and Education. The second English textbook was published by Erlangga publisher entitled “Bright An English” for grade VII. The textbook entitled “When English Rings A Bell” for grade VII was endorsed by ministry of culture and education. This book were designed based on the 2013 National Curriculum. This book is also widely used in almost all junior high schools in Indonesia, can easily access on the internet through Repositori Kemendikbud website, and can also be purchased easily in nearly bookstore. The book entitled “Bright An English” for grade VII was compiled Based on the Enhanced 2013 Curriculum (Revised 2016), this book contains a variety of activities so that students can study in pairs, groups or individually, and easily get in nearest bookstore. For that reason, the researcher choose the mentioned textbooks as the source of data in this study. In this research, the researcher only focus on the tasks that categorized as writing task. The detail of the data that were categorized are 28 writing tasks from When English Rings a Bells textbook and 88 writing tasks from Bright an English textbook.

C. Tool of Analysis Data

Data analysis tools help researcher make sense of the data collected. It enables the researcher to present the findings, make interpretation and report

the result of the research. How the data collected is depends on the research questions and type of research study. Data collection is define as the process through which a researcher collects or obtains the information needed to solve and answer the research problem. The researcher can select the suitable data collection technique based on the type of research study and the research questions. The data of this study were collected from English Textbook entitled "*When English Rings A Bell*" for grade VII published by Ministry of Culture and Education and another English textbook published by Erlangga publisher entitled "*Bright An English*" for grade VII. Furthermore, the books were chosen as the document of the data collection in this study. By conducting the research on the English textbooks mentioned above, the researcher were categorized the types of writing tasks in English textbooks and analyzed whether the writing tasks provided in English textbooks that have been mentioned before meet the criteria of writing tasks types as suggested by David Nunan Theory.

Furthermore, this research is conducted to discover the types of writing tasks proposed by Nunan namely cognitive tasks, interpersonal tasks, linguistics tasks, affective tasks, and creative tasks as written in the English textbooks. The researcher will focus on the writing tasks only. To add, the current study only focus on series of writing tasks provided in the chosen English textbooks itself.

In gathering the data, the researcher used document. Document is describe as a variety of written, physical, and visual materials. Ary in his study

explains that document could be in form of autobiographies, diaries, and official letters namely files, reports, and memoranda, or books, films, and videos that included in form of document popular culture.⁵³ Documents can be divided into four group namely public records, personal documents, physical materials documents, and researcher-generated documents.⁵⁴ Document analysis can be applied to written or visual materials for the purpose of identifying specified characteristics of the materials. The materials analyzed can be textbooks, newspaper, web pages, speeches, or any of any other types of document.⁵⁵ Additionally, document analysis can be categorized in two types, namely written or text-based form and non-written records. Document analysis in written or text-based form there are textbooks, novels, journals, logs, announcements, newspaper, transcripts, letters, and others. Meanwhile, in non-written records can be in form of photographs, audiotapes, videotapes, computer images, websites, musical performances, YouTube videos, and others.

D. Procedures of Data Analysis

In this research, the document or data analysis are focused on in the writing tasks that contain in English textbook entitled “When English Rings A Bell” for grade VII published by Ministry of Culture and Education and English textbook published by Erlangga publisher entitled “Bright An English” for grade VII which will be categorized based on writing task theory

⁵³ Donald Ary et al., *Introduction to Research in Education Eighth Edition*, (United States of America: WADSWORTH CENGAGE Learning, 2010), 442.

⁵⁴ Ary, 442.

⁵⁵ Ary, 457.

by David Nunan. In analyzing the data of this present research, the researcher adapted the content analysis theory by Ary to analyze the data.⁵⁶ Baig in his study pinpoints that the data in document analysis will be investigated, analyzed and interpreted in order to gather meaning, obtain understanding, and construct empirical knowledge.⁵⁷ The steps that will be done by the researcher will be explained as the following explanation:

a. Familiarizing and Organizing

In this the first step in familiarizing and organizing, the researcher read and reviewed all the writing tasks that have been served in the selected English textbooks entitled “When English Rings A Bell” for grade VII published by Ministry of Culture and Education and English textbook published by Erlangga publisher entitled “Bright an English” for grade VII. The researcher were read all the tasks in the textbooks to identify and discover which tasks are considered as the data. The writing task that were chosen is all the writing tasks and all the tasks that have instruction dealing with ‘writing’. In this process, the researcher were classified the kinds of writing tasks in each chapter. Furthermore, the researcher is intends to make the order of data as chapter in order to make it more detailed, organized, and efficient.

b. Coding and reducing

In this stage, the researcher reread all the data by looking at the data one by one in detail. The researcher will be coding the data through

⁵⁶ Ary, 481.

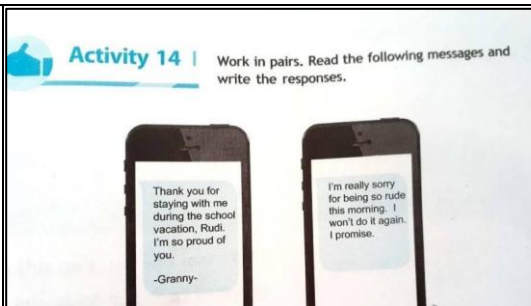
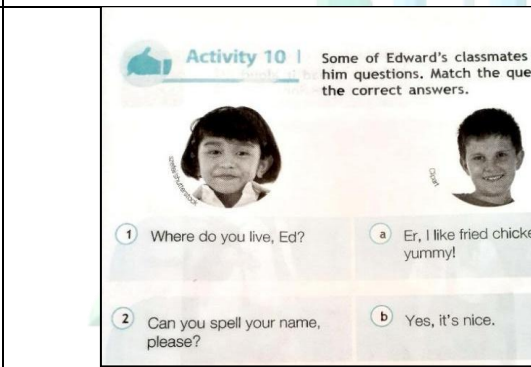
⁵⁷ Sana Baig, et al, “A Content Analysis of English Textbook of Punjab Textbook Board of Grade in Pakistan”. *Journal: SAGE*, (2021): 3, DOI: 10.1177/21582440211023159.

identified the types of writing tasks according to Nunan's theory. The data will be sorted in the analysis documentation sheet that has been selected, it adapted from the research by Setyono and Widodo. The researcher also assigned codes for to make it easier in categorizing the writing task. The Example of coding in this research was "B1/C1/P100". B represent as the book title, C represent as the chapter of the writing task, and P represent as the page of the writing task provided. The researcher manually recorded the writing tasks from the textbooks chosen. In the further step, the researcher identified and listed the writing tasks in the document sheet that has been provided. In the next page, the researcher would like to present the example of analysis document writing task using the analysis document sheet that adapted from Setyono and Widodo.



Table 2.1 The Example of document analysis of writing task. Document sheet adapted from (Setyono & Widodo, 2019)

No	Unit	Theme	Writing task provided in the textbook	Description/ explanation	Code	The criteria/ types of writing task (reasons)																																												
1.	Chapter 7	Things in My House	<p>Activity 15 Observe the following pattern. Then make five more phrases to complete the table.</p> <table border="1"> <thead> <tr> <th>No.</th> <th>Article</th> <th>Adjective</th> <th>Noun</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>two</td> <td>beautiful</td> <td>paintings</td> </tr> <tr> <td>2.</td> <td>a</td> <td>big</td> <td>house</td> </tr> <tr> <td>3.</td> <td>a</td> <td>large</td> <td>yard</td> </tr> <tr> <td>4.</td> <td>two</td> <td>short</td> <td>benches</td> </tr> <tr> <td>5.</td> <td>a</td> <td>fat</td> <td>cat</td> </tr> <tr> <td>6.</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>7.</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>8.</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>9.</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>10.</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> </tbody> </table> <p>The pattern is: adjective + noun</p> <p>An adjective modifies a noun.</p>	No.	Article	Adjective	Noun	1.	two	beautiful	paintings	2.	a	big	house	3.	a	large	yard	4.	two	short	benches	5.	a	fat	cat	6.	_____	_____	_____	7.	_____	_____	_____	8.	_____	_____	_____	9.	_____	_____	_____	10.	_____	_____	_____	In the writing task, students are required to perceive the existing pattern and then make new phrases to fill the table.	B2/C7/P100	It is includes in cognitive task sub-type classifying.
No.	Article	Adjective	Noun																																															
1.	two	beautiful	paintings																																															
2.	a	big	house																																															
3.	a	large	yard																																															
4.	two	short	benches																																															
5.	a	fat	cat																																															
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9.	_____	_____	_____																																															
10.	_____	_____	_____																																															

2.	Chapter 2	Thank You Very Much	 <p>Activity 14 Work in pairs. Read the following messages and write the responses.</p>	In the writing task, students are asked to work together in pairs and give their responses to the messages that have been mentioned.	B2/C2/P 23	It is includes in interpersonal task type co-operating.
3.	Chapter 3	Let Me Introduce Myself	 <p>Activity 10 Some of Edward's classmates ask him questions. Match the questions with the correct answers.</p>	In the writing task, students are asked to complete the task by matching the question with the correct answer that has been written.	B2/C3/P 35	It is includes in linguistics task type conversational pattern.

c. Interpreting and representing

In this step, the researcher provided further explanation about the writing tasks based on the type of writing task type theory proposed by David Nunan in the textbooks. The researcher presented the data by applying qualitative descriptive with content analysis approach in categorizing the writing tasks. It will be combined with using document analysis by using coding, analysis document sheet, and from the book or journal that containing the theory related to the research, from the internet, or other trusted sources. In this step, the researcher will provide further explanation about the writing tasks based on the type of task type theory proposed by David Nunan in the textbooks including cognitive tasks, interpersonal tasks, linguistics tasks, affective tasks, and creative tasks.

E. Validity of Data (Trustworthiness)

Validity is one important aspect of good and effective research. This present research used peer review and expert review as the validity of the data to improve the trustworthiness of the research. Peer review can be used as one of method to improve the trustworthiness in qualitative research.⁵⁸ Peer review is a process in a research that assess the validity, quality, and originality of the research. Peer review is important since it helps to maintain the quality of the literature while also contributing to the advancement of

⁵⁸ Roy Spalding et al, . "Relationship Advice in Top-Selling Magazines: A Qualitative Document Analysis", *Journal of Feminist Family Therapy*, (2010): 209, DOI: 10.1080/08952833.2010.503795

scientific knowledge by filter out the poor research.⁵⁹ The next methods that has been used to strengthen this research is expert review. Expert review can be defined as the informed opinion from individuals categorized as competent expert who can provide information, judgments, and assessment related to the research. The expert of this research were one of the English lecturer who expert and happen to be the supervisor of the author of this present research. Additionally, there were some steps done by researcher in validating the data. The first time, the researched analyzed the data individually. Then, the researcher proceed the peer review. Then, the researcher discussed the result with one of the English lecturer as the expert review of this study. The last step the researcher checked the result of the discussion and took that as the valid data of this research.



⁵⁹ Kiron Koshy et al, "Peer Review In Scholarly Publishing Part A: Why Do It?", *International Journal of Surgery Oncology*, vol. 3, (2018): 1, DOI: 10.1097/IJ9.0000000000000056

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the result of the analysis of the writing task in English textbooks that has been chosen and consists of two sections. The first part discusses about the types of writing tasks that contain in English Textbook entitled “When English Rings A Bell” for grade VII published by Ministry of Culture and Education and the book published by Erlangga publisher entitled “Bright an English” for grade VII. The second section talked about the analysis of writing task whether the writing task provided in the seventh grade of junior high school English textbooks meet the criteria of writing task as suggested by David Nunan.

A. Findings

In this section, the researcher presented and discussed about the data analysis of the present research. The data analysis would be presented based on the following research objectives as follow (1) to examine the writing tasks presented in seventh grade of junior high school English textbooks and (2) to analyze if the writing tasks in the seventh grade of junior high school English textbooks meet the criteria of writing task suggested by Nunan’s theory or not. Nunan explained that the tasks include into five major groups which consist of sub-groups, namely classifying, predicting, inducing, note taking, concept mapping, inferencing, discriminating, diagramming, co-operating, role playing, conversational pattern, practicing, using context, summarizing, skimming, personalizing, self-evaluating, reflecting, and brainstorming. Furthermore, all

the 20 tasks types are categorized under the main type, namely cognitive, interpersonal, linguistic, affective, and creative task.

From the analysis, it can be found out that the two books that have been selected as the source of the data of the present study consist of 328 tasks or activities which are divided into: 58 listening tasks, 30 reading tasks, 124 speaking tasks, and 116 writing tasks. The present research only focused on analyzing the writing tasks based on Nunan's theory in the selected textbooks. Then, for the further step in this stage the researcher analyzed the data that have been selected as follow:

1. Cognitive Based Writing Tasks Representation in The Textbooks

The first task type is cognitive task. From one hundred and sixteen (116) writing tasks data, the researcher found fifty six (56) times the tasks that belong to cognitive task. Cognitive task has several sub-type, namely classifying, predicting, inducing, note taking, concept mapping, inferencing, discriminating, and diagramming. The tasks that include in cognitive task usually have the instruction, such as to asked students to draw the line between the responses, draw the line to match A and B, match the available questions into certain category.

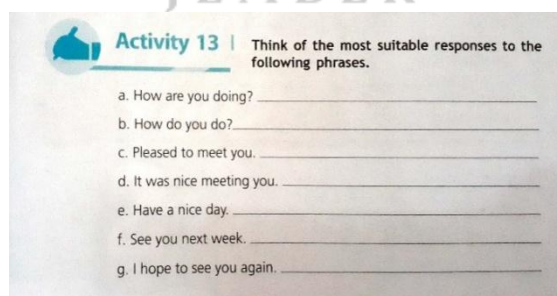


Figure 4.1 Cognitive based writing task type inference (Data: B2/C1/P9)

The Figure 4.1 includes in cognitive writing task with type inference. Contextually speaking, students learnt about `greetings and responses as they already discussed in the topic of “Hi, how are you?”. In the task, students are required to answer with the fit responses based on the phrases that have been written in the task. At the instruction of the task it was written that "Think of the most suitable responses..." which means it aims to enable students to finish the task by writing the suitable responses based on the phrases in the task. It is needed to activate the previous knowledge of the students about the material related to the task that is greetings as the lesson topic. In the left corner at the task in Figure 4.1 there are a small picture that symbolized a hand hold a pen, so that the task includes in cognitive based writing task sub-type inference. Sub-type inference refers to when students need to activate their previous knowledge in order to finish the task.

The representation of cognitive writing task can also be seen in Figure 4.2. In regards to this type of writing task in figure 4.2, students learnt about their identities as they discussed in the chapter of “This is me!”. In the task, Students are asked to fill in the expressions based on their individual information. At the instruction of the task it stated that "collecting information" which means it aims to enable students to complete the task by write down about their individual information based on the form in the task. Students need to activate their prior knowledge

about self-introduction to be able to finish the task. Furthermore, the task in figure 4.2 include in cognitive task sub-type inference.

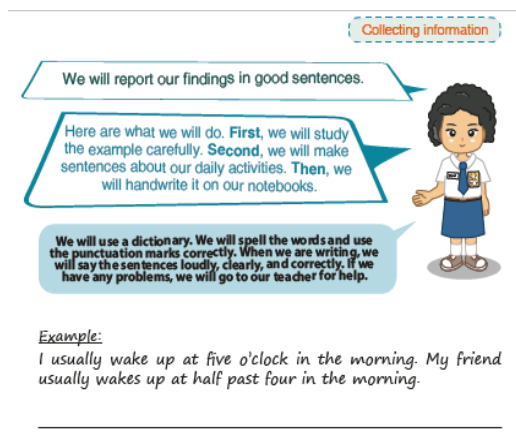


Figure 4.2 Cognitive based writing task type inference (Code: B1/C2/P32)

Figure 4.3 Cognitive based writing task type inference (Code: B1/C3/P47)

The next representation of cognitive writing task found in the selected textbooks can be seen in Figure 4.3. In the first, Students learnt about daily activities as explained and discussed in the chapter of “What time is it?”. In the task, students are asked to write about their daily activities based on the example that has been provided. In the instruction of the task it is written that “...First, we will study the example carefully. Second, we will make sentences about our daily activities...” which means

it aims to enable students to finish the task by writing the sentences based on the example that is about their daily activities. Based on the instruction, students need to use their previous knowledge related to the task about daily activities to be able to make the sentences as the lesson topic. So, Figure 4.3 includes in cognitive task sub-type inference.

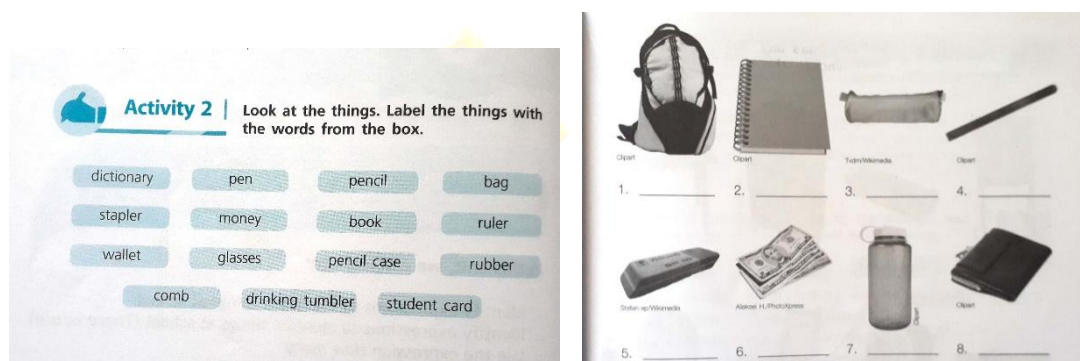


Figure 4.4 Cognitive based writing task type inference (Code: B2/C6/P74)

The next representation of cognitive writing task can be seen in Figure 4.4. Firstly students learnt about things that related to the school as they discussed in the topic of “Things at school”. In the task, students are asked to put the right label on the picture by selecting the available options. In the instruction of the task, it is written that “...Label the things with the words from the boxes” which means it aims students to answer the questions by write the right vocab of the things in the picture based on the words in the boxes. Students need to enact their knowledge about the task that is related to things at school as a lesson topic to be able to answer the questions.

The next representation of cognitive writing task also can be seen in Figure 4.5. Previously, students learnt about time, months and days as they already discussed in the chapter of “how many days are there in a

week?”. In the task, students are asked to answer the questions carefully based on their own knowledge. In the instruction of the task, it written that “Answer the following questions” which means it aims students to answer the questions based on days in a week material that related to the questions. It is needed students to learn about days in a week as the lesson topic first to be able to answer the questions in order to finish the task. In the task, there are a small picture in the left side that is a hand hold a pen which indicate the task is writing task and it includes in cognitive writing task sub-type inference.

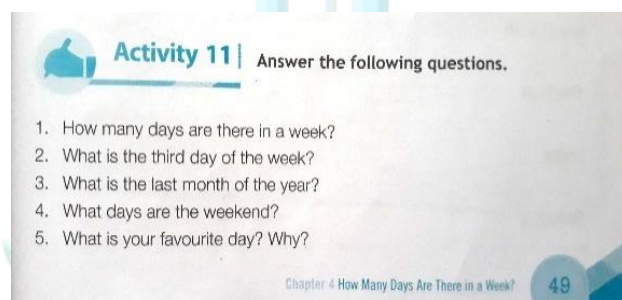


Figure 4.5 Cognitive based writing task type inference (Code: B2/C4/P49)

The Figure 4.6 includes in cognitive writing task with type classifying. Contextually speaking, students learnt about adjective and noun as discussed in the chapter of “things in my house”. The task has the instruction to classify some words so that the task is includes in sub-type classifying. In the task, pupils are required to perceive the existing pattern and then make new phrases to fill in the table. At the instruction of the task it written that “...Then make five more phrases to complete the table” which means it aims to enable pupils to put similar category into one group.

Pupils need to apply their previous knowledge related to the task that is about article, adjective and noun as the lesson topic to complete the task.

Activity 15 | Observe the following pattern. Then make five more phrases to complete the table.

The pattern is:
adjective + noun

An **adjective** modifies a **noun**.

No.	Article	Adjective	Noun
1.	two	beautiful	paintings
2.	a	big	house
3.	a	large	yard
4.	two	short	benches
5.	a	fat	cat
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____

Figure 4.6 Cognitive based writing task type classifying (Code: B2/C7/P100)

Activity 18 | Write about your favourite thing. The following questions may help you.

1. What is it?
2. When did you get it? From whom? On what occasion?
3. How big is it?
4. What is it made of?
5. What is the colour?
6. What are the functions?
7. How do you feel about it?
8. Why do you like it?

Figure 4.7 Cognitive based writing task type inference (data: B2/C10/P141)

The next representation of cognitive writing task also can be seen in Figure 4.7. In the previous materials, students learnt about description as discussed in the topic of “describing things”. In the task, Students are asked to write down about their favorite thing based on the questions in the task. It is written in the instruction of the task that “Write about your favorite thing...” which means it aims to enable pupils to answer the question and describe about their favorite thing. It is needed pupils to utilize their

previous knowledge about describing things as a lesson in order to be able to finish the task.

2. Interpersonal Based Writing Tasks Representation in The Textbooks

The second task type is interpersonal task. From one hundred and sixteen (116) writing tasks data, the researcher found twenty five (25) times the tasks that belong to interpersonal task. Interpersonal task has some sub type that is co-operating and role playing. The writing task instructions in interpersonal tasks have the characteristics that it usually ask the learners to solving questions or to sharing their knowledge, ideas, and opinion and it should be done with other students in pair or in small group.

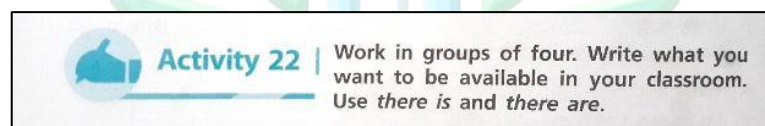


Figure 4.8 interpersonal based writing task type co-operating (Code: B2/C6/P90)

In the Figure 4.8 includes in interpersonal writing task with type co-operating. Contextually speaking, students learnt about expressions to mention things at school as specified the use of there is/are as discussed in the chapter of “things at school”. In the task, students are demand to write about what they would like to see in their classroom while working in groups of four. At the task’s instruction written that “works in groups of four” which means it aims to draw students’ attention to write about things they want to be available in their class in figure 4.8 by working on group. They can sharing their opinion related to the tasks and they can have a

discussion to determine the most appropriate answer as final result. In other words, they need to cooperate with each other. So, that the task in Figure 4.8 includes in interpersonal based writing task sub-type co-operating.

The next depiction of interpersonal writing task can be seen on Figure 4.9. Students learnt about identities as they discussed in the topic of “this is me!” of the previous materials. In the task, students are requested to work in group and then made the library card by redesign. It is written at the instruction of task that “we will redesign and add the English expressions into our Student ID card... we will work in groups...” means that it aims to enable students to do the task by work in group and then redesign the Students Id card it with adding the English Expression on it. The task also provide an example to help students to finish it. Furthermore, students can take look at the example and do the task in group. They could work together by give suggestion related to the task. So, the task in Figure 4.9 was categorized in interpersonal writing task sub-type co-operating.

Collecting information

We will redesign and add the English expressions into our Student ID Card, our Library ID Card, and any other ID card we have.

Here are what we will do. We will work in groups. **First**, we will study the examples. **Second**, we will put the English expressions under the Indonesian expressions. **Then**, we will put our cards in the new design on the wall of the classroom. We will answer questions from others who visit our cards.

We will spell the words and use the punctuation marks correctly.

Perustakaan SMP

Nama :

No. Kartu :

Tempat/Tanggal lahir :

Alamat :

Library of SMP

Nama :

No. Kartu ID. Number :

Tempat/Tanggal lahir :

(Place and Date of Birth)

Alamat :

(Address)

Figure 4.9 interpersonal based writing task type co-operating (Code: B1/C2/P29)

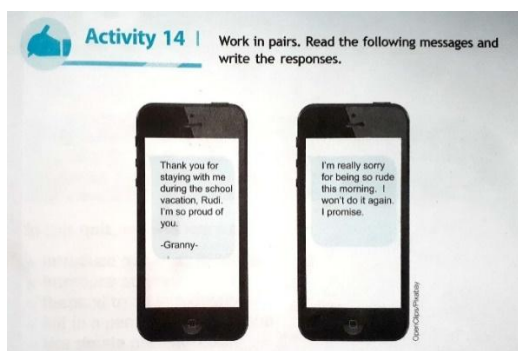




Figure 4.10 interpersonal based writing task type co-operating (Code: B2/C2/P23)

The next representation of interpersonal writing task can be found in Figure 4.10. Related to the writing task in figure 4.10, students learnt about expression of thanks and apology first as discussed in the chapter of “thank you very much”. In the task, students are asked to write the fit response based on the messages that have been written and done it in pairs. At the instruction of the task it stated that “work in pairs. Write the following messages and write the responses” means that it aims students to finish the task by writing the fit responses of the messages by discussing it in pairs. They are able to sharing what responses fit the best with the messages and come with the best answer to finish the task. The task on Figure 4.10 includes in interpersonal task cooperating sub-type.

 **Communicating**



We will make our own schedule at school.

Here are what we will do. We will work in groups. **First**, we will study the previous example. **Second**, each of us will copy and handwrite the schedule on our notebooks, including the information about time. **Then**, we will make some statements related to our schedules. We can also decorate it and hang it on the wall.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Time	Monday	Tuesday	Wednesday	Thursday	Friday

Figure 4.11 interpersonal based writing task type co-operating (Code: B1/C3/P57)

In the Figure 4.11 includes in interpersonal writing task with type co-operating. In the first, students learnt about time and daily activities as discussed in the chapter of “what time is it?”. In the task, students are asked to work in groups and to make some statements about their schedule and they can decorate it and hang it on the wall. It has the instruction of the task that “we will work in groups... we will make some statements related to our schedules...” means that it aims to give students opportunity to do the task by exchanging or expressing their ideas and information through group discussion. The task also gives students example so that they could see the example and then do the group discussion to come up with the best answer in order to finish the task.

The next depiction of interpersonal writing task can be seen on Figure 4.12. In the first, students learnt about time and schedule as discussed in the chapter of “how many days are in a week?”. In the task, students are demand to finish the task by write down their plan and then compare it with pairs. It was written in the instruction of the task that “plan what you are going to do to tommorrow. Then make the timetable. Compare your timetable in pairs” means that it aims students to enable their ability to works in small group by comparing their task in pairs. They should complete the timetable and then compare it with their pairs and they can exchanging ideas through comparing their timetable. So that the figure 4.12 includes in interpersonal writing task sub-type co-operating.

Activity 18 | Plan what you are going to do tomorrow. Then make the timetable. Compare your timetable in pairs.

Time	Activities

54 BRIGHT 1

Figure 4.12 interpersonal based writing task type co-operating (Code: B2/C4/P54)

We will work in groups. We will complete the conversations below.

Here are what we will do. **First**, we will study the example and the above conversations carefully. **Second**, everyone of us will copy the conversations in our notebook. **Third**, we will discuss the right statement(s) and/question(s) to complete each conversation. **Then**, we will handwrite the complete conversations in our notebook.

We will use a dictionary. We will spell the words correctly. When we are writing, we will say the words loudly, clearly and correctly. If we have any problems, we will go to our teacher for help.

Situation 1

Lisa : Dayu, do you have a pet?
 Dayu : Yes, I do. I have a dog.
 Lisa : I love dogs! _____?
 Dayu : It's a he. He has brown curly fur and big round eyes. He is very playful.
 Lisa : Wow! I can imagine how adorable he is.

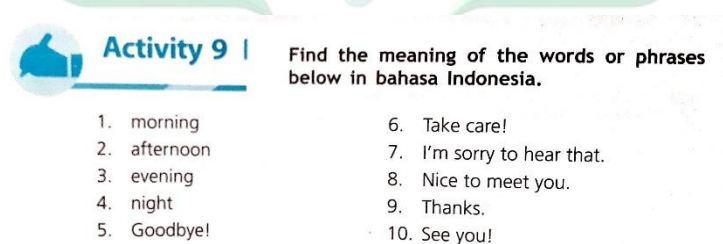
Figure 4.13 interpersonal based writing task type co-operating (Code: B1/C5/P124)

Another representation of interpersonal based writing task can be seen in Figure 4.13. Relatedly, students learnt about asking and giving information about animal as discussed in the topic of “it’s a beautiful day”. In the task, students are asked to finish the task in group by fill in the blank in the dialogue with the appropriate statement. The instruction in the task written that “we will work in groups. We will complete the conversations below” means that it aims to enable students to enact their ability to complete the task by work in groups. The task also provide the example to help the students finish the task. They can take a look at the example first and then do the discussion between the group members in order to be able to fill in the blank the conversation of the task by the right

statements or questions. Furthermore, Figure 4.13 includes in interpersonal writing task sub-type co-operating.

3. Linguistic Based Writing Tasks Representation in The Textbooks

The next writing task type is linguistics type. From one hundred and sixteen (116) writing tasks data, the researcher found thirty (30) times the tasks that belong to linguistics task. Linguistics task has several sub type such as conversational patterns, practicing, using context, summarizing, and skimming. Linguistics task usually deals with word, phrases, text, or language structure to finish the task. The writing task that usually categorized as linguistics type usually asked the students to match the expression of a certain situation, guessing the meaning of an unknown word, phrase, or concept based on the context, and selecting and presenting in a form of summary the main points of the text.



Activity 9 | Find the meaning of the words or phrases below in bahasa Indonesia.

1. morning	6. Take care!
2. afternoon	7. I'm sorry to hear that.
3. evening	8. Nice to meet you.
4. night	9. Thanks.
5. Goodbye!	10. See you!

Figure 4.14 linguistics based writing task type using context (code: B2/C1/P7)

In Figure 4.14 includes in linguistics task type using context. Contextually speaking, students learnt about expressions to greet someone and respond to the greetings as discussed in the chapter of “hi, how are you?”. In the task, students are required to translate the words in the task into Bahasa Indonesia. It is written in the instruction of the task that “find the meaning of the words or phrases below in Bahasa Indonesia” means

that it aims students to finish the task by guessing or translating the words it into Bahasa Indonesia. The task above deals with words and students can answer this kind of task by using their surrounding context to guessing the meaning of the words on the task. So that the task include in linguistics task sub type using context.

The next representation of linguistics task can be found in Figure 4.15. In the first, students learnt about expressions of apology and how to respond to them as discussed in the topic of “thank you very much”. In the task, students are demand to fill the bubbles with the right expressions from the box. In the instruction of the task it is written that “...fill the bubbles with the appropriate expressions from the boxes” means that it aims students to enable them to focus on the pattern of the conversation of the text to be able to finish the task. They should pay attention to the expressions in the task in order to put which one is the right expression into the bubbles. Furthermore, Figure 4.15 includes in linguistic task type conversational pattern.

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Activity 11 | Pay attention to the following pictures. Fill in the bubbles with the appropriate expressions from the box.

- Don't step on the grass!
- You are stepping on my toes!
- Please, come on time!
- Oops, sorry!
- Ouch! My head!
- I'm sorry. I didn't mean it.
- I'm really sorry. Are you all right?
- I'm sorry for returning the book late.
- It's all right, but you must pay the fine.
- I'm sorry for breaking your ruler.
- I'm sorry, ma'am. I won't do it again.
- Oh dear! It's my favourite.

Figure 4.15 linguistics based writing task type conversational pattern (Code: B2/C2/P20)

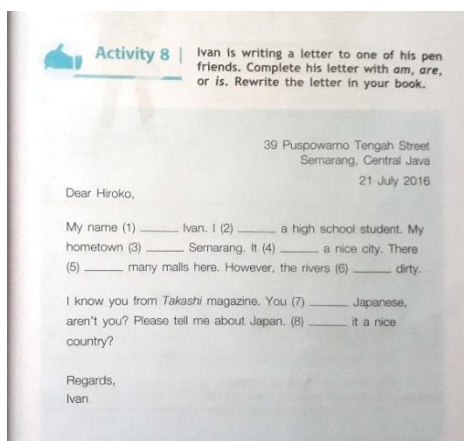


Figure 4.16 linguistics based writing task type using context (Code: B2/C3/P33)

The next depiction of linguistics task can be seen in Figure 4.16. Previously, students learnt about the use of to be as discussed in the topic of “let me introduce myself”. In the task, students are asked to finish the letter by choosing the right answer from the choices provided. The task has the instruction that is written that “...complete the letter with am, are, or is...” means that it enable students to finish the task by completing Ivan’s letter in the task. The task draw students’ attention to focus on the text by fill in the blank of the text with am, is, or are in order to complete the missing part of the letter. So that the task in figure 4.16 includes in linguistics task type using context.

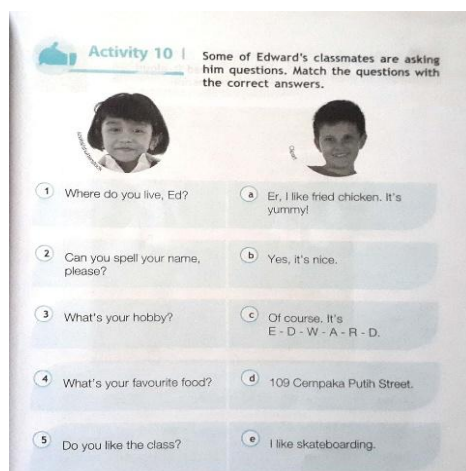


Figure 4.17 linguistics based writing task type conversational pattern (Code: B2/C3/P35)

The task in Figure 4.17 includes in linguistics task type conversational pattern. Students learnt about personal identity as they discussed in the chapter of “let me introduce myself”. In the task, students are asked to complete the task by matching the question with the correct answer that has been written. The instruction of the task stated that “...match the questions with the correct answer” means that it aims students to finish the task by matching the expressions in a certain conversation. It gives students opportunity to focus on the conversational pattern so that they are able to answer the task by choosing the correct pair between the questions and answers section of the task.

The next representation of linguistics task can be seen in Figure 4.18. Contextually speaking, students learnt about asking and giving information using *has* and *have* as discussed in the chapter of “people around me”. In the task, students are required to fill in the blank with the correct answer with the choices provided. The task has the instruction that “fill in the blanks with *have* or *has*” means that it aims students to finish

the task by choosing have or has to complete the blank sentences in the task. The task focus on sentences and students need to observe the context of the sentences in order to recognize the pattern of the sentences so that they are able to finish the task. Moreover, Figure 4.18 includes in linguistics task sub type using context.

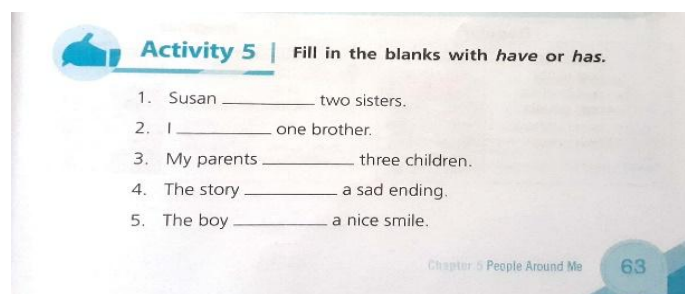


Figure 4.18 linguistics based writing task type using context (Code: B2/C5/P63)

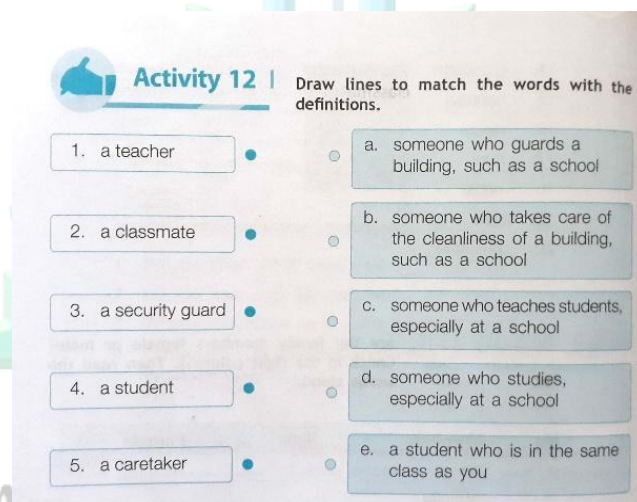


Figure 4.19 linguistics based writing task type using context (Code: B2/C5/P68)

The representation of linguistics based writing task also can be seen in Figure 4.19. Previously, students learnt about occupations terms around them as discussed in the chapter of “people around me”. In the task, students are demand to do the task by match the word with the right definition. At the task it is written that “...match the words with the definition” means that it aims students to finish the task by pairing the

word at the left section with the correct definition in the right section. The task focus how students should guessing the meaning of the words. Students can use their surrounding context in order to find the appropriate meaning of the words in the task. So that Figure 4.19 categorized in linguistics task type using context.

4. Affective Based Writing Tasks Representation in The Textbooks

The next writing task type is Affective task type. From one hundred and sixteen (116) writing tasks data, the researcher found four (4) time the task that belong to Affective task. There are three sub-types that includes in task of affective task that are personalizing, self-evaluating, and reflecting. The task instruction example that categorized as the affective task are asked students express their own feelings, thoughts, and opinions on a topic, to ask students to consider how well they performed on a learning task, and to rate themselves on a scale or write it the simple description.

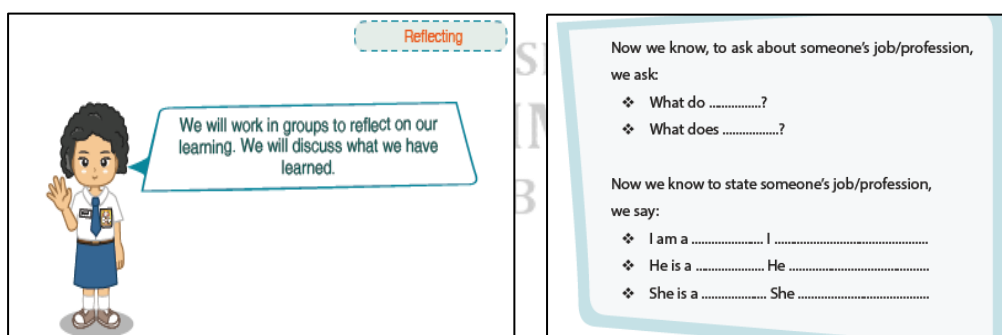


Figure 4.20 affective based writing task type reflecting (Code: B1/C6/P133)

The depiction of affective task can be found in the Figure 4.20. Contextually speaking, students learnt about information related to job or occupation as discussed in the chapter of “we love what we do”. In the

task, students are asked to reflect and discuss in group what they have learned by fill the sentences in the task. The task's instruction written that "we will work in group to reflect on our learning..." means that it is enable students to draw their opportunity to reflect on what they have been learned by discuss it in group about it. They can see the questions in the task as the clue to assist them in their discussion to finish the task. In the right side of the task, it is written that "reflecting" which indicates that the task in Figure 4.20 categorized as affective type with sub type reflecting.

Reflecting

In our journal, every one of us will handwrite our reflection on our learning process. We will use English.

My Journal

- I have just learnt to _____
- _____

The activities I like most are _____

The most difficult activities are _____

What I need to do better is/are _____

Figure 4.21 affective based writing task type reflecting (B1/C8/P183)

The representation of affective task also can be seen in the Figure 4.21. Relatedly, students learnt about the messages contain in the song as discussed in the topic of "that's what friends are supposed to do". In the task, students are asked to write down about the reflection that related to the material they have been learned. It is written at the instruction of task that "...every one of us will handwrite our reflection on our learning process..." means that it is enable students to narrow their opportunity to reflect about what they have been learning by answering the questions in the task. The task in figure 4.21 is at the end of the chapter which makes

students recalled their knowledge during their learning process when they try to write down their answer. One of the question of the task are about to asks students to write down about what they need to do better which indicate that the task is related to reflecting themselves. Moreover, the task in Figure 4.21 includes in affective tasked with sub type reflecting.

5. Creative Based Writing Tasks Representation in The Textbooks

The next writing task type is creative type. From one hundred and sixteen (116) writing tasks data, the researcher found one (1) time the task that belong to creative task. One of kind of task that include in creative task is creative task. In creative task students usually asked to do the task as creative as they can. The task usually has the objectives to make students activate their creativity when finish the task.

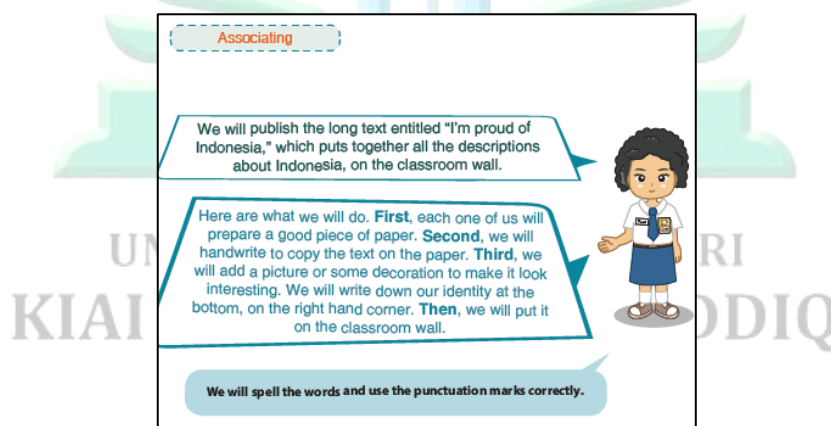


Figure 4.22 creative based writing task (Code: B1/C7/P172)

The task in figure 4.22 includes in Creative task. Related to the task in figure 4.22, students learnt about describe things in order to show their pride of them as discussed in the chapter of "I'm proud of Indonesia!". In the task, students are asked to publish the text about

descriptions of Indonesia on the classroom wall and to decorate it by their creativity. It is written at the instruction of the task that “we will publish the long text entitled “I’m proud of Indonesia,” which puts together all the descriptions about Indonesia, on the classroom wall” means that it is enable students to make a descriptions text about Indonesia and decorate it as creative as they can. They can maximize they creativity in make the text and decorate it.

B. Discussion

The current research discusses about the writing tasks categorization in the seventh grade English textbooks in Indonesia from a task based writing perspective from Nunan theory. Furthermore, this study categorizes the writing tasks from the selected textbooks into five major categories, namely cognitive, interpersonal, linguistic, affective, and creative task. From the findings, the researcher found that there were one fifty six (56) writing tasks from the selected textbook that categorized into cognitive task. There are some sub-type of cognitive task namely classifying, predicting, inducing, note taking, concept mapping, inferencing, discriminating, and diagramming.

Cognitive task mostly requires students to process new information in order to recall, retrieve, and apply that information in the future in the same or similar situation. In addition, in order to be able do the task that are included in cognitive task students need to enable their previous knowledge to finish the task. They should have understanding regarding the material related to the writing task to be able to complete the task. In other words, students have to

build prior knowledge of the materials related to understand and complete the tasks. The sub-types from cognitive task that are often found among those mentioned in the writing tasks are inferencing and classifying. Sub-type inference refers to when students need to activate what they know to answer the task and sub-type classifying usually asked students to classify certain category in order to finish the task. Based on this research, cognitive based writing tasks were found the most and dominated the writing tasks in the selected books. Based on the previous research conducted by Paas and Kuldass explained that an instructional design should not only attempt to control cognitive load, but also to encourage learners to use their available cognitive capacity for greater learning.⁶⁰ Furthermore, through the cognitive task it could draw students chance to encourage them to maximize their cognitive ability for greater learning.

Hence, this research also found that interpersonal type was designed as many as twenty five (25) times in the selected textbooks. Interpersonal tasks consist of two sub-type namely co-operating and role playing. Interpersonal task usually require students to communicate with one another in order to exchange ideas or information, and express and support their opinions. In this task type, students are asked to discuss with their friends to exchange idea or information related to the task in order to come up with the best answer of the writing task. Through interpersonal task, students can learn how to work together by communicating in completing the task. Through the group's

⁶⁰ Safetullah Kuldass, et al, "Greater cognitive effort for better learning: tailoring an instructional design for learners with different levels of knowledge and motivation", *Psichologica Belgica*, 54(4), (2014): 350, DOI: <http://dx.doi.org/10.5334/pb.aw>

interactions and discussion, it help them to construct new knowledge. It also can help them to develop their social and communication skills. This is supported by study of Gautam stated that students are encouraged to develop numerous interpersonal, intrapersonal, presentational, and communicational skills through group learning, all of which are valuable in life outside of the classroom.⁶¹ Through interpersonal task type or group task type, it also creates more opportunity to develop their critical thinking skills.

This research also found that the next writing task that categorized as linguistics task type found thirty (30) times in the selected textbook. The linguistics task focuses on the words, sentences, and language structures that students must comprehend in order to accomplish the writing task. There are several sub-type in linguistics task that can be used at the sentence, paragraph, or in text namely conversational pattern, practicing, using context, summarizing, and skimming. The sub-type that are often appear in the selected textbooks are using context and conversational pattern. Conversational pattern sub-type usually task related about expression or conversation and using context sub-type usually focus on text or sentences to be able to finish the task.

The research also found that writing task that include in affective task type are four (4) times in the selected textbooks. Affective tasks are those that focus on emotions, such as motivations, appreciations, values, opinions, or attitudes. There are three sub-types that include in task of affective task that

⁶¹ Niharuka Gautam, "Importance of group learning and its approach in teacher education", *Journal of Emerging Technologies and Innovative Research (JETIR)*, Vol. 5, (2018): 823.

are personalizing, self-evaluating, and reflecting. The sub-type that found in the writing task is reflecting sub-type. Reflecting sub-type draw students' opportunity to reflect about what they have been learning by answering the questions in the task. Students could recall all the knowledge related to the material in the writing task while answer it. The importance of reflective tasks in textbooks because assignments can assist students become reflective beings.⁶² So that reflecting sub-type should include in the textbook. Naykki in their research stated that affective hold an important role in individual learning as well as group learning interaction process.⁶³ The focus on emotions can affect students' achievement by influencing their involvement and attitude toward learning and learning environments. Therefore, the affective task should be included in the textbook. The current study also found that the writing task that include in creative task type in selected textbook is one (1) time. Learners do the task with as much creativity as possible in order to obtain new information. Through creative task, it allows students' to solve challenging tasks or come up with interesting or different way to complete tasks. This is supported by Triyani, Budayasa & Amin stated that when students come up with a new concept or different way to complete the task, they engage with the creative thinking process.⁶⁴ It possibly mixes a number

⁶² Usman et al, "*Primari school*", 1065.

⁶³ Piia Naykki et al, "Affective learning in digital education- case studies of social networking systems, games for learning, and digital fabrication. *Journal Frontiers in Education*. Vol. 4, (2019):2, DOI: 0.3389/feduc.2019.00128

⁶⁴ Triyani S, "Designing task to support student's creative thinking process in problem solving of fraction in elementary school". *Journal Of Physics*, (2018): 1, DOI: 10.1088/1742-6596/1097/1/012148

of previously unexplored concepts through the process of finish the creative task.

In the finding, the researcher found out that from the first selected textbook as one of the data source under the title “When English Rings a Bell” which already analyzed and categorized with Nunan’s theory found that there are 28 (twenty eight) writing tasks which are divided into cognitive task, interpersonal task, affective task, and creative task. From five task type based on Nunan’s theory there are no linguistics task type in the selected textbook under the title When English Rings a Bell. The task type that dominated the book is interpersonal task. Furthermore, from the second selected textbook with the title “Bright an English” which are categorized by Nunan Theory found that there are 88 (eighty eight) writing tasks which are divided into cognitive task, linguistics task, and interpersonal task. From five task type proposed by Nunan there are no affective task and creative task. The writing tasks in Bright an English textbook dominated by cognitive task type and linguistics task type.

Although the findings of this current study could be useful to add reference to the study of categorization of writing task, this study has two limitations. First, limited sources of data used for analysis in this research. This study only focuses on the two selected textbooks used for secondary school contexts as the sources of data. Therefore, the present study cannot be used to generalize the categorization of the whole tasks of the textbooks

because this study only focuses on the writing tasks part. This Study only focus on analyzing the writing tasks part in the selected textbooks.



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JEMBER

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This is the conclusions that could be drawn based on the finding and discussion in chapter IV. Related to the research focus about how the books were designed based on Nunan task categorization theory, it found out that for the first data sources that is the book under the title “when English rings a bell” consisted of four task-type out of five task-type proposed by Nunan. The task that dominated the book was interpersonal type which represented twenty times. The second writing task type was cognitive task that represented three times. The third writing task type was affective task that represented four times. The fourth writing task type was creative task that represented one time. Linguistics task-type did not show in the first selected textbook.

The next data source in the selected textbook under the title “bright an English” that consisted three type out of five type proposed by Nunan that was cognitive task, interpersonal task, and linguistics task. The writing tasks that are categorized as cognitive task is represented fifty three times which are dominated the book. The second writing task type which dominated the book is from linguistics task that represented thirty one time. The third writing task type is interpersonal task that represented three times. Affective and creative task did not show in the second selected textbook.

B. Suggestion

Based on conclusion above, the researcher would give some suggestions dealing with the categorization of writing task in English textbooks from a task based writing perspective as below:

1. For the teacher, the researcher hopes that this present study could help them in consideration to choose, design or select writing tasks that fit students' need in language teaching and learning process.
2. For future research, the researcher hopes that this research can be useful in future research on the categorization of tasks in the textbook. For the future research the researcher also suggest to analyze or categorize another task beside writing task, namely reading task, speaking task, and listening task. It will be good if the future research try to analyze the whole tasks in the textbook.

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Appendix 1

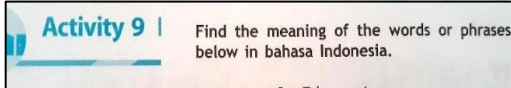
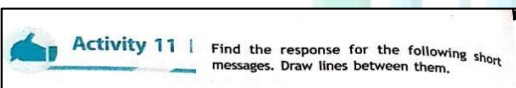
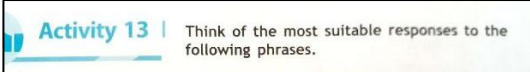
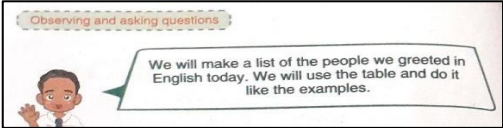
Matrix of research

TITLE	VARIABLE	SUB VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD	RESEARCH PROBLEM
Analyzing writing tasks categorization in the seventh grade English textbooks in Indonesia from a task based writing perspective	<ol style="list-style-type: none"> Writing task perspective English Textbooks 	<ol style="list-style-type: none"> Cognitive tasks Interpersonal tasks Linguistics tasks Affective tasks Creative tasks 	<p>Classifying, predicting, inducing, note taking, concept mapping, inferencing, discriminating, and diagramming.</p> <p>Co-operating and role playing.</p> <p>Conversational pattern, practicing, using context, summarizing, and skimming.</p> <p>Personalizing, self-evaluating, and reflecting.</p>	<ol style="list-style-type: none"> English Textbook “Bahasa Inggris When English rings a bell” for Grade VIII Junior High School Published by Ministry Of Education and Culture English Textbook “Bright an English” for Grade VII Junior High School Published by Erlangga 	<ol style="list-style-type: none"> Research Approach : Qualitative Approach Types of research Content analysis Technique of Data Collection: <ul style="list-style-type: none"> Document analysis Data Analysis: <ul style="list-style-type: none"> Content Analysis based on Donald Ary, et.al <ol style="list-style-type: none"> Familiarizing and Organizing Coding and Reducing Interpreting and Representing Trustworthiness: Expert review 	<ol style="list-style-type: none"> How were the writing tasks in seventh grade of junior high school English textbooks designed based on Nunan’s task categorization theory? To what extend do the writing tasks in the seventh grade of junior high school English textbooks meet the criteria of writing task suggested by Nunan’s theory?

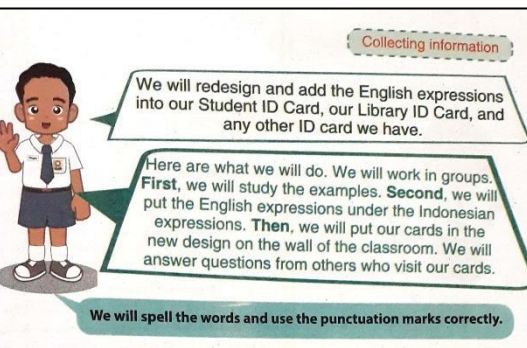
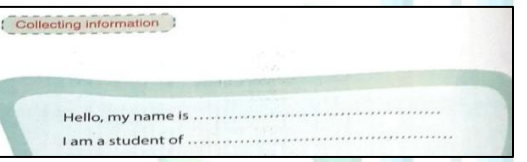

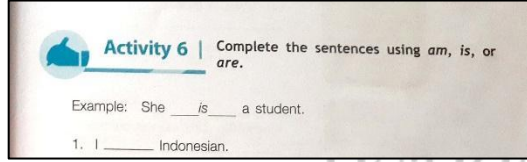
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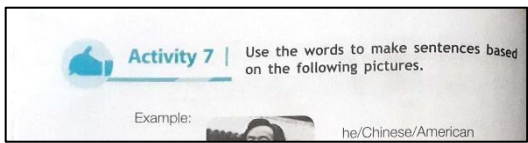
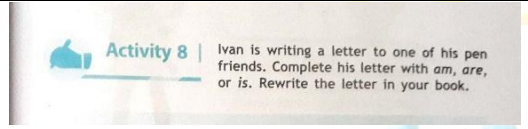
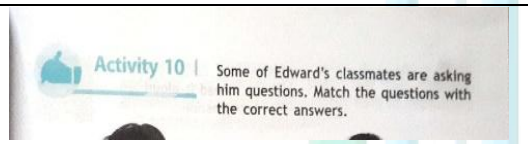

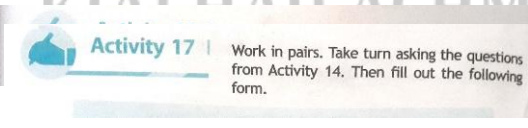
TABLE SHEET OF ANALYSIS

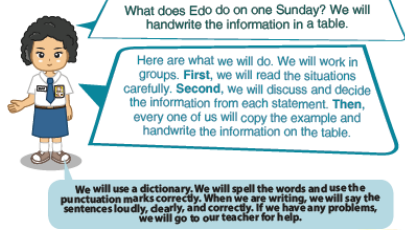
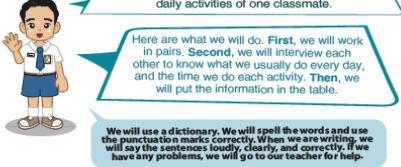
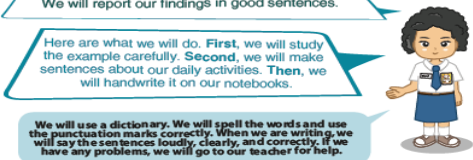
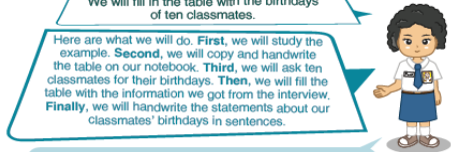
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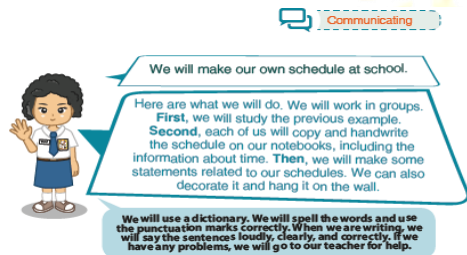
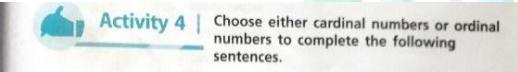
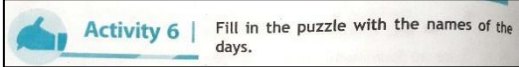
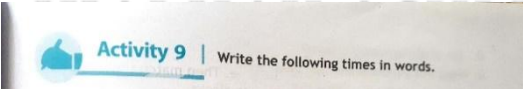
No	Unit	Theme	Writing task provided in the textbook	Description/ explanation	Code	The criteria/ types of writing task (reasons)
1.	Chapter 1	Hi, How Are You?		Students are asked to translate the words into Bahasa Indonesia.	B2/C1/P7	It includes in linguistics task sub-type using context.
2.	Chapter 1	Hi, How Are You?		Students are asked to matching the respond with the correct answer.	B2/C1/P8	It includes in linguistics task type conversational pattern.
3.	Chapter 1	Hi, How Are You?		Students are required to answer with the fit responses by the phrases that have been written.	B2/C1/P9	It includes in cognitive task type inferencing.
4.	Chapter 1	Good Morning. How Are You?		Students are asked to write down the people they have been greeted based on the table.	B1/C1/P10	It includes in interpersonal task type co-operating.

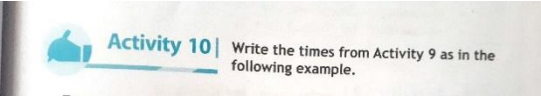
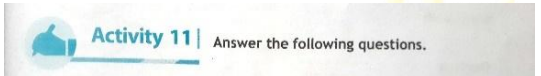
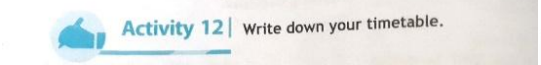
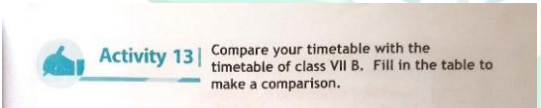
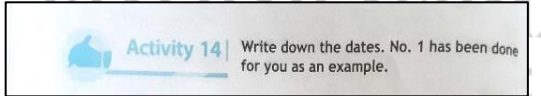
5.	Chapter 1	Good Morning. How Are You?		Students are asked to fill the table with proper responses to say goodbye.	B1/C1/P13	It includes in interpersonal task type co-operating.
6.	Chapter 2	Thank You Very Much		Students should fill the bubbles with the right expressions from the box.	B2/C2/P20	It includes in linguistics task type conversational pattern.
7.	Chapter 2	Thank You Very Much		Students are asked to match the expressions with the appropriate responses	B2/C2/P22	It includes in linguistics task type conversational pattern.
8.	Chapter 2	Thank You Very Much		Students should write the fit response based on the messages that have been written.	B2/C2/P23	It includes in interpersonal task type co-operating.







9.	Chapter 2	This is Me		Students are asked to work in group and then make the Library ID card.	B1/C2/P29	It includes in interpersonal task type co-operating.
10.	Chapter 2	This is Me		Students are asked to fill in the expressions based on information about themselves.	B1/C2/P32	It includes in cognitive task type inferencing.
11.	Chapter 2	This is Me		Students are asked to write down the information about by fill the boxes.	B1/C2/P36	It includes in cognitive task type inferencing.
12.	Chapter 3	Let Me Introduce Myself		Students should choose the most appropriate answer from the choices that have been prepared.	B2/C3/P31	It includes in linguistics task type using context.






13.	Chapter 3	Let Me Introduce Myself		Students are asked to make sentences based on the picture and words that has been provided.	B2/C3/P32	It includes in cognitive task type inferencing.
14.	Chapter 3	Let Me Introduce Myself		Students are required to finish the letter by choosing the right answer from the choices provided.	B2/C3/P33	It includes in linguistics task type using context.
15.	Chapter 3 (Bright an English)	Let Me Introduce Myself		Students must match the column on the right and the left with the correct answer.	B2/C3/P35	It includes in linguistics task type conversational pattern.
16.	Chapter 3	Let Me Introduce Myself		Students are asked to write a text related to the character that has been determined based on the previous activity.	B2/C3/P35	It includes cognitive task type inferencing.
17.	Chapter 3	Let Me Introduce Myself		Students are asked to fill the form in the textbook and do the task in pairs.	B2/C3/P40	It includes in interpersonal task type co-operating.

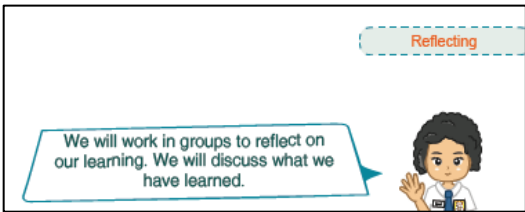
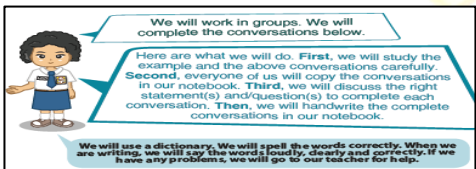
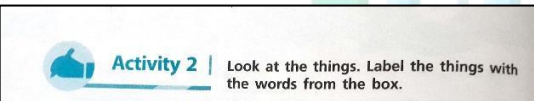
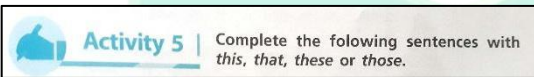
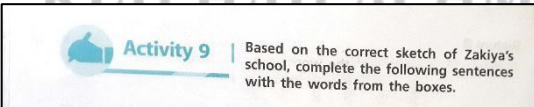
18.	Chapter 3	What time is it?	<p style="text-align: center;">Collecting information</p>  <p>What does Edo do on one Sunday? We will handwrite the information in a table.</p> <p>Here are what we will do. We will work in groups. First, we will read the situations carefully. Second, we will discuss and decide the information from each statement. Then, every one of us will copy the example and handwrite the information on the table.</p> <p>We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.</p>	Students are asked to work in group and complete the information table based on the text.	B1/C3/P43	It includes in interpersonal task type co-operating.
19.	Chapter 3	What time is it?	<p style="text-align: center;">Collecting information</p>  <p>We will find out and tell our daily activities and the daily activities of one classmate.</p> <p>Here are what we will do. First, we will work in pairs. Second, we will interview each other to know what we usually do every day, and the time we do each activity. Then, we will put the information in the table.</p> <p>We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.</p>	Students are required to work in pair and exchanging information to fill in the table that has been prepared.	B1/C3/P46	It include in interpersonal task type co-operating.
20.	Chapter 3	What time is it?	<p style="text-align: center;">Collecting information</p>  <p>We will report our findings in good sentences.</p> <p>Here are what we will do. First, we will study the example carefully. Second, we will make sentences about our daily activities. Then, we will handwrite it on our notebooks.</p> <p>We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.</p>	Students are asked to write about their daily activities based on the example that has been provided.	B1/C3/P47	It includes in cognitive task type inferencing.
21.	Chapter 3	What time is it?	<p style="text-align: center;">Collecting information</p>  <p>We will fill in the table with the birthdays of ten classmates.</p> <p>Here are what we will do. First, we will study the example. Second, we will copy and handwrite the table on our notebook. Third, we will ask ten classmates for their birthdays. Then, we will fill the table with the information we got from the interview. Finally, we will handwrite the statements about our classmates' birthdays in sentences.</p> <p>We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.</p>	Students are asked to write the table on their notebook and fill the table with the birthday of their classmates.	B1/C3/P51	It includes in interpersonal task type co-operating.







22.	Chapter 3	What time is it?	 <p>Communicating</p> <p>We will make our own schedule at school.</p> <p>Here are what we will do. We will work in groups. First, we will study the previous example. Second, each of us will copy and handwrite the schedule on our notebooks, including the information about time. Then, we will make some statements related to our schedules. We can also decorate it and hang it on the wall.</p> <p>We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.</p>	students should work in groups and make some statements about their schedule and they can decorate it and hang it on the wall	B1/C3/P57	It includes in interpersonal task type co-operating.
23.	Chapter 4	How Many Days Are There in a Week?	 <p>Activity 4 Choose either cardinal numbers or ordinal numbers to complete the following sentences.</p>	Students are required to choose the correct answer that has been provided to complete the sentences.	B2/C4/P43	It includes linguistics task type using context.
24.	Chapter 4	How Many Days Are There in a Week?	 <p>Activity 6 Fill in the puzzle with the names of the days.</p>	Students must fill in the puzzle with the right answer with the existing hint.	B2/C4/P44	It includes in cognitive task type inferencing.
25.	Chapter 4	How Many Days Are There in a Week?	 <p>Activity 9 Write the following times in words.</p>	Students are asked to write the correct times in words form on the task based on the example.	B2/C4/P49	It includes in cognitive task type inferencing.





26.	Chapter 4	How Many Days Are There in a Week?		Students are asked to write the right times in words based on the example in the task.	B2/C4/P49	It includes in cognitive task type inferencing.
27.	Chapter 4	How Many Days Are There in a Week?		Students should answer the questions in the task based on their previous knowledge.	B2/C4/P49	It includes in cognitive task type inferencing.
28.	Chapter 4	How Many Days Are There in a Week?		Students are asked to fill the column by write their own timetable.	B2/C4/P50	It includes in cognitive task type inferencing.
29.	Chapter 4	How Many Days Are There in a Week?		Students are asked to compare their timetable with the timetable of class VII B by fill the table that has been prepared.	B2/C4/P51	It includes in cognitive task type inferencing.
30.	Chapter 4	How Many Days Are There in a Week?		Students are asked to fill in the date in the form of words according to the examples provided.	B2/C4/P52	It includes in cognitive task type inferencing.

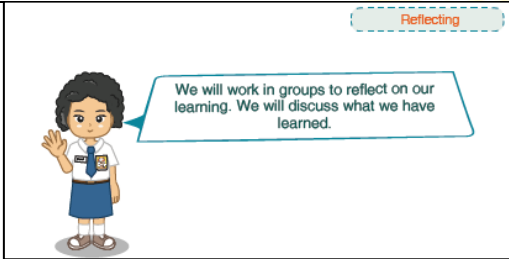
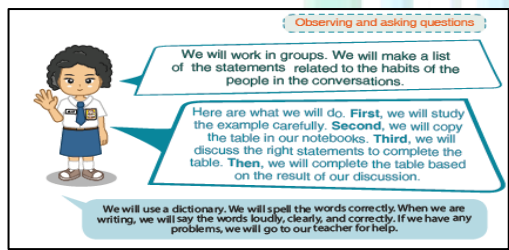
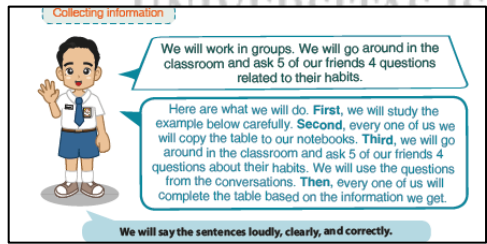
31.	Chapter 4	How Many Days Are There in a Week?	 Activity 16 Put the correct verb phrase under/beside each picture.	Students are asked to fill in the picture with the appropriate phrase that has been prepared.	B2/C4/P53	It includes in cognitive task type inferencing.
32.	Chapter 4	How Many Days Are There in a Week?	 Activity 18 Plan what you are going to do tomorrow. Then make the timetable. Compare your timetable in pairs.	Students should finish the task by write down their plan and then compare it with pairs.	B2/C4/P54	It includes in interpersonal task type co-operating.
33.	Chapter 5	People Around Me	 Activity 1 Fill in the bubbles below with the kinship terms that you know.	Students are asked to write down about the family term based on the picture.	B2/C5/P60	It includes in cognitive task type inferencing.
34.	Chapter 5	People Around Me	 Activity 3 Write down the names based on the following family tree.	Students are asked to fill the blank with name based on the family tree that has been prepared.	B2/C5/P61	It includes in cognitive task type inferencing.
35.	Chapter 5	People Around Me	 Activity 5 Fill in the blanks with <i>have</i> or <i>has</i> .	Students are asked to fill the blank with the correct answer with the choice provided.	B2/C5/P63	It includes in linguistics task type using context.
36.	Chapter 5	People Around Me	 Activity 6 Fill in the blanks with <i>do</i> or <i>does</i> .	Students are asked to choose the correct answer that has been provided to complete	B2/C5/P64	It includes in linguistics task type using context.

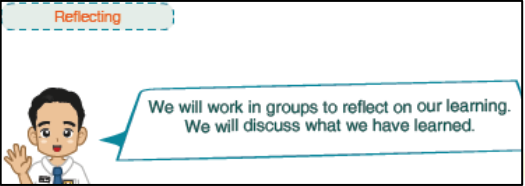
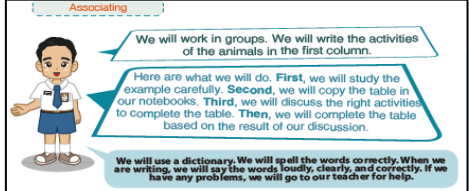
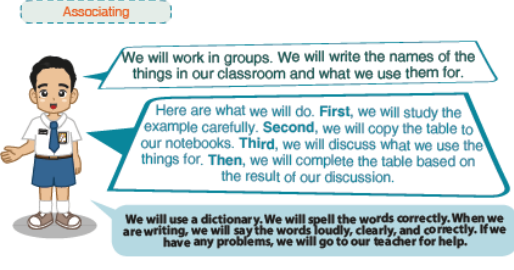
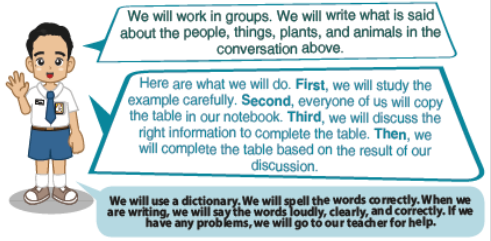
				the sentences.		
37.	Chapter 5	People Around Me	 Activity 7 Fill in the blanks with <i>don't</i> or <i>doesn't</i> .	Students are asked to choose the correct answer that has been prepared to complete the sentence.	B2/C5/P64	It includes in linguistics task type using context.
38.	Chapter 5	People Around Me	 Activity 10 Find the meaning of the following words in bahasa Indonesia. Consult your dictionary.	Students are asked to fill the table by translate it into Bahasa Indonesia.	B2/C5/P66	It includes in linguistics task type using context.
39.	Chapter 5	People Around Me	 Activity 12 Draw lines to match the words with the definitions.	Students are asked to finish the task by match the word with the right definition.	B2/C5/P68	It includes in linguistics type using context.
40.	Chapter 5	People Around Me	 Activity 13 Write a short description of yourself.	Students are asked to write the description about themselves by the information prepared in the task.	B2/C5/P68	It includes in cognitive task type inferencing.
41.	Chapter 5	It's a Beautiful Day!	 We will work in groups to reflect on our learning. We will discuss what we have learned.	Students are asked to work in group and reflect what they have learned in that chapter.	B1/C5/P119	It includes in affective task type reflecting.

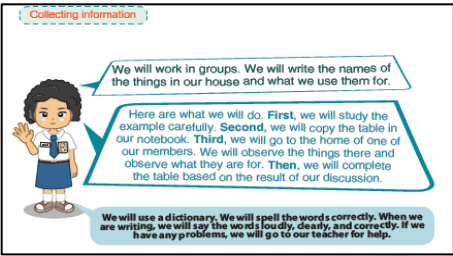
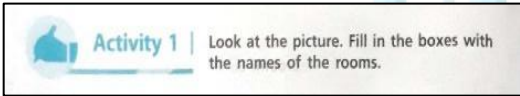
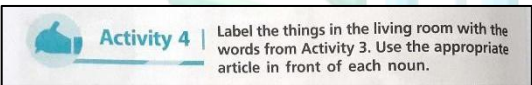
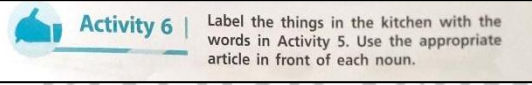
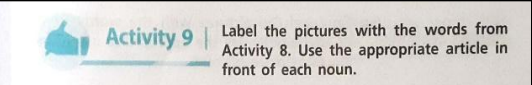
42.	Chapter 5	It's a Beautiful Day!	 <p>Reflecting</p> <p>We will work in groups to reflect on our learning. We will discuss what we have learned.</p>	Students are asked to finish the task by complete the sentences with the right answer by reflect the materials before and they can do the task in group.	B1/C5/P123	It includes in affective task type reflecting.
43.	Chapter 5	It's a Beautiful Day!	 <p>We will work in groups. We will complete the conversations below.</p> <p>Here are what we will do. First, we will study the example and the above conversations carefully. Second, everyone of us will copy the conversations in our notebook. Third, we will discuss the right statement(s) and question(s) to complete each conversation. Then, we will handwrite the complete conversations in our notebook.</p> <p>We will use a dictionary. We will spell the words correctly. When we are writing, we will say the words loudly, clearly and correctly. If we have any problems, we will go to our teacher for help.</p>	Students are asked to finish the task in group by fill in the blank in the dialogue with the appropriate statement.	B1/C5/P124	It includes in interpersonal task type linguistics.
44.	Chapter 6	Things at School	 <p>Activity 2 Look at the things. Label the things with the words from the box.</p>	Students are asked to put the right label on the picture by selecting the available options.	B2/C6/P74	It includes in cognitive task type inferencing.
45.	Chapter 6	Things at School	 <p>Activity 5 Complete the following sentences with this, that, these or those.</p>	Students are asked to finish the task by choose the right answer prepared in the task.	B2/C6/P77	It includes in cognitive task type inferencing.
46.	Chapter 6	Things at School	 <p>Activity 9 Based on the correct sketch of Zakiya's school, complete the following sentences with the words from the boxes.</p>	Students are asked to fill the blank in the sentences by choose the right answer that has been prepared.	B2/C6/P84	It includes in cognitive task type inferencing.

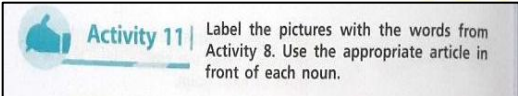
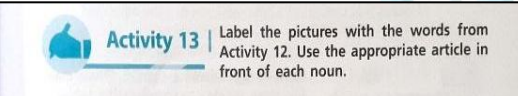
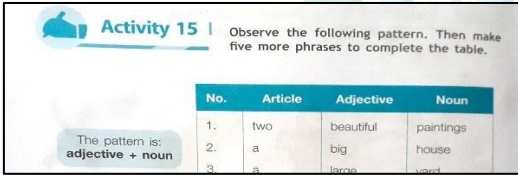
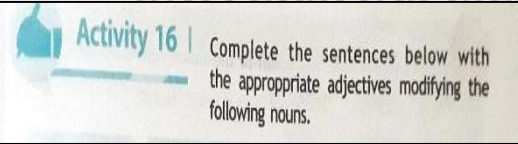
47.	Chapter 6	Things at School	 Activity 10 Find the meaning of the following words in bahasa Indonesia. Can you find these things in your classroom?	Students are asked to finish the task by translating the words in the task into Bahasa Indonesia.	B2/C6/P84	It includes in linguistics task type using context.
48.	Chapter 6	Things at School	 Activity 13 Complete the following text with the right 'be' form.	Students are asked to complete the sentences by the right form.	B2/C6/P86	It includes in linguistics task type using context.
49.	Chapter 6	Things at School	 Activity 15 List the things you can find in your classroom.	Students are asked to write down the things they can find in their classroom.	B2/C6/P87	It includes in cognitive task type inferencing.
50.	Chapter 6	Things at School	 Activity 16 Now list the number of the things using <i>there is... or there are...</i>	Students are asked to make the list of the things they find in their classroom by using the form that has been mentioned.	B2/C6/P87	It includes in linguistics type using context.
51.	Chapter 6	Things at School	 Activity 18 The following things are usually found in science laboratories. Use the words provided to label the pictures.	Students are asked to label the picture by the words that has been provided.	B2/C6/P88	It includes in cognitive task type inferencing.
52.	Chapter 6	Things at School	 Activity 19 What is it? Guess what the things are. Choose the answers from the box.	Students are asked to finish the task by guessing the right thing and then choose the answer from the box.	B2/C6/P89	It includes in cognitive task type inferencing.

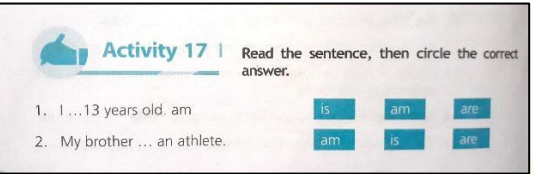
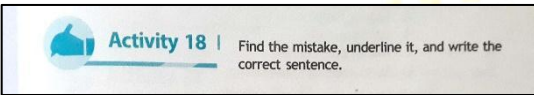
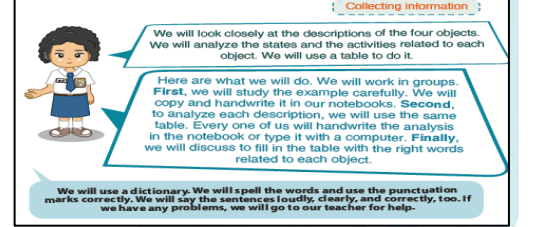
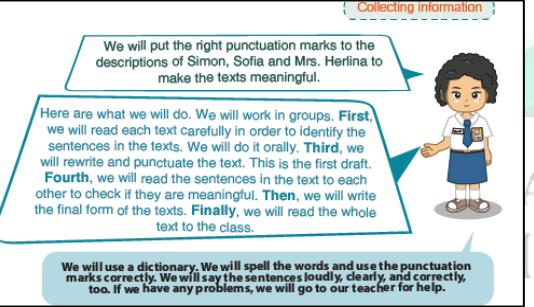
53.	Chapter 6	Things at School	 Activity 20 Guess where I am.	Students are asked to finish the task by guessing the place based on the description on each question.	B2/C6/P90	It includes in cognitive task type inferencing.
54.	Chapter 6	Things at School	 Activity 22 Work in groups of four. Write what you want to be available in your classroom. Use <i>there is</i> and <i>there are</i> .	Students are asked to finish the task by work in group and list the thing that they want to be available in their classroom and use the form that has been mentioned.	B2/C6/P90	It includes in interpersonal task type co-operating.
55.	Chapter 6	We Love What We Do	 <p>Observing and asking questions</p> <p>We will work in groups. We will complete the table related to jobs and professions based on the conversation above.</p> <p>Here are what we will do. First, we will study the example carefully. Second, we will copy the table in our notebooks. Third, we will discuss the right information to complete the table. Then, we will complete the table based on the result of our discussion.</p> <p>We will talk about people's jobs or professions. We will spell the words and use the punctuation marks correctly. We will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.</p>	Students are asked to finish the task by work in group and fill the table by the conversation that has been prepared.	B1/C6/P129	It includes in interpersonal task type co-operating.
56.	Chapter 6	We Love What We Do	 <p>Collecting information</p> <p>We will work in groups. We will go around in the classroom and ask five of our friends about their father's and mother's profession and what they do in their jobs.</p> <p>Here are what we will do. First, we will study the example carefully. Second, everyone of us will copy the table to our notebooks. Third, we will go around the classroom and ask 5 of our friends information related to their parents' professions. Then, every one of us will complete the table based on the information we get.</p> <p>We will use a dictionary. We will spell the words correctly. If we have any problems, we will go to our teacher for help.</p>	Students are asked to finish the task by work in group and fill the table by exchanging information about their	B1/C6/P130	It includes in interpersonal task type co-operating.

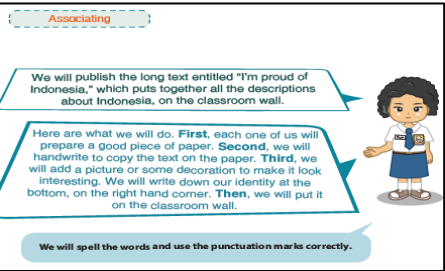
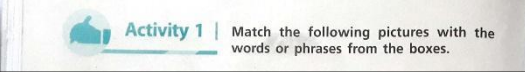
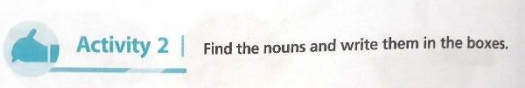

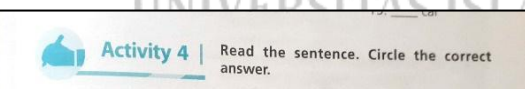
				parent job.		
57.	Chapter 6	We Love What We Do	 <p style="text-align: right;">Reflecting</p> <p>We will work in groups to reflect on our learning. We will discuss what we have learned.</p>	Students are asked to work in group to reflect and discuss what they have learned by fill the sentences in the task.	B1/C6/P133	It includes in affective task type reflecting.
58.	Chapter 6	We Love What We Do	 <p style="text-align: right;">Observing and asking questions</p> <p>We will work in groups. We will make a list of the statements related to the habits of the people in the conversations.</p> <p>Here are what we will do. First, we will study the example carefully. Second, we will copy the table in our notebooks. Third, we will discuss the right statements to complete the table. Then, we will complete the table based on the result of our discussion.</p> <p>We will use a dictionary. We will spell the words correctly. When we are writing, we will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.</p>	Students are asked to work in group and complete the table related to habits based on the conversation on the book.	B1/C6/P137	It includes in interpersonal task type co-operating.
59.	Chapter 6	We Love What We Do	 <p style="text-align: right;">Collecting information</p> <p>We will work in groups. We will go around in the classroom and ask 5 of our friends 4 questions related to their habits.</p> <p>Here are what we will do. First, we will study the example below carefully. Second, every one of us we will copy the table to our notebooks. Third, we will go around in the classroom and ask 5 of our friends 4 questions about their habits. We will use the questions from the conversations. Then, every one of us will complete the table based on the information we get.</p> <p>We will say the sentences loudly, clearly, and correctly.</p>	Students are asked to work in group and fill the table by exchange information about their habits.	B1/C6/P138	It includes in interpersonal task type co-operating.






60.	Chapter 6	We Love What We Do		Students are asked to work in group and complete the sentences based on what they have been learned.	B1/C6/P140	It includes in interpersonal task type co-operating.
61.	Chapter 6	We Love What We Do		Students are asked to work in group and complete the table by write about the animals' activities.	B1/C6/P142	It includes in interpersonal task type co-operating.
62.	Chapter 6	We Love What We Do		Students are asked to work in group and write down the things in the classroom and the use of it by complete the table.	B1/C6/P144	It includes in interpersonal task type co-operating.
63.	Chapter 6	We Love What We Do		Students are asked to discuss in groups and fill the table by write the statement related to the conversation on the	B1/C6/P147	It includes in interpersonal task type co-operating.

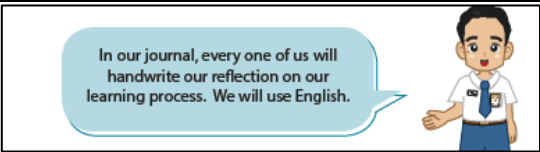
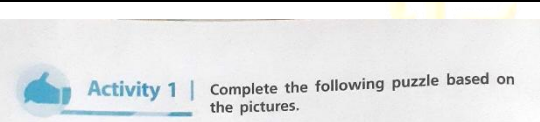
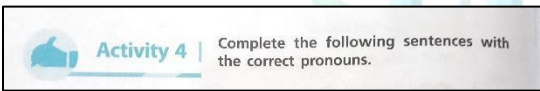
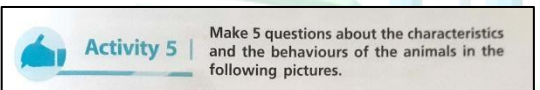
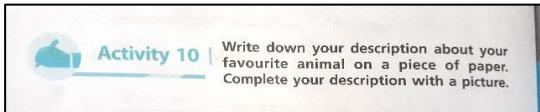
				book.		
64.	Chapter 6	We Love What We Do		Students are asked to work in groups and complete the table by list the things in their house and the use for it.	B1/C6/P148	It includes in interpersonal task type co-operating.
65.	Chapter 7	Things in My House		Students are asked to complete the task by fill the boxes with the right answer prepared.	B2/C7/P92	It includes in cognitive task type inferencing.
66.	Chapter 7	Things in My House		Students are asked to finish the task by label the things based on the choice that has been prepared.	B2/C7/P94	It includes in cognitive task type inferencing.
67.	Chapter 7	Things in My House		Students are asked to finish the task by label the things in kitchen based on the choice prepared.	B2/C7/P95	It includes in cognitive task type inferencing.
68.	Chapter 7	Things in My House		Students are asked to finish the task by label the things in the picture	B2/C7/P97	It includes in cognitive task type inferencing.







				based on and the choice prepared.																		
69.	Chapter 7	Things in My House		Students are asked to finish the task by label the things in the picture based on and the choice prepared.	B2/C7/P98	It includes in cognitive task type inferencing.																
70.	Chapter 7	Things in My House		Students are asked to finish the task by label the things in the picture based on and the choice prepared.	B2/C7/P99	It includes in cognitive task type inferencing.																
71.	Chapter 7	Things in My House	 <table border="1" data-bbox="904 954 1205 1046"> <thead> <tr> <th>No.</th> <th>Article</th> <th>Adjective</th> <th>Noun</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>two</td> <td>beautiful</td> <td>paintings</td> </tr> <tr> <td>2.</td> <td>a</td> <td>big</td> <td>house</td> </tr> <tr> <td>3.</td> <td>a</td> <td>large</td> <td>yard</td> </tr> </tbody> </table>	No.	Article	Adjective	Noun	1.	two	beautiful	paintings	2.	a	big	house	3.	a	large	yard	In the writing task, students are required to perceive the existing pattern and then make new phrases to fill the table.	B2/C7/P100	It includes in cognitive task sub-type classifying.
No.	Article	Adjective	Noun																			
1.	two	beautiful	paintings																			
2.	a	big	house																			
3.	a	large	yard																			
72.	Chapter 7	Things in My House		Students are asked to finish the task by complete the sentences with the right adjectives modifying the nouns by choose the right answer from the boxes.	B2/C7/P101	It includes in linguistics task type using context.																

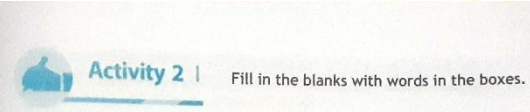

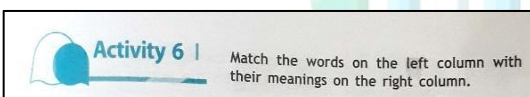
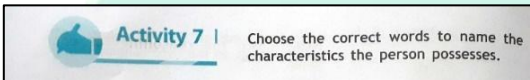
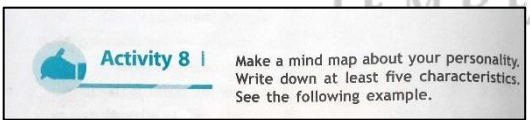
73.	Chapter 7	Things in My House	 <p>Activity 17 Read the sentence, then circle the correct answer.</p> <p>1. I ...13 years old. am is am are</p> <p>2. My brother ... an athlete. am is are</p>	Students are asked to finish the task by choose one of the right answer on the boxes provided in the task.	B2/C7/P102	It includes in linguistics task type using context.
74.	Chapter 7	Things in My House	 <p>Activity 18 Find the mistake, underline it, and write the correct sentence.</p>	Students are asked to find the mistakes and write the correct answer of the sentences.	B2/C7/P103	It includes in cognitive task type inferencing.
75.	Chapter 7	I'm Proud of Indonesia!	 <p>Collecting information</p> <p>We will look closely at the descriptions of the four objects. We will analyze the states and the activities related to each object. We will use a table to do it.</p> <p>Here are what we will do. We will work in groups. First, we will study the example carefully. We will copy and handwrite it in our notebooks. Second, to analyze each description, we will use the same table. Every one of us will handwrite the analysis in the notebook or type it with a computer. Finally, we will discuss to fill in the table with the right words related to each object.</p> <p>We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly, too. If we have any problems, we will go to our teacher for help.</p>	Students are asked to work in group to finish the task by analyze the states and the activities related to object and use the table to do it.	B1/C7/P155	It includes in interpersonal task type co-operating.
76.	Chapter 7	I'm Proud of Indonesia!	 <p>Collecting information</p> <p>We will put the right punctuation marks to the descriptions of Simon, Sofia and Mrs. Herlina to make the texts meaningful.</p> <p>Here are what we will do. We will work in groups. First, we will read each text carefully in order to identify the sentences in the texts. We will do it orally. Third, we will rewrite and punctuate the text. This is the first draft. Fourth, we will read the sentences in the text to each other to check if they are meaningful. Then, we will write the final form of the texts. Finally, we will read the whole text to the class.</p> <p>We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly, too. If we have any problems, we will go to our teacher for help.</p>	Students are asked to work in group to finish the task by put the right punctuations of the texts in the task.	B1/C7/P159	It includes in interpersonal task type co-operating.

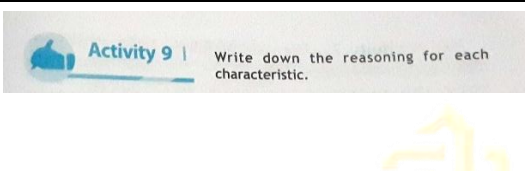
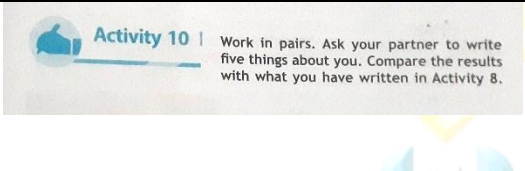
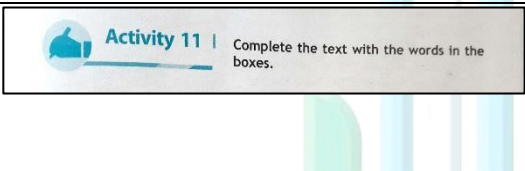
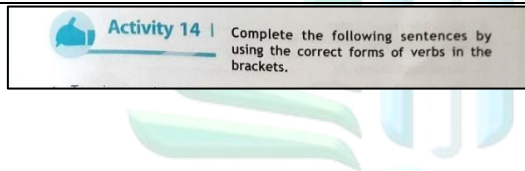
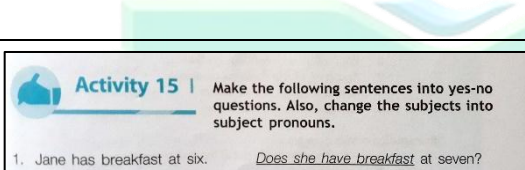
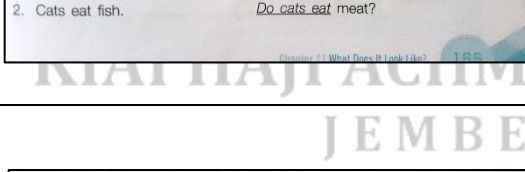
77.	Chapter 7	I'm Proud of Indonesia!	 <p>Associating</p> <p>We will publish the long text entitled "I'm proud of Indonesia," which puts together all the descriptions about Indonesia, on the classroom wall.</p> <p>Here are what we will do. First, each one of us will prepare a good piece of paper. Second, we will handwrite to copy the text on the paper. Third, we will add a picture or some decoration to make it look interesting. We will write down our identity at the bottom, on the right hand corner. Then, we will put it on the classroom wall.</p> <p>We will spell the words and use the punctuation marks correctly.</p>	Students are asked to publish the text about descriptions of Indonesia on the classroom wall and to decorate it by their creativity.	B1/C7/P172	It includes in creative task.
78.	Chapter 8	Things around Us	 <p>Activity 1 Match the following pictures with the words or phrases from the boxes.</p>	Students are asked to match the pictures with the right words in the boxes that has been prepared.	B2/C8/P108	It includes in cognitive task type inferencing.
79.	Chapter 8	Things Around Us	 <p>Activity 2 Find the nouns and write them in the boxes.</p>	Students are asked to write down the nouns in the text and write it in the boxes.	B2/C8/P110	It includes in cognitive task type inferencing.
80.	Chapter 8	Things Around Us	 <p>Activity 3 Complete the following phrases with the article <i>a</i> or <i>an</i>.</p>	Students are asked to finish the task by complete the phrases with the right article.	B2/C8/P111	It includes in cognitive task type inferencing.
81.	Chapter 8	Things Around Us	 <p>Activity 4 Read the sentence. Circle the correct answer.</p>	Students are asked to complete the sentences by circle the right answer in the boxes prepared.	B2/C8/P111	It includes in cognitive task type inferencing.






82.	Chapter 8	Things Around Us	 Activity 5 Write the plurals.	Students are asked to write the plurals of the words to finish the task.	B2/C8/P112	It includes in cognitive task type inferencing.
83.	Chapter 8	Things Around Us	 Activity 6 Write C after the countable nouns and U after the uncountable nouns.	Students are asked to determine whether the words are include in countable or uncountable noun by write C or U.	B2/C8/P113	It includes in cognitive task type classifying.
84.	Chapter 8	Things Around Us	 Activity 8 Choose the words from the box to complete the following noun phrases.	Students are asked to complete the sentences by choose the phrases that has been prepared.	B2/C8/P115	It includes in cognitive task type inferencing.
85.	Chapter 8	Things Around Us	 Activity 9 Complete the following phrases based on the pictures.	Students are asked to complete the sentences by choose the phrases that has been prepared.	B2/C8/P116	It includes in cognitive task type inferencing.
86.	Chapter 8	That's What Friends are Supposed to do	 <p>We will read the lyrics very carefully to understand the message. We will use some sentences that will guide us to do it.</p> <p>Here are what we will do. We will work in groups. First, we will read the guiding sentences carefully. Second, we will discuss to find the parts of the lyric that contain the given messages. Then, every one of us will handwrite the messages and the sentences in our notebooks. We will first copy the examples. Finally, we will discuss the answers with our teacher.</p> <p>We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly and correctly. If we have any problems, we will go to our teacher for help.</p>	Students are asked to work in group to discuss the message of the lyrics in the task.	B1/C8/P181	It includes in interpersonal task type co-operating.




87.	Chapter 8	That's What Friends are Supposed to do		Students are asked to write down about the reflection related to the material they have been learned.	/B1C8/P183	It includes in affective task type reflecting.
88.	Chapter 9	My Favorite Animals		Students are asked to fill in the puzzle based on the pictures in the task.	B2/C9/P120	It includes in cognitive task inferencing.
89.	Chapter 9	My Favorite Animals		Students are asked to complete the sentences by write down the correct pronouns.	B2/C9/P124	It includes in cognitive task type inferencing.
90.	Chapter 9	My Favorite Animals		Students are asked to make five questions about the characteristics and behavior of the animals based on the pictures prepared	B2/C9/P125	It includes in cognitive task type inferencing.
91.	Chapter 9	My Favorite Animals		Students are asked to write about their favorite animal and complete it with a picture.	B2/C9/P128	It includes in cognitive task type inferencing.

92.	Chapter 10	Describing Things	 Activity 4 Find the antonyms of the following adjectives from the text entitled 'My Shaun the Sheep Bolster'.	Students are asked to find the synonym of the adjectives in the task.	B2/C10/P13 3	It includes in linguistics task type using context.
93.	Chapter 10	Describing Things	 Activity 8 Complete the following sentences with the correct possessive pronouns.	Students are asked to finish the task by fill the sentences by write the correct possessive pronouns.	B2/C10/P13 6	It includes in cognitive task type inferencing.
94.	Chapter 10	Describing Things	 Activity 9 Choose the right words.	Students are asked to write down the rights word related to possessive pronouns to complete the task.	B2/C10/P13 6	It includes in cognitive task type inferencing.
95.	Chapter 10	Describing Things	 Activity 11 Match the pictures with the appropriate noun phrases.	Students are asked to match he pictures with the right noun phrase	B2/C10/P13 8	It includes in linguistics type conversational pattern.
96.	Chapter 10	Describing Things	 Activity 15 Complete the following text with the words provided.	Students are asked to finish the task by fill the blank in the text with the right words provided in the boxes.	B2/C10/P14 0	It includes in linguistics type using context.
97.	Chapter 10	Describing Things	 Activity 18 Write about your favourite thing. The following questions may help you.	Students are asked to write down about their favorite thing based on the questions in the	/B2C10/P14 1	It includes in cognitive task type inferencing.

				task.		
98.	Chapter 11	What Does It Look Like?		Students are asked to finish the task by fill in the blank with words that has been provided in the boxes.	B2/C11/P14 5	It includes in cognitive task type inferencing.
99.	Chapter 11	What Does It Look Like?		Students should complete the task by match the picture with the right answer on the boxes.	B2/C11/P14 6	It includes linguistics task type conversational pattern.
100.	Chapter 11	What Does It Look Like?		Students are asked to match the words with the right description.	B2/C11/P14 9	It includes linguistics task type conversational pattern.
101.	Chapter 11	What Does It Look Like?		Students are asked to complete the sentences by choose the appropriate person pronoun prepared in the task.	B2/C11/P15 0	It includes cognitive task type inferencing.
102.	Chapter 11	What Does It Look Like?		Students are asked to make a mind map about their personality based on the example.	B2/C2/P150	It includes cognitive task type inferencing.

103.	Chapter 11	What Does It Look Like?		Students are asked to write about the reasoning of each characteristic.	B2/C11/P15 1	It includes cognitive task type inferencing.
104.	Chapter 11	What Does It Look Like?		Students are asked to work in pairs and write about five things about each other.	B2/C11/P15 1	It includes in interpersonal task type co-operating.
105.	Chapter 11	What Does It Look Like?		Students are asked to complete the text with the right words on the boxes prepared.	B2/C11/P15 1	It includes in linguistics task type using context.
106.	Chapter 11	What Does It Look Like?		Students are asked to complete the task by fill the sentences and choose the right verbs in the bracket.	B2/C11/P15 5	It includes in linguistics task type using context.
107.	Chapter 11	What Does It Look Like?		Students are asked to change the sentences into yes-no questions.	B2/C11/P15 5	It includes in linguistics task type using context.
108.	Chapter 11	What Does It Look Like?		Students are asked to complete the sentence by change it into negative form.	B2/C11/P15 6	It includes in linguistics task type using context.

109.	Chapter 11	What Does It Look Like?	 Activity 17 Answer the following questions with the given clues.	Students are asked to finish the task by answer the questions based on the given clue.	B2/C11/P15 7	It includes in linguistics task type using context.
110.	Chapter 11	What Does It Look Like?	 Activity 18 Tick (✓) the best answers.	Students are asked to choose one of the best answer that has been provided.	B2/C11/P15 7	It includes in cognitive task type inferencing.
111.	Chapter 11	What Does It Look Like?	 Activity 21 Change the yes-no questions into wh-questions using <i>when</i> or <i>where</i> .	Students are asked to change the questions into wh- questions form.	B2/C11/P16 1	It includes in linguistics task type using context.
112.	Chapter 11	What Does It Look Like?	 Activity 24 Put appropriate punctuation to the following text.	Students are asked to put the right punctuations at the sentences to finish the task.	B2/C11/P16 2	It includes in cognitive task type inferencing.
113.	Chapter 11	What Does It Look Like?	 Activity 26 Write down a description about a person in your family. Attach a picture in your description. Use the following strategies to help you describe him/her.	Students are asked to write a description about a person in their family and use the strategies in the task to help the do the task.	B2/C11/P16 4	It includes in cognitive task type inferencing.

114.	Chapter 12	Lovely Songs	 Activity 1 Answer the following questions.	Students are asked to answer the questions on the task based on their own experienced.	B2/C12/P16 6	It includes in cognitive task type inferencing.
115.	Chapter 12	Lovely Songs	 Activity 2 Surf the Internet and find the lyrics of "Mother How Are You Today" by Maywood. Find the meanings of the unfamiliar words.	Students are asked to googling and find the lyric of "mother how are you today" and list the unfamiliar words and the meaning.	B2/C12/P16 6	It includes in linguistics task type using context.
116.	Chapter 12	Lovely Songs	 Activity 4 Answer the following questions.	Students are asked to answer the questions based on their own answer.	B2/C12/P16 7	It includes in cognitive task type inferencing.

Appendix 3

RESEARCH JOURNAL

COLLECTED DATA FROM SEVEN GRADE ENGLISH TEXTBOOKS THROUGH DOCUMENT ANALYSIS

No	Things to Do	Time	Notes
1	Specifying and presenting the primary data	October 1 st 2021	<ul style="list-style-type: none"> Deciding task category by David Nunan which would be used in categorizing the writing tasks on the selected textbooks
2	Diving the data	January 12 th 2022	<ul style="list-style-type: none"> Choosing the data on the selected textbooks source that would be analyzed based on David Nunan's Theory <ul style="list-style-type: none"> ✓ Focus on writing tasks as the data from the selected textbooks
3	Counting the data	March 8 th 2022	<ul style="list-style-type: none"> Counting the chosen data. How much the data on the selected textbooks that would be analyzed. <ul style="list-style-type: none"> ✓ There were one hundred and sixteen writing tasks (116) in the selected textbooks.
4	Mapping the data	March 29 st 2022	<ul style="list-style-type: none"> Giving code to the data chosen and putting the data in document analysis sheet.
5	Analyzing the data	April 6 th 2022	<ul style="list-style-type: none"> Analyzing the data in every chapter from selected textbook.
6	Representing the data	April 22 nd 2022	<ul style="list-style-type: none"> Representing the finding of analysis in the sheet of analysis. Describing the data.
7	Validation of data	June 2 nd 2022	<ul style="list-style-type: none"> Checking and validating the data (The supervisor as expert)
8	Conclusion	May 30 th 2022	<ul style="list-style-type: none"> Concluding the data, based on the result of analysis data

Appendix 4**DECLARATION OF AUTHENTICITY**

I, The undersigned below:

Name : Lutfi Riyadus Sholihah
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Address : Jl. Bahagia LR 2 RT/RW 003/001 Sudiang
Kec. Biring kanaya, Makassar
Faculty : Education and Teacher Training
Program : English Education

State that thesis entitled **“Analyzing Writing Tasks Categorization in The Seventh Grade English Textbooks in Indonesia from a Task Based Writing Perspective.”** is truly my original work, gathered and utilized especially to fulfill the purposes and objectives of this study. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. And if anyone objected, I am the only person who will be responsible.

Jember, 10th June 2022

Writer



Lutfi Riyadus Sholihah
SRN T20176071

Appendix 5

Biodata of The Researcher



Personal information

- Full name : Lutfi Riyadus Sholihah
- NIM : T20176071
- Gender : Female
- Place, date of birth : Tulungagung, 14 September 1999
- Address : Jl. Bahagia LR 2 RT/RW 003/001 Sudiang
Kec. Biring kanaya, Makassar
- Religion : Islam
- Departement/Major Courses : FTIK/English Department
- Email Address : lutfiriyadus1@gmail.com

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- 2004-2005 : TK Islam Sudiang Asri Makassar
- 2005-2011 : MI Ulul Al-bab
- 2011-2014 : SMP A. Wahid Hasyim
- 2014-2017 : SMA Nurul Jadid