

**AN ANALYSIS OF WRITING TASK IN BUPENA ENGLISH
TEXTBOOK FOR THE EIGHTH GRADE**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree**

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Therefore, apart from any citations and references specified by the source, I sincerely declare that the thesis "An Analysis of Writing Task in Bupena English Textbook for The Eighth Grade at SMP Negeri 1 Wangon" is entirely my work. If there are any errors or misunderstandings, it will be all my responsibility. On the basis of this declaration, I agree to accept the risk or any consequences imposed on me in accordance with applicable legislation, if a breach of scientific ethics is discovered in the future.

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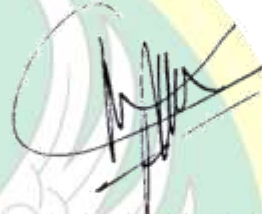
**AN ANALYSIS OF WRITING TASK IN BUPENA ENGLISH TEXTBOOK FOR THE
EIGHTH GRADE**

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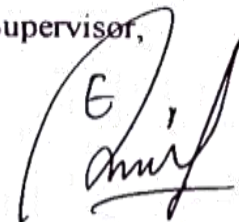
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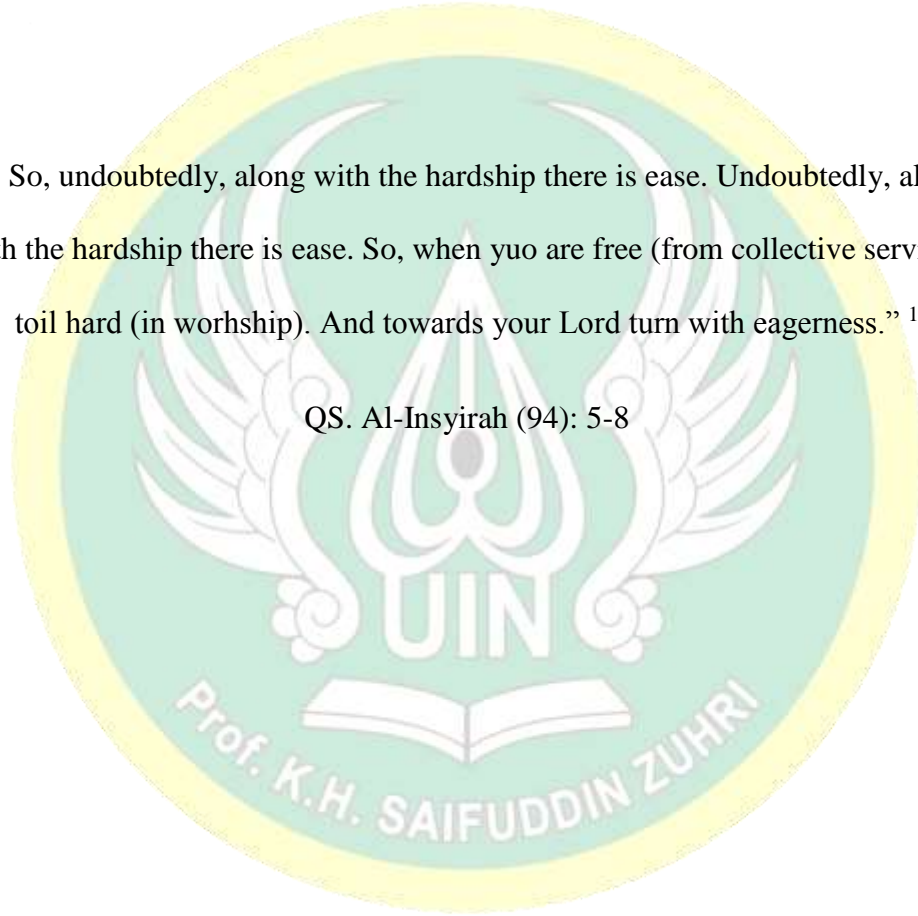
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MOTTO

... فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾ فَإِذَا فَرَغْتَ فَانصَبْ ﴿٧﴾ وَإِلَىٰ رَبِّكَ فَارْغَبْ ﴿٨﴾

“... So, undoubtedly, along with the hardship there is ease. Undoubtedly, along with the hardship there is ease. So, when you are free (from collective service), toil hard (in worship). And towards your Lord turn with eagerness.”¹

QS. Al-Insyirah (94): 5-8

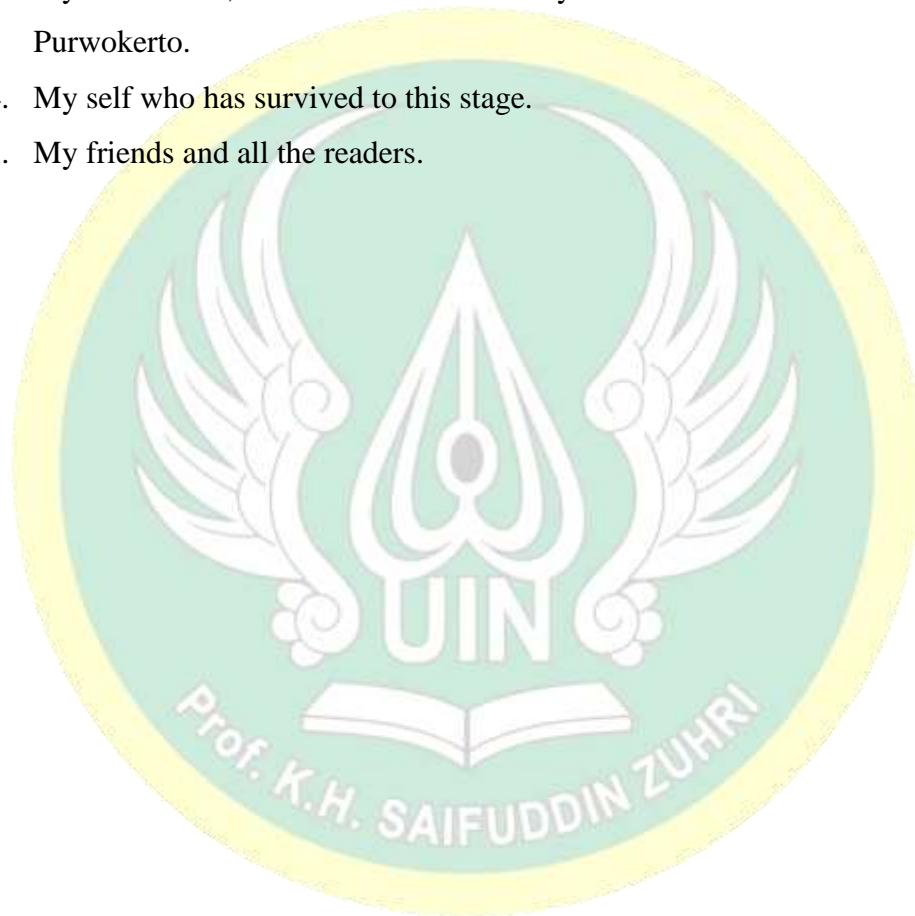


¹ Maulawi Sher 'An. *The Holy Qur' An-Arabic Text and English Translation*. Islamabad: Islam International Publications Ltd. 2021. Available on <https://www.alislam.org/quran/Holy-Quran-English.pdf> (accessed on Saturday, 11th December 2021: 19.30 PM)

DEDICATION

This thesis is dedicated to:

1. Allah SWT who has guided me to finish this thesis gratefully.
2. My beloved mother Asih Asminah who have given me genuine strength, motivation, love, a purpose to pray, and a reason to live pass the pain.
3. My almamater, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
4. My self who has survived to this stage.
5. My friends and all the readers.



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Nevertheless, because my thesis is far from great, any constructive criticism, thoughts, and recommendations for development will be much appreciated.

Purwokerto, 17 June 2022
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ABSTRACT

Teaching materials, such as textbooks are required to strengthen and support the learning process. The aims to analyze the type of writing tasks in the Bupena English textbook for the eighth grade and to find out the compatibility of writing tasks in Bupena English textbook for the eighth grade based on Raimes Theory. In carrying out this research, the researcher used a qualitative approach with a content analysis method. Data was gathered through documentation and interview. The methods of collecting data: (1) reading the Bupena English textbook for SMP/MTs Class VIII, (2) note taking the appropriate outline writing task, (3) identifying using a checklist, and (4) classifying the tasks containing writing task. The data are the materials for writing tasks found in the Bupena English textbook for SMP/MTs Class VIII. The data was analyzed in four steps: (1) finding the writing tasks in the textbook, (2) analyzing the data used coding, (3) categorizing into several parts of the writing exercise based on Raimes' theory, and (4) drawing conclusion and giving suggestions. According to Raimes, there were 3 general categories of writing task such: controlled writing, translation, and free writing. The general categories are divided into fourteen sub-categories. Based on the analyzed data, the writing tasks found in the textbook were controlled writing (addition, question answer, cloze test, summary writing, conversion, scrambled paragraph, sentence ordering, sentence combining, and fill in the) also free writing (free composition and writing the text based on the topic. Among the fourteen sub-categories in the criteria of writing task suggested by Raimes, there are eleven sub-categories that are provided in the textbook, the second result of the writing task of the textbook appropriate as a learning book.

Keywords : writing tasks, task analysis, English textbook

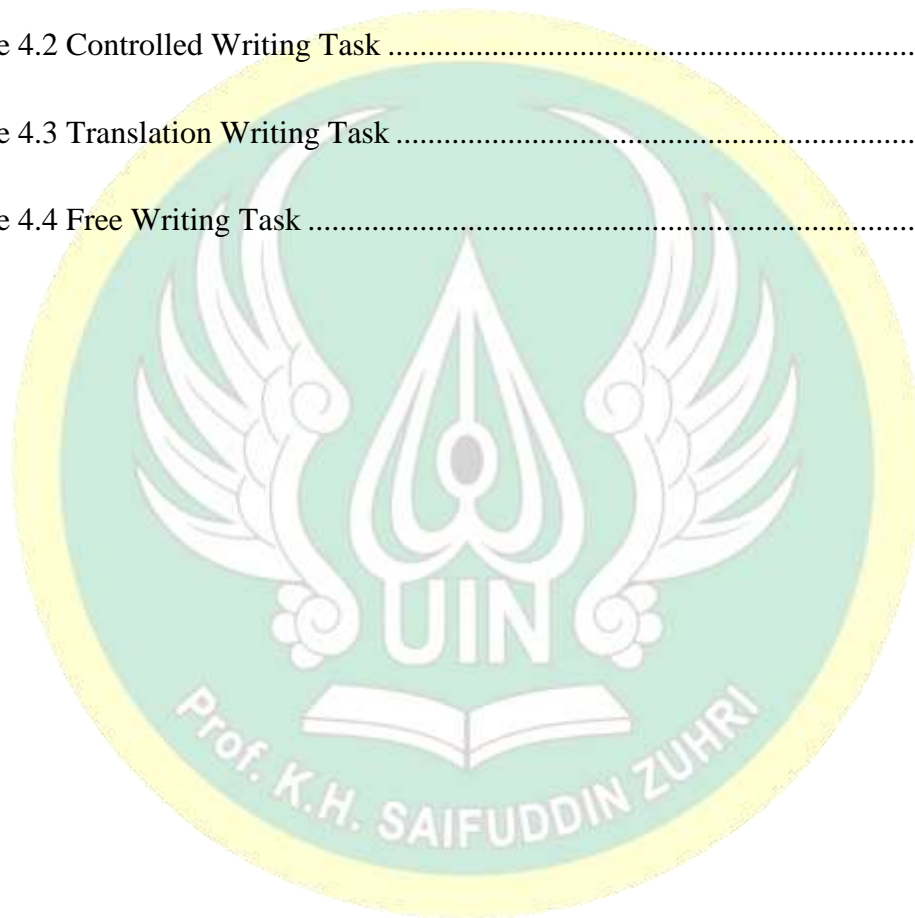
TABLE OF CONTENT

| | |
|---|-------------|
| COVER | i |
| STATEMENT OF ORIGINALITY | ii |
| APPROVAL SHEET | iii |
| OFFICIAL NOTE OF SUPERVISOR | iv |
| MOTTO | v |
| DEDICATION | vi |
| ACKNOWLEDGEMENT | vii |
| ABSTRACT | ix |
| TABLE OF CONTENT | x |
| LIST OF TABLE | xii |
| LIST OF PICTURES | xiii |
| LIST OF APPENDICES | xv |
| CHAPTER I | 1 |
| INTRODUCTION | 1 |
| A. Background of Study | 1 |
| B. The Scope of Study | 5 |
| C. Research Questions | 5 |
| D. Objectives and Significances of Study..... | 5 |
| E. Conceptual Definitions..... | 6 |
| F. Previous Studies | 7 |
| G. Methodology..... | 9 |
| H. Organization of the Paper | 15 |
| CHAPTER II | 16 |
| LITERATURE REVIEW | 16 |
| A. Writing | 16 |
| 1. Definition of Writing | 16 |
| 2. The Process of Writing..... | 17 |
| 3. Purposes of Writing | 19 |
| B. Writing task..... | 20 |
| 1. Definition of Task | 20 |
| 2. Component of Task | 21 |

| | |
|---|-----------|
| 3. Type of Writing Task | 22 |
| C. Textbook | 24 |
| 1. Definition of Textbook | 24 |
| 2. Kind of Textbook | 26 |
| 3. Advantages and Disadvantages of Textbook | 28 |
| 4. Criteria of Textbook | 30 |
| CHAPTER III | 33 |
| PROFILE OF THE BOOK | 33 |
| A. The Identity and Context of Bupena | 33 |
| B. The Structure and Content of Bupena | 34 |
| CHAPTER IV | 44 |
| FINDING AND DISCUSSION | 44 |
| A. The Writing Task in Bupena English Textbook for the Eighth Grade Based on Raimes Theory | 44 |
| 1. Controlled Writing | 47 |
| 2. Translation | 60 |
| 3. Free Writing | 60 |
| B. The Compatibility of Writing Tasks Provided in Bupena English Textbook For The Eighth Grade Based on Raimes Theory | 66 |
| CHAPTER V | 69 |
| CONCLUSION AND SUGGESTION | 69 |
| A. Conclusion | 69 |
| B. Limitation of Study | 70 |
| C. Suggestion | 70 |
| REFERENCES | 72 |
| APPENDICES | 76 |
| CURRICULUM VITAE | 95 |

LIST OF TABLE

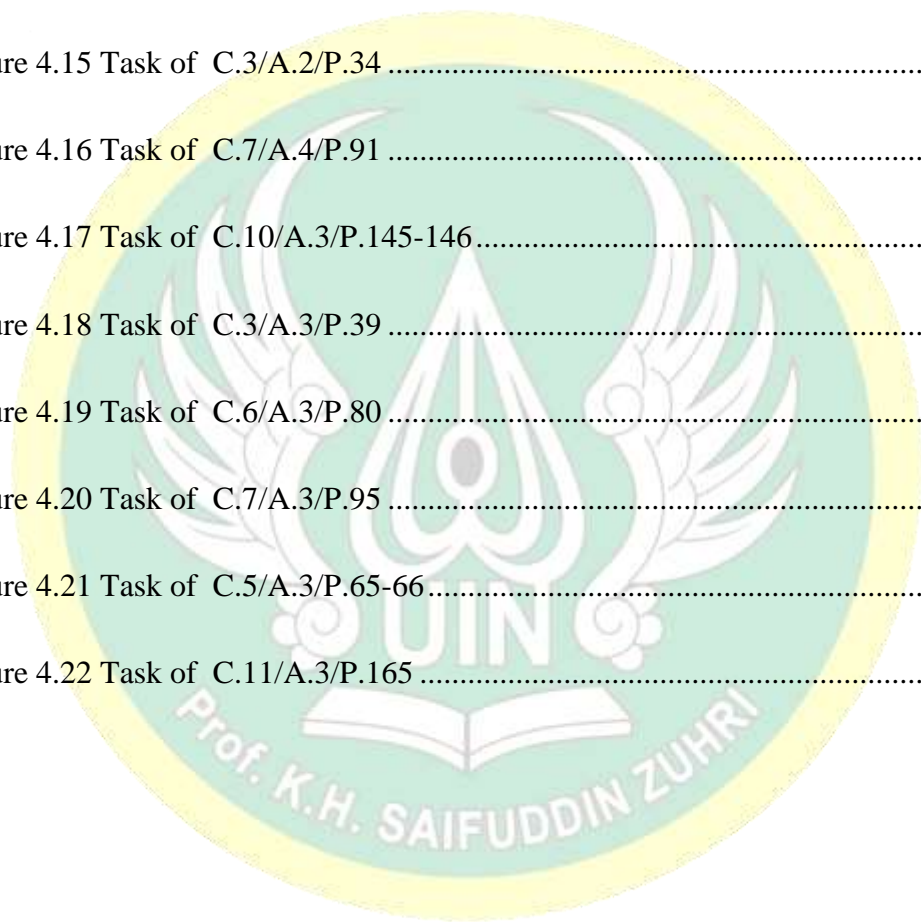
| | |
|--|----|
| Table 1.1 Analysis Documentation Sheet | 12 |
| Table 1.2 The Example of Writing Task Coding | 12 |
| Table 3.1 Content of Each Chapter..... | 34 |
| Table 4.1 Analysis of Writing Task Provided in Bupena..... | 44 |
| Table 4.2 Controlled Writing Task | 47 |
| Table 4.3 Translation Writing Task | 60 |
| Table 4.4 Free Writing Task | 61 |



LIST OF PICTURES

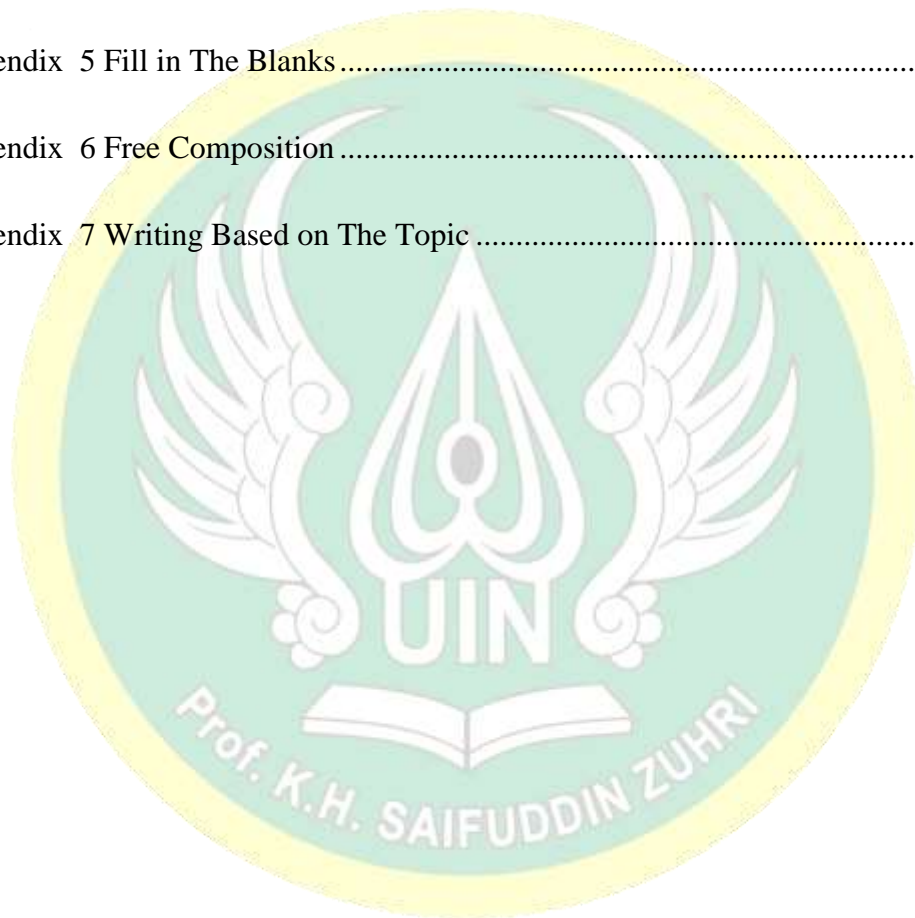
| | |
|---|----|
| Picture 3.1 Book Cover | 33 |
| Picture 3.2 QR Code | 36 |
| Picture 3.3 How to Use The Book | 37 |
| Picture 3.4 Introduction Chapter | 38 |
| Picture 3.5 Basic Competence 3.1 | 39 |
| Picture 3.6 Assignment 1-2 | 40 |
| Picture 3.7 Assignment 1 and Scoring rubric | 41 |
| Picture 3.8 Assignment 2 and Scoring rubric | 41 |
| Picture 3.9 Evaluation | 42 |
| Picture 3.10 End of Term | 43 |
| Picture 4.1 Task of C.2/A.2/P.20 | 49 |
| Picture 4.2 Task of C.3/A.3/P.34 | 49 |
| Picture 4.3 Task of C.3/A.6/P.36 | 50 |
| Picture 4.4 Task of C.10/A.2/P.144-145 | 50 |
| Picture 4.5 Task of C.10/A.7/P.142 | 51 |
| Picture 4.6 Task of C.11/A.4/P.155-156 | 52 |
| Picture 4.7 Task of C.2/A.2/P.26 | 53 |
| Picture 4.8 Task of C.3/A.2/P.38 | 54 |
| Picture 4.9 Task of C.10/E.10/P.150 | 54 |

| | |
|--|----|
| Picture 4.10 Task of C.11/A.1/P.153 | 55 |
| Picture 4.11 Task of C.2/A.4/P.22 | 56 |
| Picture 4.12 Task of C.5/A.5/P.36 | 56 |
| Picture 4.13 Task of C.2/E.2/P.30..... | 57 |
| Picture 4.14 Task of C.2/A.3/P.20 | 57 |
| Picture 4.15 Task of C.3/A.2/P.34 | 58 |
| Picture 4.16 Task of C.7/A.4/P.91 | 58 |
| Picture 4.17 Task of C.10/A.3/P.145-146..... | 59 |
| Picture 4.18 Task of C.3/A.3/P.39 | 61 |
| Picture 4.19 Task of C.6/A.3/P.80 | 62 |
| Picture 4.20 Task of C.7/A.3/P.95 | 63 |
| Picture 4.21 Task of C.5/A.3/P.65-66..... | 63 |
| Picture 4.22 Task of C.11/A.3/P.165 | 65 |



LIST OF APPENDICES

| | |
|---|----|
| Appendix 1 Addition..... | 76 |
| Appendix 2 Question Answer | 79 |
| Appendix 3 Conversion | 82 |
| Appendix 4 Sentence Ordering | 82 |
| Appendix 5 Fill in The Blanks | 83 |
| Appendix 6 Free Composition | 89 |
| Appendix 7 Writing Based on The Topic | 92 |



CHAPTER I INTRODUCTION

A. Background of Study

Language is the most important element of society. Understanding makes individuals to interact, collaborate, and get along. Language is a process through which individuals get information. Humans might actually communicate using language. Language facilitates such interaction.² There are four major language skills to acquire while learning English: listening, speaking, reading, and writing. The teacher must emphasize English writing skills in addition to other abilities such as listening, speaking, and reading. Students who learn English, according to Farikhah, gain language abilities in listening, speaking, and reading, as well as writing skills, because these skills were interrelated.³ Meanwhile, Wiwit et al., argued that writing skills are one of the most crucial abilities since writing enables us to communicate our thoughts and feelings in concrete form, and as a consequence, other people able to understand us.⁴

Writing ability seems to be a skill that cannot be learned. It is often learnt or passed culturally as a set of practices in a formal educational institution or other settings.⁵ Many students struggle with writing in the field. Almost all students make mistakes in vocabulary, grammar, punctuation, content, form, spelling, and others. Students struggle to write in a foreign language rather than their tongue. Some variables contribute to it, including vocabulary, language functions, grammar, and style, as well as sociolinguistics. These aspects cannot be avoided when learning to write in English. Writing is with no doubt the hardest skill for second language learners to acquire. The hardest skill for

² Endang Sartika, et al., "The Analysis of Declaration of Illocutionary Acts of The Korean-English Drama I Hear Your Voice", *Journal of Pragmatics Research*, Vol. 1 (1), 2019, p.30.

³ 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: UIN Walisongo Semarang, 2017, p. 2.

⁴ Wiwin Simanungkalit, et al., "An Analysis on Writing Exercises in English Textbook for Grade Seven Entitled When English Rings A Bell", HKBP Nommensen University, 2019, p. 14.

⁵ Irra Wahidiyati, "The Effectiveness of Teachers' Corrective Feedback in Enhancing Students' Ability to Recount Text Writing", *English Education and Literature (EEL) Journal*, Vol. 1 (1), 2020, p. 1.

second language learners to develop is writing. According to Heaton in Herdi, writing is a complicated ability that may be difficult to acquire; learners should be required to grasp not only grammar but also communicating information and writing features. Similarly, Richard and Renandya emphasize in Herdi that "writing is the most hardest ability for learners to perfect." The challenge is not only in creating and organizing ideas, but also in converting those thoughts into understandable writing.⁶

Not only it is difficult to produce and arrange ideas, but it is also difficult to translate into understandable language. Writing necessitates a wide variety of skills.⁷ Moreover, learning English which is done online due to the pandemic has become more difficult and requires more effort in teaching. Most of the teachers who teach online English learning are given the task of writing from textbooks in the learning process. Therefore, students who are able to correctly answer exercise questions in writing activities are a desirable thing due to the difficulties of online learning. Students do writing activities derived from instructional resources such as textbooks or e-books, power presentations, and other teaching materials to strengthen their writing skills.

Cunningsworth explain that textbooks are materials for reaching and accomplishing goals that have previously been established in terms of learner needs.⁸ However, according to Richard in language education, textbooks are used in a variety of ways. A writing textbook, for example, might include a findings revealed as well as a list of topics on which students might write.⁹ During this covid-19 pandemic, English teachers must provide textbooks that are in accordance with the 2013 curriculum version of the covid-19 emergency curriculum. Where the curriculum is reduced to basic competencies for each

⁶ Herdi, "An Analysis on Factors Influencing The Students' Writing Skill", Lancang Kuning University, p.19.

⁷ Jack C. Richard and Willy A Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p. 303.

⁸ Alan Cunningsworth, *Choosing Your Coursebook*, (Oxford: Macmillan Heinemann, 1995), p. 7.

⁹ Jack C. Richard, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2001), p. 266.

subject so that teachers and students are able to focus on essential competencies and prerequisite competencies to continue learning in schools. As a result, choosing textbooks with lots of practice is preferable since it has the potential to influence students' skills even when online learning is used.

A textbook is a book that is utilized in an educational setting. It is connected to the fact that the educational system and textbooks cannot be separated. Textbooks are used as support material in the learning process as an educational system, particularly the output of the educational system.¹⁰ A textbook plays a significant part in the teaching and learning process since it serves as a guide for the teacher in conveying the information to students, thereby making it easier for learners to comprehend the content presented. Writing tasks might encourage students to be more attentive in completing exercises and understanding information. On the other hand, writing tasks are able to help students improve critical thinking skills. One of the textbooks used in teaching English offline for class VIII SMP Negeri 1 Wangon before online learning was the book published by Erlangga, namely *Mandiri: Practice Your English Competence for SMP/MTs Class VIII (Curriculum 2013)* written by Nur Zaida. This book contains subject matter adapted to the 2013 curriculum which contains 13 chapters and practice questions. The subject matter delivered is simple for learners to understand, and practice problems are provided at the end of each chapter. Another book used in online learning along pandemic is *Bupena English for SMP/MTs Grade VIII* by Nur Zaida, Erlangga publisher, in 2018. Bupena has 13 chapters that provide short material and more practice questions aimed at students actively speaking and writing independently.

In the Bupena textbook, there are certain criteria for determining whether or not the writing activity is acceptable. Raimes makes the claim that writing is the "clear, fluent, and successful conveyance of ideas," also Raimes theory divides

¹⁰ Garda Arif Wicaksono, "Language Skill in English Textbook Analysis and Evaluation of Bupena and Let's Learn English For Senior High School at 10th and 11th Grade", *AISELT Journal*, 2017, p. 26.

writing into three categories: controlled writing, translation, and freewriting.¹¹ The researcher was interested in analyzing an English textbook in this research project using a study focused on an examination of the writing task. The study selects an Erlangga Bupena English for SMP/MTs Grade VIII textbook published in 2018. This Bupena book is one of the textbooks for class VIII students because there are many exercises. This textbook was only used at SMP Negeri 1 Wangon when there was online learning with the covid-19 emergency curriculum as a reference. The teacher used this textbook as a task for students to do English tasks through google classroom. In addition, the teacher uses another textbook entitled *When English Rings a Bell* as a companion book from the government. The goal of this study is to examine the kinds of writing activities offered by Raimes theory in Bupena textbooks. Textbooks must be of high quality and easily comprehended during the learning process. As well as how the use of Bupena textbooks in learning English is appropriate or not as an English textbook for class VIII students. And also what are the implications of the Bupena textbook on whether it is able to develop students' writing skills or not.

The preliminary research shows that Bupena has contained 13 chapters out of a total of about 115 writing tasks consist of 102 assignments and 13 evaluations. The general results of the task contain 11 criteria out of 14 criteria for writing tasks based on Raimes. Meanwhile, the results of interviews on November 12, 2021 with teachers showed that Bupena's textbooks were only used once during the covid emergency curriculum because they used different books previously. According to the English teacher, Bupena is more likely to learn writing skills because of more tasks presented. The difficulty level is at a moderate level because most students were able to work on the questions in the book. For the acquisition of the value of student learning outcomes that is 80% got a good score above the average. Because of Bupena, less of the material is provided, so there is a need for a companion book. Based above explanation,

¹¹ Mayumi Kobayakawa, "Analyzing Writing Tasks in Japanese High School English Textbooks: English I, II, and Writing", *JALT Journal*, Vol. 33 (1), 2011, p. 30.

the researcher decided to conduct a research with the title "**An Analysis of Writing Task in Bupena English Textbook for The Eighth Grade**".

B. The Scope of Study

The scope of this study is limited to the analysis of English textbooks that are (a) the textbook to be analyzed is a Bupena English for SMP/MTs Grade VIII (b) it was used for the second year of junior high school, especially SMP N 1 Wangon when online learning (c) writing task in the textbook used based on Raimes theory. In addition, the scope of research during online learning is whether the books used can be used in further learning or not.

C. Research Questions

1. What are the types of writing task in Bupena English textbook for the eighth grade based on Raimes Theory?
2. Do the writing tasks in Bupena English textbook consider a good task based on Raimes Theory?

D. Objectives and Significances of Study

1. The aims of this research was focused on the issue statement:
 - a. To analyze the type of writing tasks in Bupena English textbook for the eighth grade based on Raimes Theory.
 - b. To find out the compatibility of writing tasks in Bupena English textbook for the eighth grade based on Raimes Theory.
2. The significance of this research
 - a. Theoretical significances:
 - 1) The findings of this may provide further references and be valuable in future research. To the readers in order for them to better comprehend the writing task according to Raimes in Bupena English textbook for SMP/MTs Class VIII, as well as to provide additional information on how to find and select an appropriate textbook for teaching-learning process, especially in pandemic era.

b. Practical significances:

- 1) For English teachers, the findings of this study may be valuable to understanding the sort of writing task, useful for teachers in selecting appropriate learning books to use as learning materials, especially for online learning
- 2) For students, the results of this researchable to give information about the good textbook, therefore able to develop the student competence in writing skills. Students able motivated to learn English by putting their thoughts into writing. As writing exercises, there are various writing tasks that could be used.
- 3) For researchers, this study is able to provide information on how to examine writing problems in English textbooks.

E. Conceptual Definitions

In order to limit the study and to make it easy in searching the data there is some term that able to describe as follows:

1. Writing

According to Heaton in Sholikhah, essay writing is the work in which students must process grammatically correct words and connect sentences to a continuous letter that contains the expression of the researcher's thoughts and ideas on a particular topic. Also, in real situations each font has a specific function.¹²

Baker said, “writing is a mindset. Writing actually creates a thought and creates your ability to think you discover thoughts you hardly knew you had and learn what you know”.¹³

2. Writing task

Writing is a fundamental linguistic skill. Raimes in Audina argues that students may achieve several things by writing, such as increasing their

¹² Ardiani Sholikhah. “An Analysis on Writing Task in English Textbook Entitled *English In Focus for The Eight Grade Of Junior High Students*”, Paper: Universitas Muhammadiyah Semarang, 2013, p. 1.

¹³ Sheridan Baker, *The Practical Stylist Sixth Edition*, (New York : Harper & Row Publishers, 1987), p. 2.

understanding of the grammatical structures necessary to deliver high-quality writing and being creative in writing in their native language that is as good as possible.¹⁴ Tomlinson argues that a task that does not duplicate a real-world activity but is meant to aid the learning of language or abilities that would be valuable in a real-world task.¹⁵ It may be concluded that tasks were student activities in expressing thoughts in writing in accordance with learning objectives.

3. Textbook

Tarigan and Tarigan define in Ambarwati textbook as a textbook on a specific subject that is included in a standard textbook and supplemented by subject matter experts for understanding and learning purposes, and this book comes with a learning environment appropriate and understandable. Users in schools and colleges to support any program.¹⁶

F. Previous Studies

Based on a review of current books and studies. Several earlier journals and thesis were discovered that are related to the issue of this research. The following are the results of various researches on the subject:

1. A Thesis English Education Raden Intan Lampung State Islamic University: 2019 entitled "*An Analysis of Writing Tasks in Bahasa Inggris Think Globally Act Locally Textbook for Third-Grade Students of Junior High School*" by Nurayu Prelia Putri. The researcher aimed to determine the writing task provided in the Think Globally Act Locally textbook meets the criteria of writing task as suggested by Paul Nation's theory. The thesis used mixed methods and the data findings used descriptive quantitative based on

¹⁴ Kiki Try Okta Audina, et al., "An Analysis of Writing Task Activities Used in An Efl Textbook Entitled Bupena English for The Eleventh Grade Senior High School Based on Raimes Theory and Basic Competency of 2013 Curriculum", *English Education and Applied Linguistics (EEAL) Journal*, Vol. 2 (1), 2019, p. 49.

¹⁵ Brian Tomlinson, *Materials Development in Language Teaching*, (New York: Cambridge University Press, 1998), p. 226.

¹⁶ 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 Semarang, 2014, p. 3.

Arikunto's quality of classification. The study employed qualitative content analysis.

The data showed that 29 of the 34 writing activities supplied in 14 chapters inside textbook met the criteria of writing activity based on Paul Nations' theory. There are 6 tasks in experience task, 0 shared task, 9 guided task, and 14 independent task. Independent task as the dominant tasks found with the result of percentage 48,27%. The result above explain that the tasks in textbook matched with the criteria according to Paul Nations' theory. The commonalities between both studies are that both researchers described the writing task. The distinction is that Nurayu investigated writing tasks used Paul Nation's theory, whereas this thesis employed Raimes' theory.

2. English Education and Applied Linguistics (EEAL) Journal 49 Vol. 2 No.1, 2019 entitled "*An Analysis of Writing Task Activities Used in an Efl Textbook Entitled Bupena English For The Eleventh Grade Senior High School Based on Raimes Theory and Basic Competency of 2013 Curriculum*" was written by Kiki Try Okta Audina, Lia Novita, Iyus Rustandi. The study analyzed the different forms of writing task in Bupena for the 11th grade textbook based on Raimes theory and their consistency with the Basic Competency of the Curriculum 2013. A descriptive qualitative method was adopted by the researcher.

The results presented ten types of writing task activities according to Raimes with an 88.89% conformity to the Basic Competence of 2013 Curriculum. The result claim that the textbook is able to help students improve their writing abilities. The similarities of these two types of research that discussed writing tasks in the Bupena English textbook by Ann Raimes. The difference is that the researcher analyzed writing tasks for eleventh grade and competence of the 2013 curriculum, but this research described writing tasks for eighth grade.

3. A Journal of English Language Teaching, Linguistics and Literature Vol. 4 No.1, January 2021, pp. 1-9 E-ISSN: 2599-0322 entitled "*An Analysis of Writing Tasks in English Textbook for Office Administration Students*

Entitled Bahasa Inggris SMA/MA/SMK/MAK Kelas XI" was written by Siti Maryam Solihat. The study aimed to find out the appropriateness of writing tasks in English textbook office administration students in eleventh grade. Nunan's (2004) theory of task components (goal, input, procedure) and Hyland's (2003) theory of writing methods were used to guiding the content analysis (graphology, scaffolding, composing). According to the findings, the textbook is unsuitable for office administration students. The similarities of this research with the researcher discussed writing task, but this research used a theory by Ann Raimes to analyze writing tasks.

4. A Journal Of English Language teaching, Vol. 5 No.1 Tahun 2021 Entitled "*An Analysis of Writing Tasks in Pathway to English Textbook for Twelfth Grade of SMAN 5 Kota Jambi*" was written by Debora Novita Sari, Wennyta, Efa Silfia. This study to determine whether the writing task in the Pathway to English textbook is appropriate with the writing task criteria established by Paul Nation's theory. The result of this research was that there are criteria are found that match and prove that the textbook is appropriate with the criteria as suggested by Paul Nation. The similarities of this research with the researcher discussed writing tasks, but this research used a theory by Ann Raimes to analyze writing tasks.

G. Methodology

1. Research Design

The research design is an organization of investigations to obtain solutions to research topic, beginning with the hypothesis and ending with data analysis. In Siyoto, McMillan and Schumacher argue that qualitative is a specific social science in that it observes persons in their own surroundings and relates to these people using their language and vocabulary.¹⁷

According to Donald Ary: basic interpretive studied, case studied, document or content analysis studied, ethnographic studied, grounded theory, historical researched, narrative inquiry, and phenomenological

¹⁷ Sandu Siyoto and Ali Sodik, *Dasar Metodologi Penelitian*, (Yogyakarta: Literasi Media Publishing, 2015), p. 27.

investigations.¹⁸ The researcher employed descriptive qualitative research with the content analysis approach to accomplish this study. A sequence of thorough and systematic techniques for analyzing, examining, replicating, inferring, and verifying the content of precise textual data is known as qualitative content analysis. According to Gläser and Laudel in Cohen, the objective of qualitative content analysis is to consciously change from the original text to the study of the information derived from it, with an emphasis on the meaning of the text and its constituent elements.¹⁹

Similar to Donald Ary who argues that content or document analysis was a researched approach used to detect certain qualities of written or visual resources.²⁰ Textbooks, newspapers, online sites, speeches, television shows, advertising, musical creations, and a variety of other texts may all been evaluated. In this research, the researcher chose the writing task in the textbook entitled Bupena as the document that had been analyzed. This study examined whether or not the writing tasks in the Bupena English for SMP/MTs Grade VIII textbook related to the Raimés criteria.

2. Research Object

The object of this research was Bupena English textbook for the eighth grade at SMP Negeri 1 Wangan by Erlangga publisher based on Raimés' theory. The researcher analyzed the types of writing tasks in the Bupena English for SMP/MTs Grade VIII. Thus, the object of this research is Bupena English Textbook for SMP/MTs Class VIII. This was a student book written by Nur Zaida and released by Erlangga publishing in the year of 2018 as a reference for students learned English at school in ordered to apply the 2013 curriculum. Bupena had 213 pages and divided into 13 chapters. The researcher's goal in doing the research was to analyze the writing tasks inside the textbook used Raimés theory.

¹⁸ Donald Ary, et al., *Introduction to Research in Education 8th Ed.*, (Canada: Wadsworth Cengage Learning, 2010), p. 29.

¹⁹ Louis Cohen, et al., *Research Methods in Education 8th Ed.*, (New York: Routledge, 2018), p. 674.

²⁰ Donald Ary, et al., *Introduction to Research in Education 8th Ed.*, ..., p. 457

3. Source of Data

The research data obtained from a variety of sources and was gathered utilizing a variety of ways throughout the activity. According to Siyoto, research data may be classified into two types: Primary data, also known as original data, is received directly from the data source by researchers. The researcher employed data gathering procedures from the writing task provided by the publisher Erlangga in the Bupena English textbook for class VIII to get primary data. Secondary data is information gathered from previously existing sources, such as books, publications, journals, and others.²¹

4. Data Collection

The following data collection methods were employed in this study: document analysis and interviews. Documentation is a broad variety of written material that is able to yield qualitative data. The term "data collecting technique through documentation" refers to an endeavor to get data and information about the problems under consideration in the form of written notes/pictures. Memorabilia and communication are examples of documents. There are also video documents available. This approach is less hard than others since the data source stays constant and does not change. As previously said, the researcher employs this documentation technique while holding a checklist to seek for specified characteristics. If the looked variable shows, the researcher simply places a check or tally in the relevant locati.²² The significance of documentation studies in aiding comprehension of phenomena, interpretation, established hypotheses, and data validation. The researcher conducted the following steps:

a. Reading

As the first stage in the data collection procedure, the Bupena English textbook for SMP/MTs Grade VIII was read to find which tasks are

²¹ Sandu Siyoto and Ali Sodik. *Dasar Metodologi Penelitian*, ..., p. 58.

²² Sandu Siyoto and Ali Sodik. *Dasar Metodologi Penelitian*, ..., p. 66.

considered as the data. The data are the only writing task in the textbook.

b. Note Taking

Finding out the writing tasks provided in the textbook and making an outline of writing tasks that meet into Raimes theory.

c. Identifying

The researcher identified the type of writing task was included in Raimes theory. The next stage is to provide a checklist. If variables are desired, the researchers will place a check in the correct area.

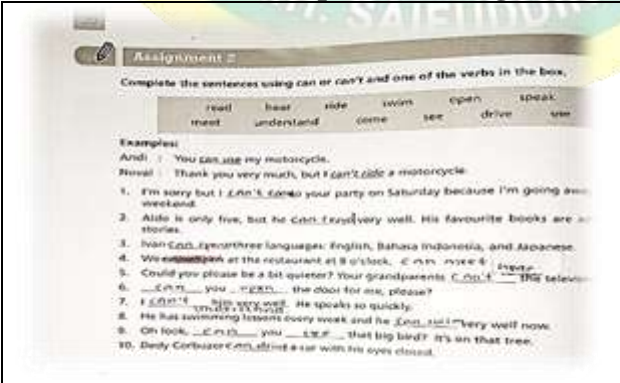
Table 1.1
Analysis Documentation Sheet

| No | The Type of Writing Task on Raimes | Writing Task in Bupena | Amount | Provided | Not Provided |
|----|------------------------------------|------------------------|--------|----------|--------------|
| | | | | | |
| | | | | | |
| | | | | | |

d. Classifying

Based on Raimes, the identification results are classified into many categories of writing tasks, including controlled writing, translation, and free writing. The following codes were utilized in this study:

Table 1.2
The Example of Writing Task Coding

| | |
|--|----------------------------|
|  | <p>C.2/A.2/P.20</p> |
|--|----------------------------|

Note:

C.2 = number of chapter

A.2 = number of assignment

E. = number of evaluation

P.20 = number of page

In addition to the content analysis approach described above, the researcher interviewed English teachers to gather additional information. Interviews are a typical approach for gathering information from individuals. According to Hochschild in Cohen, interviews might achieve what surveys could indeed: they may investigate problems in depth, examine how and why individuals construct their thoughts the way they do, and how and why they create connections between ideas, values, events, beliefs, behavior, and so on. They could be used to give additional explanations for survey data or even to construct surveys. In short, interviews are a valuable resource for researchers.²³

5. Data Analysis

As a data analysis approach, the researcher used content analysis. Content analysis is a method that is frequently used in qualitative research. Content analysis is essentially the act of summarizing and reporting textual data, the major content of the data, and the message.²⁴ According to Moleong, as stated by Siyoto, qualitative data analysis starts with a review of all available data from diverse sources, including interviews, observations documented in field notes, personal papers, official documents, photographic pictures, and so on. Following review, the following steps are data reduction, unit compilation, classification, and data storage.²⁵ Typically, content analysis begins with a question that the

²³ Louis Cohen, et al., *Research Method in Education*, ... , p. 506.

²⁴ Louis Cohen, et al., *Research Method in Education*, ... , p. 643.

²⁵ Sandu Siyoto and Ali Sodik. *Dasar Metodologi Penelitian*, ..., p. 100.

researcher believes could best be answered by analyzing the material. While analyzing data, the researcher conducted the following content analysis:

a. Selecting

The researcher reads the Bupena English textbook and then chooses which activity in each unit of the textbook should be designated a writing task.

The researcher began by reading the contents of the Bupena English textbook for SMP/MTs Grade VIII. For each unit chapter in the book, the researcher selected writing task from the Raimes category.

b. Analyzing

The researcher evaluated the writing tasks in the Bahasa Inggris textbook after classifying them.

Following the collection of data from the textbook, the data was analyzed. Before assessing the data, the researcher reviewed all of the collected data. Data analysis for use as an instrument checklist.

c. Categorizing

Following the selection of the writing tasks, it was classified into several parts of the writing exercise based on Raimes' theory that would be utilized to examine the data. After identifying the writing task, the researcher classified the data depending on the kind of Raimes writing task. The information is then classified based on the number of chapters, assignments, evaluations, and pages. This coding is done to ensure that the reader knows what the researcher is discussing.

d. Results

This part discuss the result of research data that have been found. This step was to show the reader the outcome of the problem analysis utilizing the qualitative data discoveries approach. The researcher conclude findings of the study used Arikunto's quality categorization schema.²⁶

²⁶ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik.*, (Jakarta: Rieka Pustaka, 2010), p. 319.

$$P = \frac{\text{writing task provided in the textbook}}{\text{writing task based on Raimes}} \times 100\%$$

H. Organization of the Paper

To conduct a systematic study, the structure of the study must be classified. This study's structure explained as follows:

Chapter I presents the introduction of the research which composed of the background of the study, the scope of study, research questions, objectives and significances of the study, conceptual definitions, previous studies, methodology and organization of the paper.

Chapter II presents the theory of writing tasks in Bupena based on Raimes theory which consists of explanations, those are writing, writing task, and textbook.

Chapter III contains the profile of Bupena including the identity and context of Bupena English textbook, the structure and content of Bupena English textbook.

Chapter IV presents the finding of the general description of Writing Task in Bupena English textbook for SMP/MTs Grade VIII based on Raimes Theory and the compatibility of Bupena English textbook for SMP/MTs Grade VIII based on Raimes Theory.

Chapter V presents the conclusion, limitation of study, and suggestion of the research. The researcher summarizes and offers suggestions on the findings.

CHAPTER II

LITERATURE REVIEW

A. Writing

1. Definition of Writing

Writing is one of the most significant abilities since it reflects our thoughts and feelings in a concrete form and informs other people's perceptions of our ideas. As a result, writing is still regarded as the most challenging talent when compared to the other three. The cited from Suyanto, according to Broughton et al., and Taylor that writing consists not just of producing ideas but also of turning these ideas into accessible sentences. Learners must strengthen their writing abilities since writing may convey knowledge to others at any time.²⁷ Writing, according to Nunan, is a blend of process and product. The act of accumulating ideas and working with them until they are presented in a polished and accessible manner to readers is referred to as the process.²⁸ Meanwhile, Brown noted that "writing is, in truth, a transaction using letters by which you liberate yourself from what you are now thinking, feeling, and seeing."²⁹ Meanwhile according to Barker in Annisa writing is one technically difficult form of communication. Writing is understanding and good idea of creativity.³⁰

This means that through writing, one is able to communicate everything that has been thought and generate new ideas, which are then poured into the form of writing and become a message for the reader. It is possible to infer that writing is the process of generating thoughts in the mind through writing that may be comprehended by the reader.

²⁷ Agus Suyanto, "Improving Students' Ability in Writing Descriptive Text Using Instagram and Process-Based Approach", (SMPN 1 Bancar), p. 101.

²⁸ David Nunan, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill, 2006), p. 98.

²⁹ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy 2nd Ed.*, (New York: Pearson Education, 2001), p. 337.

³⁰ Annisa Sabar Cahyati, "An Analysis on Writing Activities Used in Textbook Entitled *When English Rings A Bell for Seventh Grade Junior High School Based on 2013 Curriculum*", Article: Universitas Muhammadiyah Semarang, 2018, p. 2.

2. The Process of Writing

The writing process is a method of writing that results in a written product. Students must complete the work, although the writing process is stressed more. The writing process refers to the several steps that a writer must take in order to write. Writing, according to Richards and Renandya is a process that includes certain writing steps such as planning, drafting, rewriting, and editing.³¹

a. Planning (Pre-writing)

Brainstorming, gathering information, thinking, planning, and categorizing are all part of the pre-writing process. The goal of pre-writing is to identify a topic and collect shared opinions on that issue in an organized manner. Pre-writing also entails acquiring knowledge, which may be accomplished by reading or creating conceptual visual representations of ideas before they are written down.

b. Drafting

The writer started with the first draft. The design is based on the general research and information obtained throughout the pre-writing process. Authors weave their thoughts and supporting data into their work. The draft stage is where you begin writing.

c. Revising

At this step, the authors check for faults or problems in their own writing, such as grammatical errors, punctuation, coherence between sentences or between words, use of conjunctions, usage of excellent terms, etc.

d. Editing

Writers might go back over their work, modify it, and then continue writing. As a result, unrestricted editing occurs after all postings are completed. Students might be motivated to revise by receiving comments from classmates, professors, and other readers.

³¹ Jack C. Richard and Willy A Renandya, *Methodology in Language Teaching*, ..., p. 315-319.

e. Revising

Writing could be evaluated based on specific qualities of writing competence or on interpretations of the writing. When students are correctly taught how to assess their own and each other's texts, they might be encouraged to do so. They would be more accountable for their own writing this way.

f. Post-writing

The post-writing stage seems to be the activity that follows the writing stage by re-reading and editing (re-examination and improvement of a piece of writing).

Meanwhile, Grenville stated that writing is a process that involves the following steps:³²

a. Getting ideas (in no particular order)

Getting ideas isn't usually a matter of having one giant brainstorm. More often, it's a matter of gradually accumulating a little idea here, another little idea there.

b. Choosing (selecting the ideas you think will be most useful).

This step is about having a look at all the ideas we've got and assessing them. This is where we start to discriminate between the ideas we definitely cannot use, and ones that have some potential.

c. Outlining (putting these ideas into the best order – making a plan)

An outline is a working plan for a piece of writing. In order to make an outline, you need to know basically what you're going to say in your piece in other words, what your theme is.

d. Drafting (doing a first draft from beginning to end, without going back)

One of the occupational diseases of writers is putting off the dreaded moment of actually starting to write.

e. Revising (cutting, adding, or moving parts of this draft where necessary)

³² Kate Grenville, *Writing From Start to Finish: A Six-Step Guide*, (Australia: Allen & Unwin, 2001), p. vii.

Revising literally means 're-seeing'. It is about fixing the bigger, structural problems and, if necessary, 're-seeing' the whole shape of the piece.

- f. Editing (proofreading for grammar, spelling, and paragraphs).

Editing simply means making your writing as reader-friendly as possible by ensuring that the phrases flow in a clear, easy-to-read manner. Used conventions, including as utilizing proper language for the goals of the article, appropriate punctuation and spelling, and appropriate paragraphing.

The researcher derived from the sentences above that while the two theories argued differently about the writing process, they both served the same purpose: the writing process offers students with a series of structured learning experiences to assist them comprehend the nature of writing at every phase. As a result, the writing process is essential for producing better writing and developing favorable attitudes about writing.

3. Purposes of Writing

There are several purposes of writing according to Geoffrey Leech, such as:³³

- a. Writing has the benefit of relative permanence, allowing for recording in a form that is independent of the recollections of individuals who retain the records and capable of being studied and accessed by a wide range of people.
- b. It also enables communication across long distances (by mail, newspapers, etc.) and in big numbers at the same time (by publications of all kinds). Another advantage of written language is that it not only lasts forever, but it also leaves a tangible record. One key implication is that written language able be carefully prepared and changed in ways that spoken language doesnt.

³³ Geoffrey Leech, et al., *English Grammar for Today Second Edition*, (New York: Palgrave Macmillan, 2003), p. 142- 143.

- c. Written language may be digested at the reader's leisure, with portions of it revisited and others omitted at whim. This feature of written language promotes the growth of literature and intellectual development in general.
- d. The permanence of written language over historical time enables for the development of literary art in the same way that paintings or sculptures are created. It also improves intellectual development by overcoming human memory constraints and allowing for greater storing of visually accessible knowledge.

According to Greenville, writing has three objectives:³⁴

- a. Writing to entertain
Writing for entertainment is sometimes referred to as 'imaginative writing' or 'creative writing' (of course, all writing requires some imagination and creativity).
- b. Writing to inform
These types of writing may also be 'entertaining,' in the sense that they are teach the reader something.
- c. Writing to persuade
As a representation of this form of writing may incorporate your viewpoint. It attempts to persuade the reader of something.

According to the representation above, writing has become increasingly crucial in our daily lives. The goals of writing are not simply to increase knowledge but also to produce literary works.

B. Writing task

1. Definition of Task

Writing tasks might encourage students to be more rigorous in completing exercises and understanding the content. A pedagogical task, according to Nunan, is a part of teaching and learning work in which learners comprehend,

³⁴ Kate Grenville, *Writing From Start to Finish: A Six-Step Guide*, ..., p. 1-2.

manipulate, produce, or interact in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, with the aim of communicating messages rather than manipulating form.³⁵ Meanwhile, according to Skehan in Kustian, a task is an activity that has the following criteria: meaning is primary, there is a goal that must be worked toward, the activity is outcome-evaluated, and there is a real-world link.³⁶ In other words, tasks are the paths learners follow in the classroom to solve difficulties, and their significance stems from the fact that learning to write entails engaging in activities rather than studying discrete facts.³⁷ Students may obtain a thorough comprehension of the content by following the directions provided in the book related to the nature of the task. The most crucial thing is that learners recognise the value of what they have been learned while working on an assignment. According to Van den Branden, a 'task' is a meaning focused action in which language is utilised as a tool to serve a communicative aim. As a result, writing movie reviews and letters of apologies to friends is regarded as a 'task.'³⁸ Based on the explanation, writing tasks are part of the process of learning to write which the students develop ideas and create something. Writing tasks assist students in overcoming obstacles in expressing themselves through written output.

2. Component of Task

Nunan, following it, defines tasks in terms of six criteria that are relevant to their usage in the classroom. Nunan describes a framework that combines

³⁵ David Nunan, *Task-Based Language Teaching*, (Cambridge: Cambridge University Press, 2004), p. 4.

³⁶ Suhada Arie Kustian, "An Analysis of Writing Task in English Textbook Entitled *Bright an English for Grade IX of Junior High School Published by Erlangga*", Thesis: UIN Raden Intan Lampung, 2021, p. 19.

³⁷ Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p. 112.

³⁸ Eon-sung Na and Hye-won Lee, "The Analysis of Writing Tasks in High School English Textbooks: A Process-Genre Based Approach", *English Teaching*, Vol. 74 (4), (The Korea Association of Teachers of English, 2019), p. 112.

simplicity with the ability to assess the bulk of learning tasks as having only three components: objective, input, and activity.³⁹

a. Goals

Goals are the vague general intentions behind any given learning task. They provide a point of contact between the task and the broader curriculum. Goals may relate to a range of general outcomes (communicative, affective, or cognitive) or may directly describe teacher or learner behavior.

b. Input

Input refers to the data that form the point of departure for the task. In fact, input for communicative tasks can be derived from a wide range of sources, for example: letters (formal/informal), newspaper, pictures, stories, shopping list, etc.

c. Activities

Activities specify what learners will actually do with the input which forms the point of departure for the learning task.

d. Teacher role

Task has a certain instruction as the guide for teachers in monitoring of students activity.

e. Learner role

Task has a guided for students in arrange what the students have to do and what their role in doing activity.

f. Settings

Tasks have a guided in the teaching learning setting, whether it is done either in group or in personal.

3. Type of Writing Task

As represented in Raimes's taxonomy, the components of writing are likened to the spokes of a wheel, each representing the tasks. That writers face

³⁹ David Nunan, *Designing Tasks for the Communicative*, (Cambridge: Cambridge University Press, 1989), p. 47-70.

as they produce a piece of writing. Raimes defined writing as the “clear, fluent, and effective communication of ideas”. To develop the criteria of writing task as suggested by Raimes, the students need the following components of writing: “syntax (e.g., sentence structure, sentence boundaries, and stylistic choices); grammar (e.g., rules for verbs, agreement, articles, and pronouns); mechanics (e.g., handwriting, spelling and punctuation); word choice (e.g., vocabulary, idiom, and tone); organization (e.g., paragraphs, topic and support, cohesion and unity); content (e.g., relevance, clarity, originality, logic); the writer’s process (e.g., getting ideas, getting started, writing drafts, and revising); audience, and purpose of the reason for writing”.⁴⁰

The writing task is divided into three sections, like as:⁴¹

- a. Controlled writing is also known as guide writing. Stabing grammatical patterns, sentence structure, punctuation, and word choice are all emphasized. Grammar, mechanics, and word choice are some of the components of the controlled writing activity.

The classification of writing task in controlled writing are as follows:

- 1) The addition is the process of adding the word, noun phrase, the verb to make a complete sentence.
- 2) Question answer is the student given some of the questions and the students must answer the question to develop became good sentences.
- 3) Dictation was listened to from the audio or the speaker in the passage and filled in the blanks.
- 4) Cloze test is an exercise consisting of a part of the text with certain words removed.
- 5) Summary writing is writing the main ideas based on the story.
- 6) Conversion is a process of replacing text written or changed appropriates the command.

⁴⁰ Ann Raimes, *Techniques in Teaching Writing*, (New York: Oxford University Press, 1983), p. 5-6.

Ann Raimes, *Techniques in Teaching Writing*, ... , p. 30-33.

- 7) A scrambled paragraph is a paragraph that is not in logical order or a paragraph that has sentences that are not in logical order.
 - 8) Sentence ordering is an activity arranging the sentences in a logical order which enhances or improves the coherency and accuracy in the text.
 - 9) Sentence combining is an instructional that combines the sentences by using a conjunction.
 - 10) Fill in the blanks is a type of question or phrase with one or more words replaced with a blank line and to add the missing word.
- b. A translation is the conversion of something written or spoken in one language into words from another. A writing task's translation may be divided into several components, including grammar, mechanics, and word choice. The following are the two classifications of translation in writing activities in the textbook:
- 1) A direct translation of whole sentences is to translate all sentences in paragraphs correctly and accordingly.
 - 2) Fill in the blanks with translation are complete the sentence from missing word and replace a blank line with translation.
- c. Freewriting may be divided into several components, including grammar, mechanics, and word choice. There are two types of free writing in textbook writing exercises, which are as follows.:
- 1) Free composition is the students capture many ideas and write everything that comes in their mind
 - 2) Writing based on the topic requires students to write the text with the topic appropriate to make the good text.

C. Textbook

1. Definition of Textbook

A textbook is a learning resource for English as a subject taught in schools that are designed for specific groups of students in a defined environment, such as a certain educational context within a given country. A textbook is commonly

thought of as a teaching aid. It is only one of many viable learning resources since it helps teachers and students achieve the goal of learning. It is used if it outperforms all other available teaching materials.⁴² The textbook becomes an essential instrument in advocating for the entire learning process. All of the tasks that will be covered with the student are included in the textbook.⁴³ Cunningsworth has cited textbooks as a source for presenting themes, textbooks for all learners, and textbooks for completing assignments.⁴⁴ Textbooks, according to the National Education Standards Agency (BSNP), as written items that impart information to the author. According to the author, the book's material might be derived from study, analysis, actualization of experience, autobiography, or imaginative fiction. According to BSNP (2006), the content of the material book is derived through written curricular analysis. The most significant teaching and learning resource is the textbook. A well organized and up to date book is critical for improving accomplishment quality.⁴⁵

According to Sheldon in Tambunan, textbooks were published resources aimed to help language learners enhance their linguistic and communication abilities. Books have been the most significant resources in ESL learning in particular settings because they help students think critically. An English teacher cannot teach students without textbooks in the teaching and learning activities because textbooks support teachers in offering instructions while the learning process is in progress.⁴⁶

According to the above mentioned definition of the textbook, the researcher believes that a textbook consists of information that would be taught to students

⁴² M. Syukron, "An Analysis on English Textbook Entitled Bahasa Inggris When English Rings A Bell for The Eighth Grade Students of Junior High School", Thesis: UIN Sulthan Thaha Saifuddin Jambi, 2020, p. 7.

⁴³ Nurayu Preliya Putri, "An Analysis of Writing Tasks in Bahasa Inggris Think Globally Act Locally Textbook for Ninth Grade Students of Junior High School", Thesis: UIN Raden Intan Lampung, 2019, p. 27.

⁴⁴ Alan Cunningsworth, *Choosing Your Coursebook*, ..., p. 7.

⁴⁵ Badan Standar Nasional Pendidikan, "Standar Isi Untuk Acuan Pendidikan Dasar dan Menengah", (Jakarta: BNSP, 2006).

⁴⁶ Monica Tambunan, "Content Analysis of English Textbook Interactive English Used in First Grade Juniorhigh School in 2013 Curriculum", *ETAL of Journal*, Vol. 1 (1), (HKBP Nommensen University, 2021), p. 20.

by the teacher and is based on the students' needs. It also aids in the achievement of goals and objectives in the teaching and learning process.

2. Kind of Textbook

However, there are two kinds of course books, according to Grant. Course books are classified into two types: traditional course books and communicative course books. They may be summed up as follows:⁴⁷

a. Traditional Course Book

Although it is used traditional here, traditional course book are still published today. So, the label is used to describe a type of course book, rather than the date it is published. The traditional course book tries to get students to learn the language as a system. Once they have learned the system, it is hoped that they are then equipped to use the language for their own purposes in any way they think fit.

Traditional course book have all most of these characteristics:

- 1) They tend to emphasis the forms, or patterns of language (the grammar) more than communicative functions of language the jobs we do using it, for example, asking for information, making requests, apologizing, asking the way, etc.
- 2) They tend to focus on reading and writing activities, rather than listening and speaking activities.
- 3) They often make use of great deal of first language.
- 4) They emphasis the importance of accuracy.
- 5) They tend to focus rather narrowly a syllabus and examinations.
- 6) They are often attractive to some teachers, because they seem easy to use, and are highly examination oriented.

Generally, the teacher able to use traditional textbooks without too much difficulty. The main problem with traditional textbooks are: students work through them, sometimes for years, and often conscientiously. Despite this, at

⁴⁷ Neville Grant, *Making the Most of Your Textbook*, (New York: Longman, 1989), p. 12-14.

the end of their studies they are still incapable of using the language. They may know its grammar (the system) but they cannot communicate in it. Moreover, teachers are required for one reason or another to use traditional textbooks. In this case, the teacher has a challenge: both to satisfy the syllabus, and to ensure that students using the textbook learn not just the forms of the language, but how to use them to communicate.

b. Communicative Course Book

Communicative course books try to solve this problem by creating opportunities for the students to use the language in the classroom, as a sort of “halfway house” before using it in real life. Communicative course books vary quite a lot, but very broadly they have the following characteristics:

- 1) They emphasize the communicative functions of language the jobs people using the language not only the forms.
- 2) They try to reflect the students’ needs and interests.
- 3) They emphasize skills in using the language, not just the forms of the language, and they are therefore activity-based.
- 4) They usually have a good balance among the four language skills, but many emphasize listening and speaking more than traditional course book does.
- 5) They tend to be very specific in their definition of aims.
- 6) Both content and method reflect the authentic language of everyday life.
- 7) They encourage work in groups and pairs, and therefore make heavier on teachers organizational abilities.
- 8) They emphasize fluency, not just accuracy.

A communicative activity means any classroom exercise that helps the students to use the language they have learned in the classroom in real life. The theory is simple: by doing things like these in the classroom, students would be more likely to be able to do them in real life.

3. Advantages and Disadvantages of Textbook

Using a textbook may provide us with several advantages. According to Graves in Eldasari, the advantages of using a textbook are as follows:⁴⁸

- a. It offers a syllabus for the course since the writers of the syllabus have decided what will be learned and in what sequence.
- b. It offers students security since they have a road map of the course
- c. It includes a collection of images, exercises, readings, and so on, saving the instructor time in searching for or generating such resources.
- d. It gives teachers a foundation for measuring students' learning.
- e. It may include supplementary resources (such as a teacher's handbook, a CD, worksheets, and a video).
- f. If all teachers utilize the same textbook, it ensures uniformity within a curriculum throughout a specific level.

Crawford cited in Richards and Renandya pointed out several advantages of using textbook during learning process in classroom, as follows:⁴⁹

- a. They provide structure and syllabus. Without textbooks, a programme may lack a central core, and students may not get a properly designed and constructed curriculum.
- b. They contribute in the standardisation of teachings. The usage of textbooks in a programme helps ensure that students in different classes acquire identical information and are thus tested in the same method.
- c. They ensure that the quality. When a well developed textbook is utilised, students are exposed to content that has been tried and tested, as based on sound learning concepts, and is well paced.
- d. They provided varieties of the learning processes. The usage of textbooks in a programme helps make sure that the students in different classes acquire identical information and are thus tested in the same method.

⁴⁸ Devitya Ika Eldasari, "Genre Analysis on Reading Passages of English Textbook Talk Active, Thesis: UIN Raden Intan Lampung. 2019. p. 30.

⁴⁹ Jack C. Richards, "Curriculum Development in Language Teaching", ..., p. 254.

- e. They were efficient. They save teachers time, allowing them to focus on teaching rather than material creation.
- f. They could provide an effective language models and input. Textbooks also help teachers whose first language is not English and who may be unable to provide proper linguistic input on their own.
- g. They could train all teachers. If the teacher has little teaching experience, the textbook and teacher instructions could also be used for basic teacher training.
- h. They were visually appealed. Commercial textbooks often have excellent design and production qualities, making them appealing to both students and teachers.

Based on the above descriptions, able to conclude that a textbook has become a vital instrument to aid in the learning process.

However, there are several disadvantages to using textbooks, which are as follows:⁵⁰

- a. They may contain non-authentic language.
Textbook sometimes present inauthentic language because texts, dialogues, and other aspects of content to be specially written to incorporate teaching points and are often not representative of real language use.
- b. They may distort content.
Textbook often present an idealized view of the world or fail to represent real issues. In order to make textbook acceptable in many different context, controversial topics are avoided and instead an idealized white middle class view of the world is portrayed as the norm.
- c. They may not reflect student's needs.
Because textbook are often written for global markets, they may not reflect the interest and needs of students and may require adaptation.
- d. They able to deskill teachers.

⁵⁰ Jack C. Richards, "*Curriculum Development in Language Teaching*", ..., p. 255-256.

If teachers use textbook as primary source, leaving the textbook and teacher's manual to make the major instructional decisions for them, the teacher's role would be reduced because the primary function is to present materials prepared by others.

- e. They are expensive.

Commercial textbook represent a financial burden for students in many part of the world.

Based on the explanation above, the researcher concludes that there is no such thing as a flawless textbook. They each have their own set of strengths and weaknesses. Before selecting a textbook as their guide in the teaching learning process, teachers must first analyze and decide on the textbook. In general, the role of a course book is to assist the teacher in teaching the topics and to make it simpler for students to grasp the materials provided.

4. Criteria of Textbook

There is some criteria a good textbook based on Jeremy Harmer, there are:⁵¹

- a. How expensive is the textbook? May the students afford it? Would they have to buy an accompanying work book? May they afford both? What about the teacher able to pay for the teachers book and tapes ?
- b. If the course available? Are all is components (students book, teachers book, workbook etc.) in the shops now? What about the next level (for the next term/semester)? Has it been published. is it available? What about tapes, videos and etc ?
- c. Is the book attractive? Does the teacher feel comfortable with it? Do the student like it? How user friendly is the design? Does it yet in the way of what the book is trying to do or does it enhance it?

⁵¹ Jeremy Harmer, The Practice of English Language Teaching 4th Edition, (Longman), p. 181-182.

- d. What kind of teaching and learning does the book promote? May teachers and students build appropriate ESA sequences from it? Is there a good balance between study and activation?
- e. Does the book cover the four skills reading, writing, speaking, listening adequately? Is there a decent balance between the skill? Are there opportunities for both study and activation in the skill work? Is the language of the reading and listening text appropriate? Are the speaking and writing tasks likely to engage the students interest?
- f. Is the syllabus of the book appropriate for your students? Does it cover the language points you would expect? Are they in the right order? Do the reading and listening texts increase difficulty as the book progresses?
- g. Does the book contain a variety of topics? Are they likely to engage the students interest? Does the teacher respond to them well? Are they culturally appropriate for the students? Are they too adult or too childish?
- h. Is there a good teachers guide? Is it easy to use? Does it have all the answers the teacher might need? Does it offer alternatives to lesson procedures? Does it contain a statement of intention which the teacher and students feel happy with?

Furthermore, there are four guidelines the textbook criteria according to Cunningsworth for more precise textbook criteria and as valuable guides: ⁵²

- a. Textbooks should be appropriate for the learner's needs. They should relate to the language learning program's goals and objectives. The goal and objectives might represent the needs of the learners in terms of both language content and communicative ability.
- b. The textbook should represent the uses (present or future) of the language that learners will make of it. Choose textbooks that would teach students learn to utilize language effectively for their own objectives.

⁵² Alan Cunningsworth, *Choosing Your Coursebook*, ..., 1995, p. 15-17.

- c. Textbooks should consider students' needs as learners and support their learning process, rather than dogmatically enforcing a hard "method".
- d. Textbooks should have a clear function in helping with learning. They, like teachers, function as a link between the target language and the student.

According to Amrina, there are several requirements for a good textbook based on Greene and Petty in Tarigan, which have made the approach to arrange the textbook has specific traits, as follows:⁵³

- a. The textbook should be relevant and interesting to the students as a result, they would be interested in utilizing textbooks.
- b. The textbook should be capable of motivating students.
- c. The textbook's material should be informative.
- d. The textbook should take linguistics to consideration. Otherwise the materials of the textbook are appropriate for the learner's ability, the materials of the textbook must be connected to the other study of science.
- e. The textbook should encourage learners' own involvement.
- f. The material of the textbook should be clear in writing so that the learners really aren't confused when using the textbook.
- g. Because that would be the learner's point of view, the textbook should have a clear point of view.
- h. The textbook should be able to provide balance and emphasize the importance of the learners.
- i. The textbook should be sufficient to facilitate individual variations.

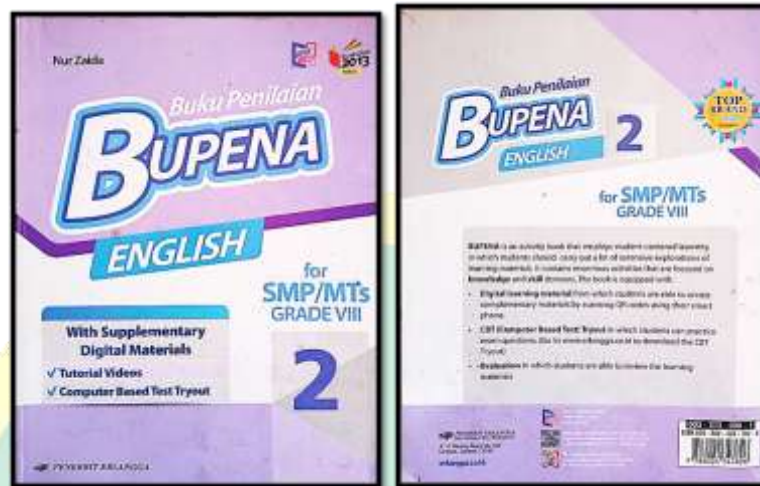
Based on the explanation above, in addition to an attractive design, textbooks must also pay attention to their contents according to curriculum standards. Textbooks are also used as learning resources that able to reached by all classes.

⁵³ Amrina, "An Analysis of Bahasa Inggris Textbook Used in The Second Grade Of Senior High School", Thesis: UIN Ar Raniry Aceh, 2018, p. 11.

CHAPTER III PROFILE OF THE BOOK

A. The Identity and Context of Bupena

Picture 3.1
Book cover



This research aims at a Bupena English textbook for SMP/MTs Class VIII. This is a student book released by Erlangga publishing in the year of 2018 as a reference for students learning English at school in order to apply the 2013 curriculum. Bupena has 213 pages and divided into 13 chapters. The detail information of Bupena:

Author : Nur Zaida
Editors : E. Tiyas Utami, Dwi Wahyu P.
Cover Designer : Didit Jakso Trenggono
Year of publication : 2018
Place of publication : Jakarta

As in picture 3.1 the book's cover was white and purple. The author's name, Nur Zaida, appears on the front of the book, as has been the title, "Buku Penilaian Bupena English for SMP/MTs Grade VIII," which is in bold and practically fills the centre of the book. Bupena was developed in response to the new 2013 curriculum, and it includes supplemental digital content that able to accessed separately via the Erlangga website. On the back cover of the book, there is an inscription with the title of the book in a smaller font than on the

front cover. There is also a top brand adolescents award emblem, indicating that the book is a best book candidate.

This book is supplied to schools as the primary book or as a companion book to government books. Bupena's book includes additional practice questions based on curricular objectives, with student-centered learning in which students are encouraged to explore their own learning materials. English learning process was limited and moved to the Bupena as an assignment book for students to undertake during the online learning session at SMP Negeri 1 Wangon. Bupena comes with digital learning resources, which may be accessed by scanning a QR code with a smartphone. Students may undertake the CBT tryout exercises by going to the Erlangga website and downloading the software. This book also includes an evaluation at the conclusion of each session for students to study on their own.

B. The Structure and Content of Bupena

Nur Zaida's Bupena English for SMP/MTs Grade VIII features 213 pages and 13 chapters that give basic competencies, objectives, brief content, tasks, as well as a scoring rubric for grading as well as evaluating each chapter, end of term, and references. There are cover pages, copyright pages, introductory pages, a table of contents page, and an author's identification page in addition to the 13 chapters. This Bupena book is not too thick, with a thickness of 1 cm, a length of 26 cm, and a width of 21 cm. Bupena is also assigned the ISBN 978-602-434-782-6. Here below the content of Bupena:

Table 3.1
Content of Each Chapter

| Chapter | Title | Content each chapter |
|---------|--------------------------|--|
| 1 | Wow! It's Great! | <ul style="list-style-type: none"> • Basic competence 3.1 and 4.1 • Objectives • Assignment • Scoring rubric • Evaluation |
| 2 | Can You Play the Guitar? | <ul style="list-style-type: none"> • Basic competence 3.2 and 4.2 • Objectives • Assignment • Evaluation |

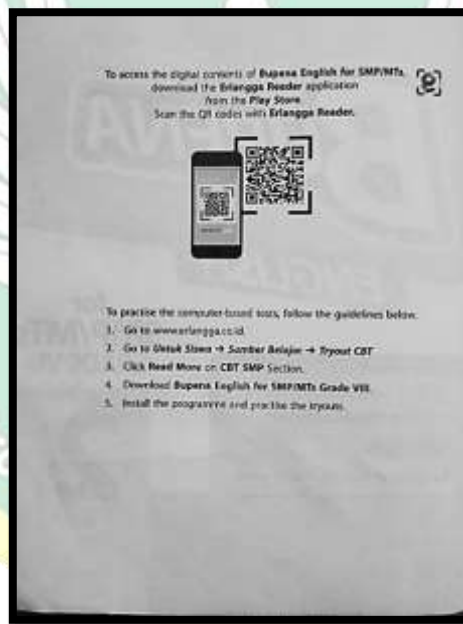
| | | |
|---------------|--|--|
| 3 | Sweet Sweepers Should Have Higher Salaries | <ul style="list-style-type: none"> • Basic competence 3.3 and 4.3 • Objectives • Assignment • Evaluation |
| 4 | May I Borrow Your Book? | <ul style="list-style-type: none"> • Basic competence 3.4 and 4.4 • Objectives • Assignment • Scoring rubric • Evaluation |
| 5 | Congratulations | <ul style="list-style-type: none"> • Basic competence 3.5 and 4.5 • Objectives • Assignment • Scoring rubric • Evaluation |
| 6 | Collect a Lot of Books | <ul style="list-style-type: none"> • Basic competence 3.6 and 4.6 • Objectives • Assignment • Evaluation |
| 7 | I Do My Homework Everyday | <ul style="list-style-type: none"> • Basic competence 3.7 and 4.7 • Objectives • Assignment • Scoring rubric • Evaluation |
| End of Term 1 | | |
| 8 | What Are You Doing? | <ul style="list-style-type: none"> • Basic competence 3.8 and 4.8 • Objectives • Assignment • Evaluation |
| 9 | Alex Is Younger Than Donny | <ul style="list-style-type: none"> • Basic competence 3.9 and 4.9 • Objectives • Assignment • Scoring rubric • Evaluation |
| 10 | What Did You Do Yesterday? | <ul style="list-style-type: none"> • Basic competence 3.10 and 4.10 • Objectives • Assignment • Evaluation |
| 11 | Telling About Past Events | <ul style="list-style-type: none"> • Basic competence 3.11 and 4.11 • Objectives • Assignment • Scoring rubric • Evaluation |

| | | |
|---------------|---------------------------|--|
| 12 | Attention, Please | <ul style="list-style-type: none"> • Basic competence 3.12 and 4.12 • Objectives • Assignment • Scoring rubric • Evaluation |
| 13 | This Is My Favourite Song | <ul style="list-style-type: none"> • Basic competence 3.13 and 4.13 • Objectives • Assignment • Evaluation |
| End of Term 2 | | |

Based on above table, here the description of Bupena content:

a. QR Code

Picture 3.2
QR Code

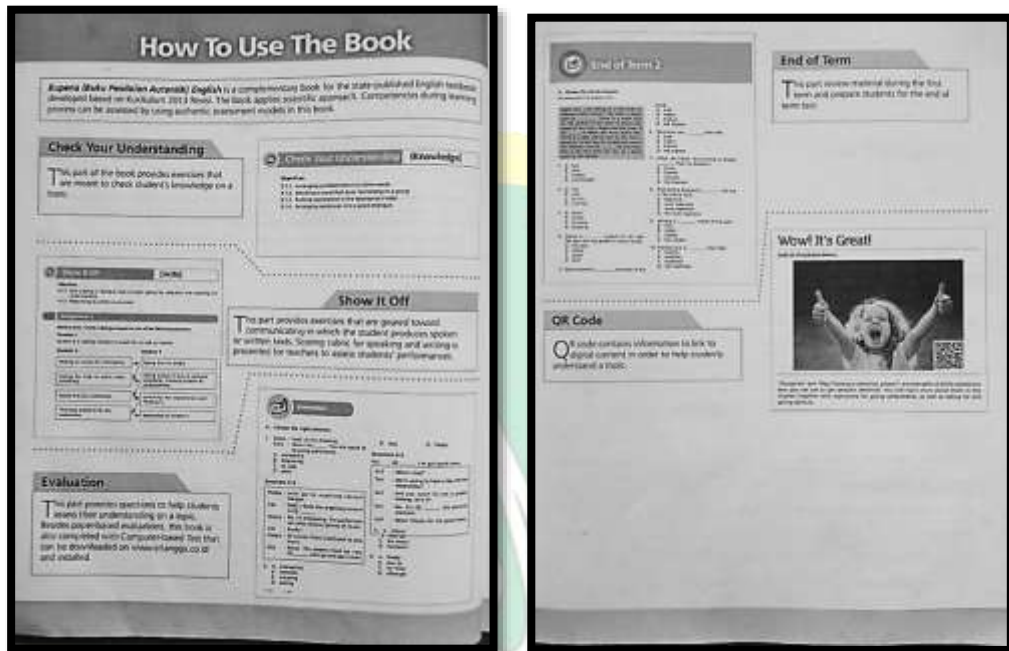


Bupena's first page is similar to that of other textbooks with a Roman page cover, copyright, prologue, how to use the book, and a list of content. Page ii features a QR code to access the digital material of Bupena by scanning the QR code, which contains CBT tryouts as a learning resource and as an exercise in performing test questions, which separates it from other publications. A brief explanation from the prologue page that there is an

evaluation criteria in this book that may be used to test each student's knowledge and skills.

b. How To Use The Book

Picture 3.3
How To Use The Book



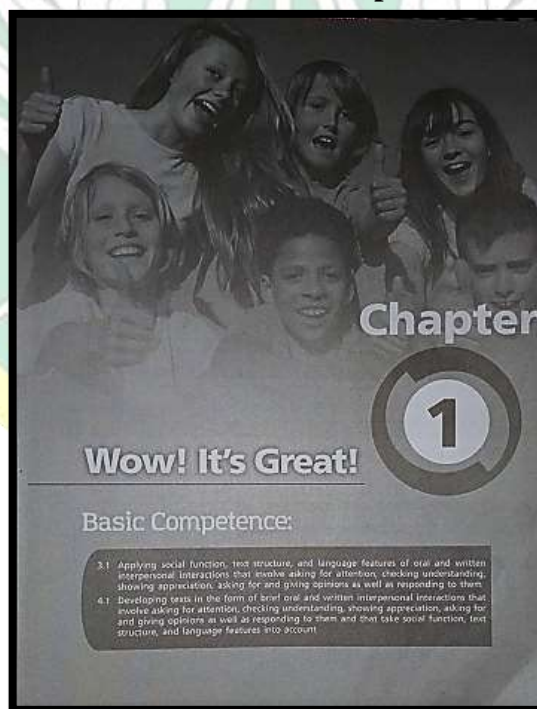
The page shows how to use the book, which is mapped in a box that connects to each other like a mind map. Each box offers a brief explanation of five topics from the book, as well as a check for understanding (knowledge) aims to assess students' abilities before entering a learning chapter, and show it off (skills) in the form of questions that emphasize speaking and writing skills, accompanied by scoring rubrics, evaluation at the end of each chapter to review the chapters that have been studied, end of the term containing practice questions as a whole every 1 semester, and QR code. An introduction, how to use the book, a list of contents, chapters 1-7, end of term 1, chapters 8-13, end of term 2, a reference list, and picture acknowledgement are all included in the list of contents.

c. Introduction Chapter

At the beginning of each chapter's introduction, there is a basic competency that is separated into two objectives. The initial goal is to evaluate students' understanding with simple questions as a warm-up before diving into the main learning topic. The second aim delves further by testing students' abilities with practice problems one level above the first. The second objective explores further by testing students' abilities with practice problems one level above the first. The second objective includes a scoring rubric to test students' understanding of linked learning subjects.

The curriculum for 2013 is referenced in each chapter of the content. Chapter 1 is one of the 13 chapters and is entitled "Wow! It's Great!" To begin a material, there is an opening image/background connected to the material in it on the front cover.

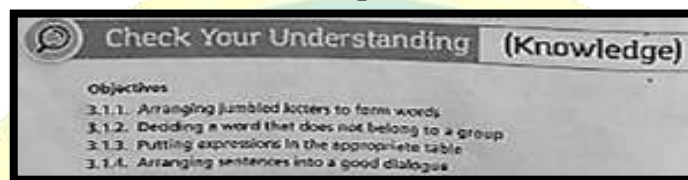
Picture 3.4
Introduction Chapter



There are also two fundamental competences (KI/KD) listed on that page:
3.1 Applying a social function, text structure, and language features of oral and written interpersonal interactions that involve asking for attention,

checking to understand, showing appreciation, asking for and giving opinions as well as responding to them. 4.1 Developing texts in the form of brief oral and written interpersonal interactions that involve asking for attention, checking to understand, showing appreciation, asking for and giving opinions as well as responding to them and that takes a social function, text structure, and language features into account. The following page describes each KI/KD.

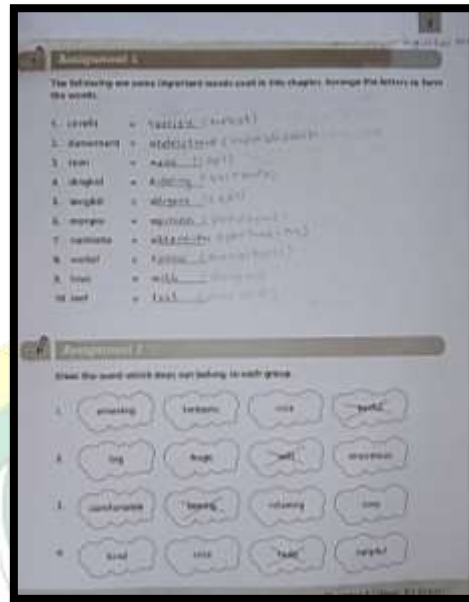
Picture 3.5
Basic Competence 3.1



Page 2 provides some background information on the upcoming chapter, which is about appreciating, asking for, and offering views. There is fundamental competency 3.1 in the form of "check your understanding (knowledge)" in this part, which means students are tested with practice problems as a warm-up to determine the amount of students' basic knowledge regarding the content to be covered. There are 4 objectives of "check your understanding (knowledge)" such: *3.1.1. Arranging jumbled letters to form words; 3.1.2. Deciding a word that does not belong to a group; 3.1.3. Putting expressions in the appropriate table; 3.1.4. Arranging sentences into a good dialogue.* It is applied to the practice questions below based on each of the objectives listed above:

d. Assignment

Picture 3.6
Assignment 1-2



The activities in "assignment 1" are organized in accordance with objective 3.1.1, which requires students to arrange letters to produce the right words. Meanwhile, for 'assignment 2,' students are requested to mark out any words that do not belong to one of the groups.

There are practice questions to test students' abilities, which are similar to above objective often known as "show it off (skills)," are oriented at communication and involve the learner producing spoken or written texts. Students are directed in this area to improve their ability to understand speaking and writing abilities. A scoring rubric is also supplied to help teachers evaluate students' performance. There are 2 objectives 4.1, namely: *4.1.1. Role-playing a dialogue that includes asking for attention and checking for understanding; 4.1.2. Responding to a letter or an e-mail.* Below are examples of questions from object 4.1 in deepening skills.

e. Assignment 1 and Scoring rubric

Picture 3.7
Assignment 1 and Scoring rubric

The image shows two screenshots from a language learning application. The left screenshot is titled 'Show it Off (Skills)' and contains a dialogue exercise. It lists objectives: '4.1.1. Role playing a dialogue that involves asking for attention and checking for understanding' and '4.1.2. Role playing a letter of invitation'. Below this, it presents 'Situation 1' where Student A asks for help with a reading and Student B provides instructions. The dialogue steps are: Student A asks for help, Student B explains, Student A asks for clarification, and Student B responds. The right screenshot is titled 'Situation 2' and shows a dialogue where Student A asks for information and Student B provides it. Below the dialogue is a 'Scoring Rubric' table with columns for 'Criteria' and 'Score'. The criteria include Content, Language, Fluency, and Performance. A legend at the bottom indicates: 1 = good, 2 = average, 3 = good, 4 = excellent, 5 = perfect. Final Score = 20.

Assignment above relates to objective 4.1.1, which requires students to work in groups to create dialogues based on prepared scenarios. The first example is student breading as student an attempts to converse with student B. Situation two is a little different in that student A attempts to approach student B for information. The steps in the box are offered to each scenario as a guideline for the learner to work on the discourse. As a result of the dialogue, students are invited to perform a role, which the teacher will grade using the given scoring rubric.

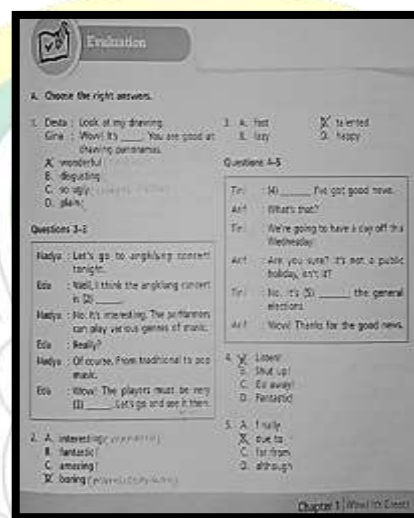
Picture 3.8
Assignment 2 and Scoring rubric

The image shows two screenshots from a language learning application. The left screenshot is titled 'Assignment 2' and contains a dialogue exercise. It lists objectives: '4.1.1. Role playing a dialogue that involves asking for attention and checking for understanding' and '4.1.2. Role playing a letter of invitation'. Below this, it presents 'Situation 1' where Student A asks for help with a reading and Student B provides instructions. The dialogue steps are: Student A asks for help, Student B explains, Student A asks for clarification, and Student B responds. The right screenshot is titled 'Situation 2' and shows a dialogue where Student A asks for information and Student B provides it. Below the dialogue is a 'Scoring Rubric' table with columns for 'Criteria' and 'Score'. The criteria include Content, Language, Fluency, and Performance. A legend at the bottom indicates: 1 = good, 2 = average, 3 = good, 4 = excellent, 5 = perfect. Final Score = 20.

This assignment about messaging. Students are instructed to act as the recipient and respond to messages by select one of the messages offered in the box. Based on the selected messages, students write what answer they will communicate. The teacher will grade the exercise of writing a response to a message using the scoring rubric: writing.

f. Evaluation

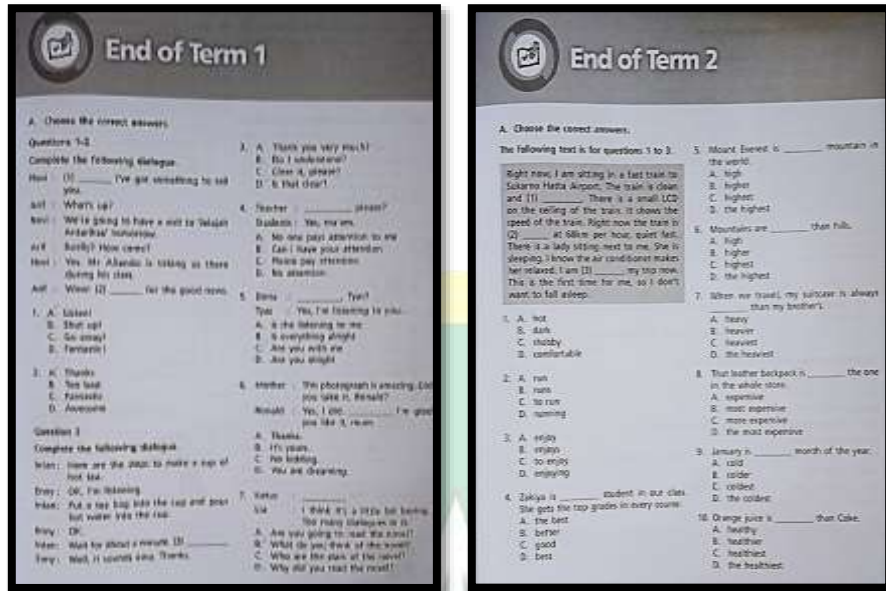
Picture 3.9
Evaluation



At the end of each chapter in Bupena, there is an evaluation consisting of many multiple-choice questions and entries or essays to assess the students' understanding of the topics covered. In addition to the above-mentioned paper examination, there are CBT or computer-based test questions that may be viewed and downloaded from the Erlangga website.

g. End of Term

Picture 3.10
End of Term



At the end of learning, there are two end terms for each semester. The conclusion of term 1 is dedicated reviewing all of the content covered in chapters 1–7 in the form of a test and the end of term 2 (chapters 8-13) preparing students for the end-of-term exam. While the conclusion of term 2 is an overall practice question formed from the content in chapters 1-chapters 13 to test students' skills based on the outcomes of studying the subjects that have been taught using a grading methodology. This book's last page includes a brief reference list, picture acknowledgments, and the name of the book's authoring team.

CHAPTER IV

FINDING AND DISCUSSION

Researcher provided the analysis of data and results from the research questions indicated in the first chapter in this study., there are “What are the types of writing task in Bupena English textbook for the eighth grade based on raimes theory?” and “Whether the Bupena English textbook consider a good book?”. This part shows the finding about the writing tasks that are appropriate with the criteria of writing task as on Raimes from chapter 1 until 13. There are 102 assignments and 13 evaluations in the Bupena textbook being analyze. There is only 67 writing tasks that meet the kind of writing task as suggested by Raimes.

A. The Writing Task in Bupena English Textbook for the Eighth Grade Based on Raimes Theory

The researcher would explain the writing task that are appropriate with the criteria of writing task as on Raimes into table. The first table is general kind of writing tasks in Bupena English textbook based on Raimes theory. The second is writing tasks based on three types of task by Raimes. Based on the analysis of Bupena English textbook for the eighth grade it is found there are 67 kinds of writing task based on Raimes theory which consist of 48 controlled writing, 0 translation, 19 free writing. The details about the Bupena English textbook in the table below.

Table 4.1
Analysis of Writing Task Provided in Bupena

| No | The Type of Writing Task on Raimes | Writing Task in Bupena | Amount | Provided | Not Provided |
|----|------------------------------------|--|--------|----------|--------------|
| 1. | a. Addition | C.2/A.2/P.20, C.3/A.3/P.34, C.3/A.6/P.36, C.3/A.1/P.37, C.6/A.3/P.74, C.6/A.4/P.75, C.6/A.5/P.75, C.7/A.2/P.87-89, C.9/A.5/P.125-126 | 9 | ✓ | |

| | | | | | |
|--------------------|------------------------|--|----|---|---|
| Controlled Writing | b. Question Answer | C.5/E.5/P.70, C.8/A.3/P.115-116, C.10/A.4/P.139-140, C.10/A.5/P.140, C.10/A.2/P.144-145, C.11/E.11/P.170, C.13/A.1/P.198 | 7 | ✓ | |
| | c. Dictation | - | - | | ✓ |
| | d. Cloze test | C.10/A.7/P.142 | 1 | ✓ | |
| | e. Summary Writing | C.11/A.4/P.155-156 | 1 | ✓ | |
| | f. Conversion | C.2/A.2/P.26, C.3/A.2/P.38, C.10/A.4/P.146-147, C.10/E.10/P.150 | 4 | ✓ | |
| | g. Scrambled Paragraph | C.11/A.2/P.153 | 1 | ✓ | |
| | h. Sentence Ordering | C.2/A.4/P.22, C.5/A.5/P.36, C.6/A.2/P.80, C.11/A.1/P.153 | 4 | ✓ | |
| | i. Sentence Combining | C.2/E.2/P.30 | 1 | ✓ | |
| | j. Fill in The Blanks | C.2/A.3/P.20, C.3/A.2/P.34, C.5/A.1/P.57, C.5/A.2/P.58, C.5/A.2/P.63, C.6/A.9/P.78, C.7/A.4/P.91, C.7/A.5/P.92, C.7/A.4/P.96, C.7/E.7/P.100, C.8/A.1/P.109, C.9/A.1/P.121-123, C.9/A.4/P.124, C.10/A.3/P.138, C.10/A.3/P.145-46, C.11/A.3/P.154, | 20 | ✓ | |

| | | | | | | |
|--------------|--------------|--|--|----|----|---|
| | | | C.11/A.5/P.177-179, C.11/A.7/P.180, C.13/A.3/P.197, C.13/E.13/P.202 | | | |
| | | | 48 | | 9 | 1 |
| 2. | Translation | a. Direct Translation of Whole Sentences | - | | | ✓ |
| | | b. Fill in The Blanks with Translation | - | | | ✓ |
| | | | 0 | | | 2 |
| 3. | Free Writing | a. Free Composition | C.2/A.1/P.23-25, C.3/A.3/P.39, C.3/A.4/P.39, C.6/A.3/P.80, C.6/E.6/P.84, C.7/A.3/P.95-96, C.8/A.1/P.113-114, C.8/A.2/P.114, C.8/E.8/P.118, C.9/A.3/P.130 | 10 | ✓ | |
| | | b. Writing Based on The Topic | C.1/A.1/P.10, C.5/A.3/P.65, C.6/A.4/P.81, C.7/A.1/P.93, C.7/A.2/P.94, C.11/A.3/P.165, C.12/A.4/P.177, C.12/A.2/P.186, C.12/A.3/P.186 | 9 | ✓ | |
| | | | 19 | | 2 | |
| Total | | | 67 | | 11 | 3 |

Each kind of task has some types. The first one, there are 10 tasks from controlled writing provided in the textbook. 9 tasks from addition, 7 tasks question answer. Each of cloze test, summary writing, scrambled paragraph and sentence combining only has 1 task. Conversion and sentence ordering has 4 tasks. None for dictation also the most dominant are 20 tasks from fill in the blank without translation. From translation no one writing tasks found. The last, free writing there are 2 types such 10 tasks from free composition and write based on the topics has 9 tasks.

The result of this research above can be concluded that from the 67 kind on writing task as on Raimes theory, 3 kinds of writing task provided in this textbook has 1 task and the most dominant tasks found in controlled writing with fill in the blank without translation has 20 tasks. The table below contains information on the sort of writing task for each category in the Bupena English textbook.

1. Controlled Writing

Guide writing is another name for controlled writing. Using proper grammar in this writing includes sentence structure, punctuation, and word choice, all of which are highlighted. The table below contains information on the many kinds of writing tasks found in Bupena's English textbook. There are ten tasks, however only one is not in the book.

Table 4.2
Controlled Writing Task

| No | Controlled Writing | Writing Task in Bupena | Amount |
|----|--------------------|--|--------|
| 1. | a. Addition | C.2/A.2/P.20, C.3/A.3/P.34, C.3/A.6/P.36, C.3/A.1/P.37, C.6/A.3/P.74, C.6/A.4/P.75, C.6/A.5/P.75, C.7/A.2/P.87-89, C.9/A.5/P.125-126 | 9 |

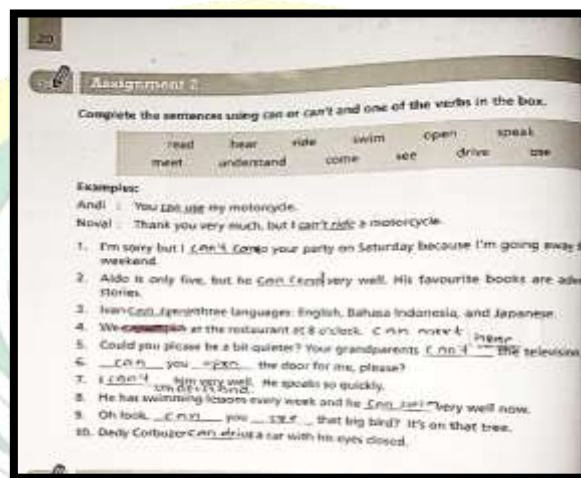
| | | |
|---------------------------|--|-----------|
| b. Question Answer | C.5/E.5/P.70, C.8/A.3/P.115-116, C.10/A.4/P.139-140, C.10/A.5/P.140, C.10/A.2/P.144-145, C.11/E.11/P.170, C.13/A.1/P.198 | 7 |
| c. Dictation | - | - |
| d. Cloze Test | C.10/A.7/P.142 | 1 |
| e. Summary Writing | C.11/A.4/P.155-156 | 1 |
| f. Conversion | C.2/A.2/P.26, C.3/A.2/P.38, C.10/A.4/P.146- 147, C.10/E.10/P.150 | 4 |
| g. Scrambled Paragraph | C.11/A.2/P.153 | 1 |
| h. Sentence Ordering | C.2/A.4/P.22, C.5/A.5/P.36, C.6/A.2/P.80, C.11/A.1/P.153 | 4 |
| i. Sentence Combining | C.2/E.2/P.30 | 1 |
| j. Fill in The Blanks | C.2/A.3/P.20, C.3/A.2/P.34, C.5/A.1/P.57, C.5/A.2/P.58, C.5/A.2/P.63, C.6/A.9/P.78, C.7/A.4/P.91, C.7/A.5/P.92, C.7/A.4/P.96, C.7/E.7/P.100, C.8/A.1/P.109, C.9/A.1/P.121- 123, C.9/A.4/P.124, C.10/A.3/P.138, C.10/A.3/P.145-46, C.11/A.3/P.154, C.11/A.5/P.177-179, C.11/A.7/P.180, C.13/A.3/P.197, C.13/E.13/P.202 | 20 |
| Total | | 48 |

The description of controlled writing provided in the textbook are as follow:

a. Addition

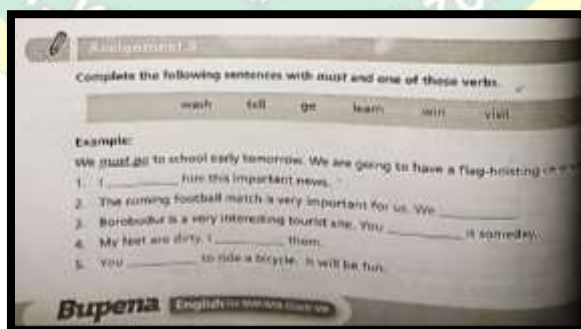
The first type of controlled writing task involves the process of combining a word, noun phrase, and verb to form a complete sentence. Here is another example of addition.

Picture 4.1
Task of C.2/A.2/P.20



From the writing task above, C.2/A.2/P.20 the students are asked to complete the sentences using “can or can’t” and choose the suitable verbs in the box.

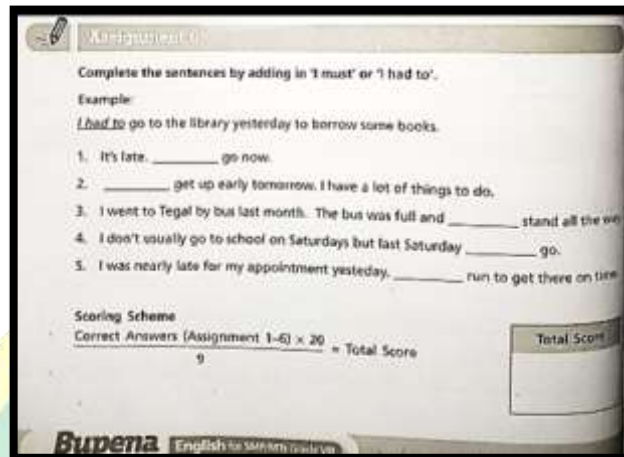
Picture 4.2
Task of C.3/A.3/P.34



Also in C.3/A.3/P.34 the students are asked to complete the sentences by adding the word “must” and choose one of these verbs in the box. By doing writing task, the students are able to understand the use of modal

in the sentences and choose the correct word choice which is suitable in the sentences.

Picture 4.3
Task of C.3/A.6/P.36

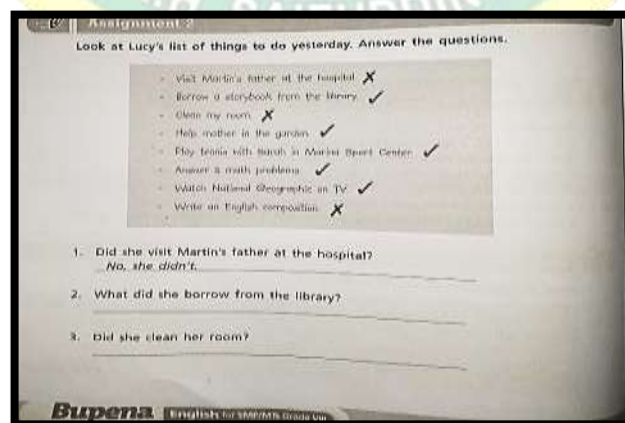


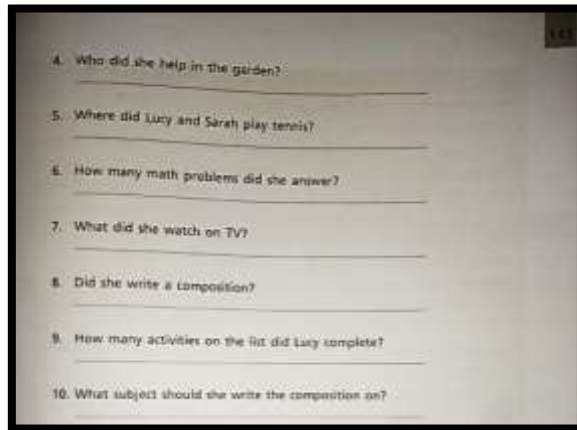
C.3/A.6/P.36, such as the example questions above, requires students to complete by adding “I must or I had to”. The examples of writing tasks provided here are intended to help students comprehend the use and function of modals in sentences.

b. Question Answer

Question answers are questions being asked to students, and students must respond in order to build good sentences based on the content. In this below are some example from question answer.

Picture 4.4
Task of C.10/A.2/P.144-145





In writing task C.10/A.2/P.144-145, students are required to answer questions based on a list of Lucy's activities from the day before. In contrast to the previous two categories of questions, which must answer questions based on brief messages and must construct a phrase with the answer in it.

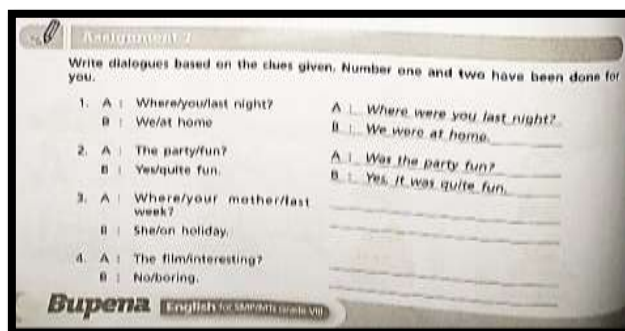
c. Dictation

Dictation was listen from the audio or the speaker in the passage and the students complete the sentences or filled in the blanks based on their heard on audio. In textbook hasn't found this type.

d. Cloze Test

A cloze test is an activity in which particular words are deleted from a passage of text. The writing activity taught students improve their ability to complete conversations. There is just one cloze test task available.

Picture 4.5
Task of C.10/A.7/P.142



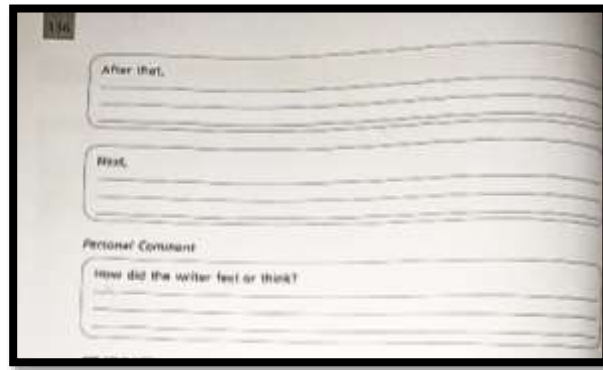
In this task, the students are demanded to write the dialogues based on the clues given. This instruction asks the students write the dialogues with the correct sentences into past forms. Before doing it, the students must understand simple past tense.

e. Summary Writing

The fundamental principle of summary writing is to write the key idea based on the content. Students are instructed to write down key thoughts based on stories. Students must read the preceding section's text before beginning the task. Students must understand the basic structure of a recount text. Students are supposed to categorise the text using the text's components.

Picture 4.6
Task of C.11/A.4/P.155-156



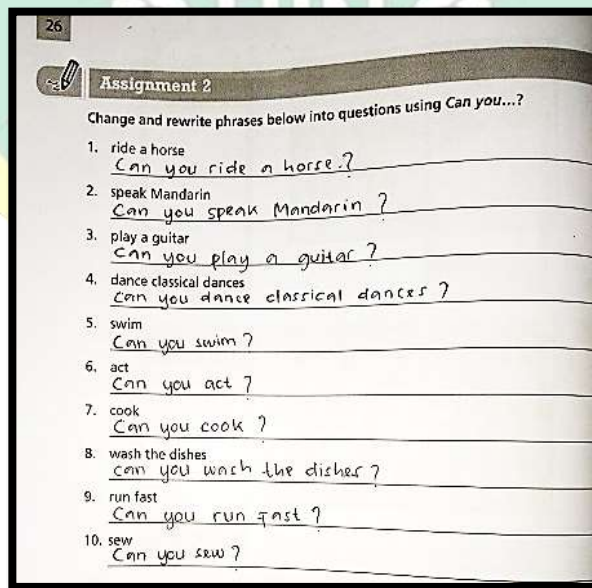


The writing task above helps the students' capability in writing summary from a recount text. The instruction requires the students to write the main ideas based on the story. Before doing the task, the students should read the story. The students have to master the generic structure of recount text. The students are expected to classify the text based on the text element.

f. Conversion

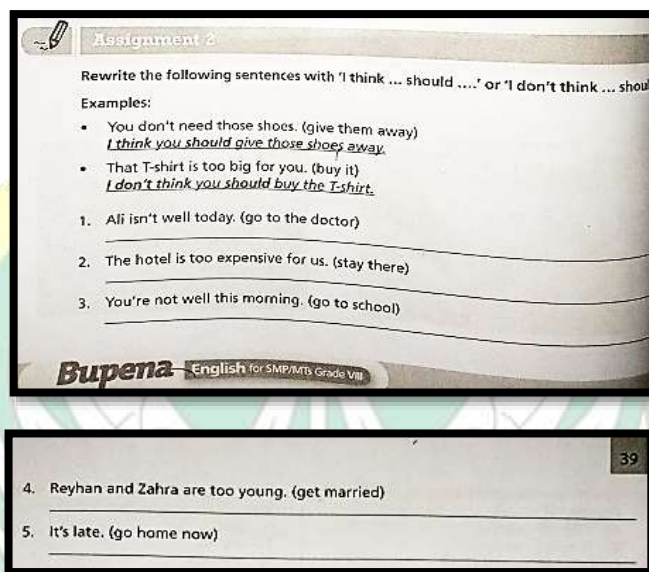
Conversion is the process of rewriting or modifying written content based on orders.

Picture 4.7
Task of C.2/A.2/P.26



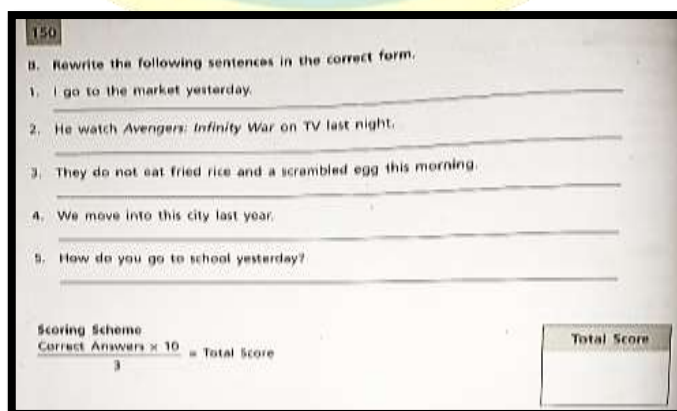
The writing task above asks the students to change and rewrite the phrases. Conversion is a process of replacing text written or changed appropriates the command. In task C.2/A.2/P.26 the instruction requires the students to change and rewrite the phrases into questions using “Can you ...?”.

Picture 4.8
Task of C.3/A.2/P.38



Also in C.3/A.2/P.38 the students rewrite the sentences with “I think ... should ... ” or “I don’t think ... should ...” as examples given. Before doing it, the students must understand about modals. The students are helped to learn way to make questions using modals.

Picture 4.9
Task of C.10/E.10/P.150

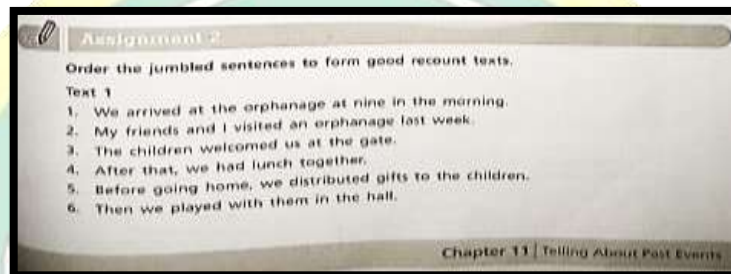


A writing task C.10/E.10/P.150 requires students to rephrase sentences in the proper sentence form. The purpose of conversion is to be able to turn regular sentences into irregular, active into passive, present tense into past tense, and continuous tense.

g. Scrambled Paragraph

A scrambled paragraph is one that is not in logical order or has sentences that are not in logical sequence. There is just one scrambled paragraph task available.

Picture 4.10
Task of C.11/A.1/P.153

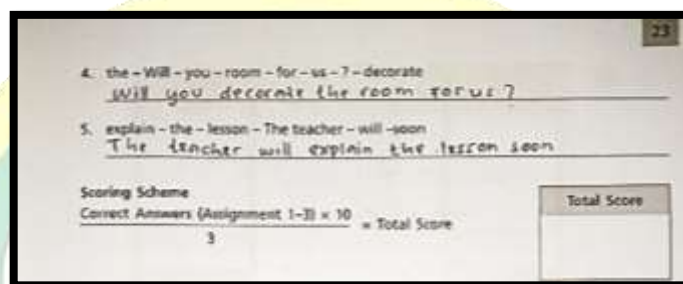
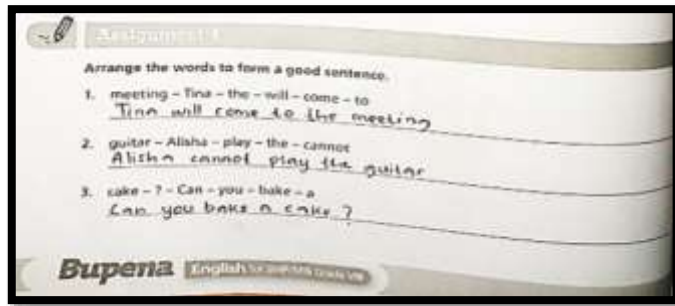


The writing task above improves the students' ability to arrange jumbled sentences. The instruction expects the students order the jumbled sentences to form good recount texts. Then, the students have to arrange the jumbled sentence into a good recount. After doing this task, the students able to improve their ability in arranging paragraph in writing recount text.

h. Sentence Ordering

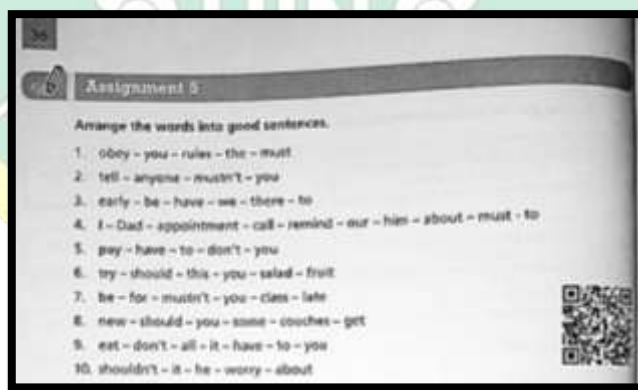
Sentence ordering is the process of arranging sentences in a logical sequence to increase coherency and correctness in the text.

Picture 4.11
Task of C.2/A.4/P.22



The task C.2/A.4/P.22 above ask the students to arrange the sentences into a good sentence. Students are required to rearrange random statements using words or forms into whole sentences.

Picture 4.12
Task of C.5/A.5/P.36

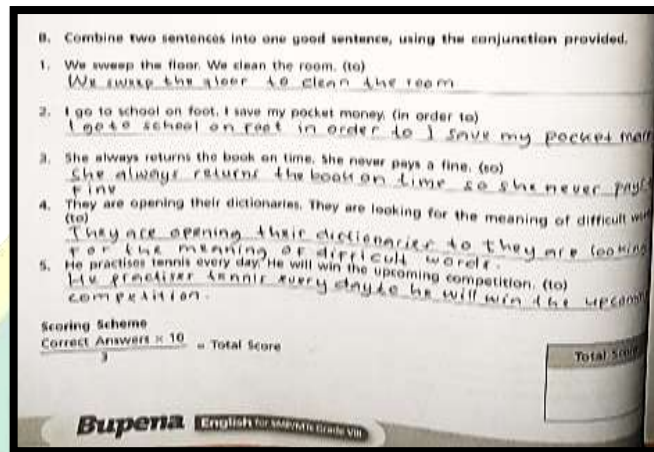


The writing task above improves the students' ability to arrange jumbled conversations. The instruction expects the students arrange the jumbled conversations into a good order. After doing this task, the students able to improve their ability in arranging sentences in asking and giving information related to invitations, permissions, instructions, so on.

i. Sentence Combining

Sentence combining is an instructional method that teaches students how to combine two or more basic sentences or compound sentences to generate a more complicated sentence using conjunction.

Picture 4.13
Task of C.2/E.2/P.30

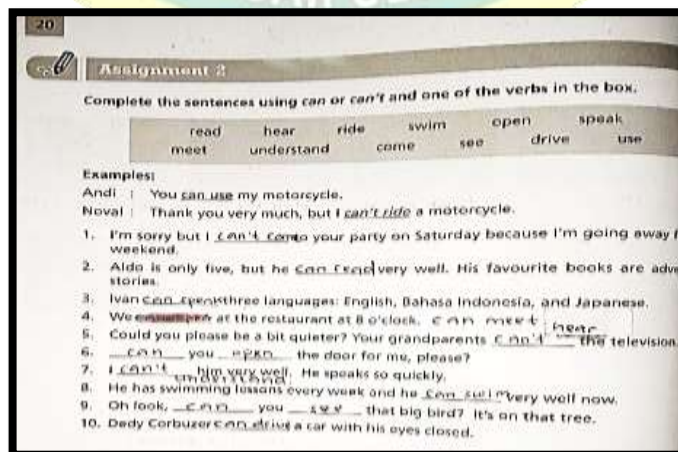


From the writing task above, the students must combine two sentences into one sentence using the conjunction provided. The form of the sentence is a compound sentence. After doing the writing task, the students must know the conjunction in sentences.

j. Fill in the Blanks

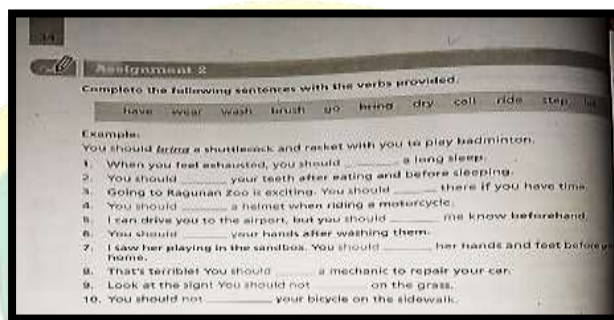
Fill in the blanks is a form of question or phrase in which one or more words are replaced by a blank line and the missing word is added.

Picture 4.14
Task of C.2/A.3/P.20



Fill in the blanks without translation is a type of question or phrase with one or more words replaced with a blank line and to add the missing word. Based on the writing task above, it can be seen that the task improves the students' ability in completing gap in the form of dialogue. The students have to complete the blank dialogues with the sentences in the box.

Picture 4.15
Task of C.3/A.2/P.34



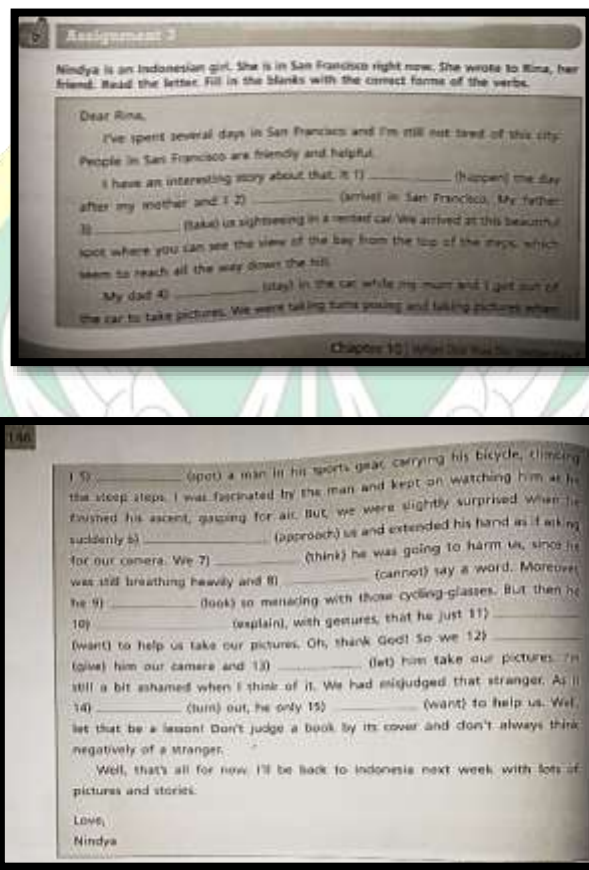
The writing task above ask the students in completing gap in the form of sentences. The students have to complete the blank with the verbs provided in the box. Before doing the task, the students must know the meaning of the verb in the box. Because the task expects the students to fill in the blanks with the most suitable verb or choose one from many options to match with the sentences.

Picture 4.16
Task of C.7/A.4/P.91



C.7/A.4/P.91 requires students to finish sentences by filling in the blanks in the right manner using verbs in parentheses based on the examples that have been answered. Fill in the gaps assists students with indirectly memorizing vocabulary in English so that students may finish sentences based on the proper terminology.

Picture 4.17
Task of C.10/A.3/P.145-146



The writing activity of C.10/A.3/P.145-146 differs from the one before in that there is no vocabulary to help students create sentences; instead, students complete phrases based on the tenses of the verb.

2. Translation

The process of converting written text from one language into another is known as translation. Text or words that have been correctly translated would communicate the same meaning, emotion, and intent as the original message.

Table 4.3
Translation Writing Task

| No | Translation | Writing Task in Bupena | Amount |
|-------|--|------------------------|--------|
| 2. | a. Direct Translation of Whole Sentences | - | - |
| | b. Fill in The Blanks with Translation | - | - |
| Total | | | 0 |

The type translation of writing task aren't provided in the textbook, they are:

- a. Direct translation of whole sentences is to translate all sentences in paragraphs correctly and accordingly. In this part hasn't found this type.
- b. Fill in the blanks with translation are complete the sentence from missing word and replace a blank line with translation. Almost fill the blanks only fill the sentences with verbs, words, or phrases not translation. The researcher hasn't found this type in the Bupena.

3. Free Writing

Free writing is the activity of writing down all of your thoughts without pausing and without concern for spelling, punctuation, or other writing norms. This expands individual's understanding and helps in the production of written language.

Table 4.4
Free Writing Task

| No | Free Writing | Writing Task in Bupena | Amount |
|-------|-------------------------------|--|--------|
| 3. | a. Free Composition | C.2/A.1/P.23-25, C.3/A.3/P.39, C.3/A.4/P.39, C.6/A.3/P.80, C.6/E.6/P.84, C.7/A.3/P.95-96, C.8/A.1/P.113-114, C.8/A.2/P.114, C.8/E.8/P.118, C.9/A.3/P.130 | 10 |
| | b. Writing Based on The Topic | C.1/A.1/P.10, C.5/A.3/P.65, C.6/A.4/P.81, C.7/A.1/P.93, C.7/A.2/P.94, C.11/A.3/P.165, C.12/A.4/P.177, C.12/A.2/P.186, C.12/A.3/P.186 | 9 |
| Total | | | 19 |

The description of free writing provided in the textbook are as follow:

a. Free Composition

Free composition in writing is a task that allows learners to express themselves free in their writing.

Picture 4.18
Task of C.3/A.3/P.39

Assignment 3

Write some things that you, your friends, or family have to or had to do.

- _____
- _____
- _____
- _____
- _____

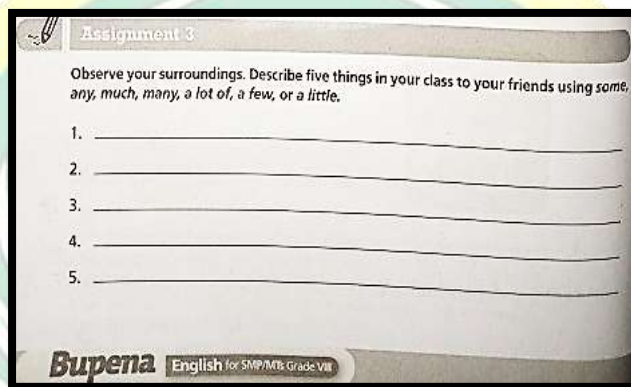
Assignment 4

Write 5 (five) things students in your school must do.

- _____
- _____
- _____
- _____
- _____

From the writing task above, the students understand about modals. After the students understand this material, the students write some things that their have to or had to do. In the writing task above, the students are expected to describe five things in their class. Before doing the material above, the students understand quantifiers. After the students understand this material, the students write five things in the class using some, any, much, many, a lot of, a few, or a little. After doing the writing task, the students able to write sentences quantifiers.

Picture 4.19
Task of C.6/A.3/P.80



Assignment 3

Observe your surroundings. Describe five things in your class to your friends using *some, any, much, many, a lot of, a few, or a little*.

1. _____
2. _____
3. _____
4. _____
5. _____

Bupena English for SMP/MTs Grade VII

In the writing task above, the students are expected to describe five things in their class. Before doing the material above, the students understand quantifiers. After the students understand this material, the students write five things in the class using some, any, much, many, a lot of, a few, or a little. After doing the writing task, the students able to write sentences quantifiers.

Picture 4.20
Task of C.7/A.3/P.95

Assignment 3

Look at the animals. Write five sentences of their typical day and factual things about them.

- Elephant usually lives in a colony.
- It is an enormous mammal.
- It takes mud baths every day.
- It is herbivorous.
- It has a trunk and a pair of tusks.

Chapter 7 | Do My Homework | 95

b. Writing Based on the Topic

This writing task include writing based on the topic requires students to write the text with the topic appropriate to make the good text. The tasks improves the student's ability in writing dialogue based on the situations.

Picture 4.21
Task of C.5/A.3/P.65-66

Assignment 3

Write a greetings card. Choose one of the following situations.
Decorate your card with picture.

- One of your friends is sick.
- One of your friends moves into a new house.
- You want to express gratitude.
- Your friend celebrates Eid ul-Fitr, Christmas, Nyepi, or other celebration.
- Your friend got the second prize in a competition (mention the kind of competition, for example, running, and telling a story.)

66

Write your card here:

Scoring Rubric: Writing

| Aspects | Criteria | Score (1-5) |
|------------------------|---|-------------|
| Content | The card conveys meanings as instructed. | |
| Text structure | The card uses the correct text organisation. | |
| Vocabulary and grammar | The card uses appropriate expressions/word choices and grammar. | |
| Mechanics | There is no wrong spelling, punctuation, or capitalisation. | |
| | | Score |
| | | Final Score |

Note:
 1 = poor, 2 = average, 3 = good, 4 = excellent, 5 = perfect
 Final Score: Score x 5

Bupena English for SMP/MTs Grade VIII

The writing task above develops the students' ability in writing greetings card. The instruction above asks the student to write greetings card. The student develops their text based on the situations provided to help students to make a good greetings card. After doing this task, the students able to creative in writing greetings card.

Picture 4.22
Task of C.11/A.3/P.165

Assignment 3

Recall a sad event that has happened to you, your friends, or your family. Make a written recount text based on the story.

Tips for working on the written recount text:

1. Make a draft first. Plan what you want to tell in each paragraph.
2. If you are not good at making complex sentences, always use simple sentences.
Simple : I met the man. The man was wearing a nice suit.
Complex : I met the man who was wearing a nice suit.
3. Avoid using passive sentences if you are not good at it. Instead, make active sentences.
Active : She gave me a new dictionary.
Passive : I was given a new dictionary.
4. Revise the draft and do some editing.
5. Rewrite your composition and hand it in to your teacher.

Scoring Rubric: Writing

| Aspects | Criteria | Score (1-4) |
|----------------|---|-------------|
| Content | The text recounts someone's experience in the past. | |
| Grammar | The text uses appropriate grammar and no noticeable errors of word order. | |
| Vocabulary | The text uses appropriate expressions/word choice and idioms. | |
| Mechanic | There is no wrong spelling, punctuation, or capitalisation. | |
| Text structure | The text uses the correct text organisation, has clear progression of ideas, and well linked. | |
| | Score | |
| | Final Score | |

Note:
1 = poor, 2 = average, 3 = good, 4 = excellent.
Final Score: Score x 5

Name : _____

Chapter 11 | Being about sad family

The writing task for C.11/A.3/P.165 is nearly identical to the writing task for the topic mentioned above. Based on the subjects presented, students are requested to produce a recount narrative with the theme of sad events relating to themselves, friends, or family. The teacher would conduct an evaluation at the conclusion of writing based on the scoring rubric as described above.

The researcher presented the findings from the writing task in the Bupena English textbook. Table 2 presents the main categories of writing tasks based on the criteria of writing tasks as supplied by Raimes in Bupena that the offered writing activities are separated into three groups, with only 11 types of writing tasks matching the requirements.

B. The Compatibility of Writing Tasks Provided in Bupena English Textbook For The Eighth Grade Based on Raimes Theory

This part answer the second research question “Do the writing tasks in Bupena English textbook consider a good task based on Raimes Theory?”. Using a content analysis technique, this study examines the relevance of the Bupena English textbook for SMP/MTs Grade VIII in the writing part based on Raimes. This section described the compatibility of writing tasks in Bupena English textbook for SMP/MTs Grade VIII based on Raimes Theory.

From table 3.1 Analysis of writing task provided in Bupena , it can be seen that, there are 10 tasks categorized in controlled writing task with 9 tasks from addition, 7 tasks question answer, 1 task cloze test, 1 task summary writing, 1 task scrambled paragraph and sentence combining only has 1 task. Conversion and sentence ordering has 4 tasks. None for dictation also the most dominant are 20 tasks from fill in the blank without translation. Second, translation task no one writing tasks found in Bupena. Third, free writing there are 2 types such 10 tasks from free composition and write based on the topis has 9 tasks. Based on the table above, the writer shows the percentage whether the tasks provided in textbook are suitable with the criteria of writing task as suggested by Raimes Theory. The writer uses Arikunto’s schema of quality classification. Here, the percentage criteria of writing task as follows:

$$P = \frac{11}{14} \times 100\% = 78,57\%$$

From the result of percentage above it can be concludes that 78,57% of writing tasks provided in Bupena English textbook for SMP/MTs Grade VIII as suggested by Raimes Theory. The given explanation leads to the conclusion that writing task provided in Bupena English textbook is appropriate as learning book supporting with basic competence (KI/KD) every chapter, practice questions supported by a scoring rubric, evaluation at the end of each chapter, and end of term every 1 semester. Bupena English textbook is an

exercise book that should be supplemented by other books as extra books for the topic during the online teaching and learning process.

In order to obtain more detailed information, the researcher conducted an interview with an English teacher. The researcher discovered that utilizing the Bupena English textbook for SMP/MTs Grade VIII in the classroom is compatible after examining the data. As a result of the interview, it was determined that Bupena English Textbook for SMP/MTs Grade VIII is appropriate for SMP Negeri 1 Wangon's eighth grade. Researchers carried out on November 11, 2021, the interview took held. The researchers spoke with eighth-grade English teachers. The researcher enquired about the use of the Bupena English textbook for SMP/MTs Grade VIII during online study. According to the teacher's information, the Bupena book is simple to use as an assignment book, and the typical student scores over the minimal level of 80. The Bupena book has a variety of writing exercises that may be used as a practice to help students improve their writing abilities. Based on above, researchers discovered that using the Bupena English textbook for SMP/MTs Grade VIII during online class is compatible. The teacher stated in the online learning process that students were able to solve the questions effectively and achieve high results despite the fact that the content supplied was a little lacking and needed to be supplemented with government publications.

According to previous research in chapter I, there are similarities between the findings of this study and the EEAL Journal 49 Vol. 2 No.1, 2019 entitled *“An Analysis of Writing Task Activities Used in an Efl Textbook Entitled Bupena English For The Eleventh Grade Senior High School Based on Raimes Theory and Basic Competency of 2013 Curriculum”* written by Kiky et al., it is a qualitative study using a descriptive analysis method. Using Raimes in Bupena English Textbook for Grade XI as the research object, it was discovered that there were 10 types of writing tasks with 88.89 percent conformity to the basic competence of the curriculum 2013. The findings of this study suggest that students' writing abilities able to improved.

Meanwhile, earlier studies employed a different theory, such as Nurayu Prelia Putri's thesis "*An Analysis of Writing Tasks in Bahasa Inggris Think Globally Act Locally Textbook for Third-Grade Students of Junior High School*", which investigated writing activities based on Paul Nation's theory. Nurayu discovered 29 of the 34 types of writing tasks described in the textbook by applying the mixing approach. Similarly to Nurayu's research, Journal of English Language teaching, entitled "*An Analysis of Writing Tasks in Pathway to English Textbook for Twelfth Grade of SMAN 5 Kota Jambi*" by Debora et al., investigates whether or not the writing tasks in the Pathway textbook are acceptable using Paul Nation's theory. Used a descriptive qualitative method and discovered that the writing tasks in the Pathway textbook matched Paul Nation's criteria. Unlike the following 3 studies, this one was journal by Siti Maryam Solihat entitled "*An Analysis of Writing Tasks in English Textbook for Office Administration Students Entitled Bahasa Inggris SMA/MA/SMK/MAK Kelas XI*" and intends to analyze the appropriateness of writing tasks in English textbook for office administration using Nunan and Hyland's theory. According to the findings, the English textbook for office administration inappropriate for administration students.

The difference between above theory that this this research focuses on the analysis writing task used Raimes theory and the writing task in Bupena textbook compatibility with criteria writing task based on Raimes. Used the descriptive qualitative method, the research discovered 67 of task meeting Raimes criteria and divided into three categories: 48 controlled writing, 0 translation, and 19 free writing. The result of percentage also show that 78,57% writing task in Bupena is suitable as a learning textbook and needed to be supplemented with government.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on Raimes' notion of types of writing tasks, this study attempts to analyze the kind of writing task. There are three types of writing tasks, according to Raimes: controlled writing, translation, and freewriting. There are diverse kinds of writing tasks. The total was 115 writing tasks as suggested by Raimes.

The researcher discovered 67 writing tasks based on Raimes theory after examining the writing activities presented in the Bupena English textbook for SMP/MTs Class VIII published by Erlangga. The 67 writing activities in the textbook are grouped into three groups, each with many varieties. First, the textbook provides 10 sorts of controlled writing tasks for each type, namely: 9 addition tasks, 7 question answers, 1 cloze test, 1 summary writing, 1 scrambled paragraph and 1 sentence combining, 4 conversion, 4 sentence ordering, and none for dictation. Also prominent are 20 fill in the blank exercises without translation. The second category is translation. There is no specific writing task that has two forms, namely direct translation and fill in the blanks with translation. There was no writing task that matched this category. The last one is free writing. There are two sorts of activities: free composition (10 tasks) and topic-based writing (9 tasks).

The findings of this study indicate that, of the 67 types of writing tasks identified by Raimes theory, three types of writing activities are offered in this textbook, with the most dominant tasks found in controlled writing with fill in the blank without translation having 20 tasks. There are 14 types in three categories of writing tasks in total, however there are only 11 types in Bupena, which contain controlled writing (9 types of writing tasks) and free writing (2 types).

However apart from the types of writing tasks mentioned above, the Bupena book's contents have been adapted to the revised 2013 curriculum, with each chapter containing basic competence or the purpose of the learning itself, useful

practice questions to explore writing skills, evaluation at the end of each chapter, and practice questions on end-terms. Based on the contents of the book as well as the results of interviews with teachers, the book is appropriate for use as an assignment book.

B. Limitation of Study

The research was conducted using descriptive qualitative methods and using data obtained from the Bupena English textbook. There are some limitations experienced and could be a factor that considered by future researchers. Some of the limitations in this research include:

1. This research is only based on 1 book in which several other books are used in learning such as the book “Mandiri”, and “When English Rings A Bell”.
2. The theory used to analyze the writing task is still does not have many references so that researchers are a bit difficult to find relevant references.
3. The research was conducted only for the junior high school level, and the results may not be the same as the book research at the high school level which is more numerous and varied, so further research needs to be carried out by further researchers.

C. Suggestion

Following the conclusion, the researcher provides guidance concerning this book:

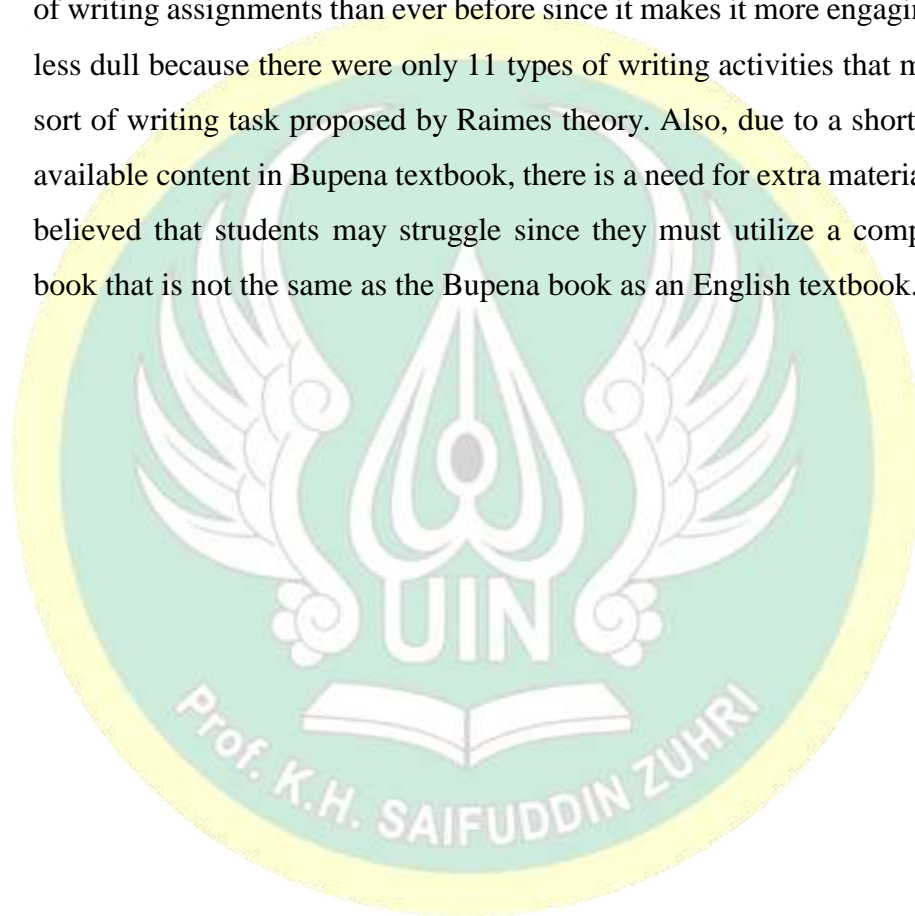
1. For English Teacher
 - a. As the teacher, it is essential for teachers to create and supply effective resources to use in teaching-learning, especially when using online learning. One of the most significant items that may be utilized as a guide with the teacher is the textbook. That is, a competent teacher must prepare and select a decent textbook for their students. To inspire kids to learn, teachers must be active, imaginative, provide good resources, create favorable environments, and make the students feel comfortable.
 - b. The findings of this textbook's analysis can be utilized as a guide in selecting resources for teaching-learning in the 2013 curriculum and future emergency learning.

2. For Other Researchers

The researcher believes that this research will serve as a resource for other researchers looking for information for their own research if they are interested in conducting similar research. The following researchers may be able to do better study to achieve the greatest results in a nice method.

3. For the Developer

The researcher proposes that the author construct more diverse types of writing assignments than ever before since it makes it more engaging and less dull because there were only 11 types of writing activities that met the sort of writing task proposed by Raimes theory. Also, due to a shortage of available content in Bupena textbook, there is a need for extra material. It is believed that students may struggle since they must utilize a companion book that is not the same as the Bupena book as an English textbook.



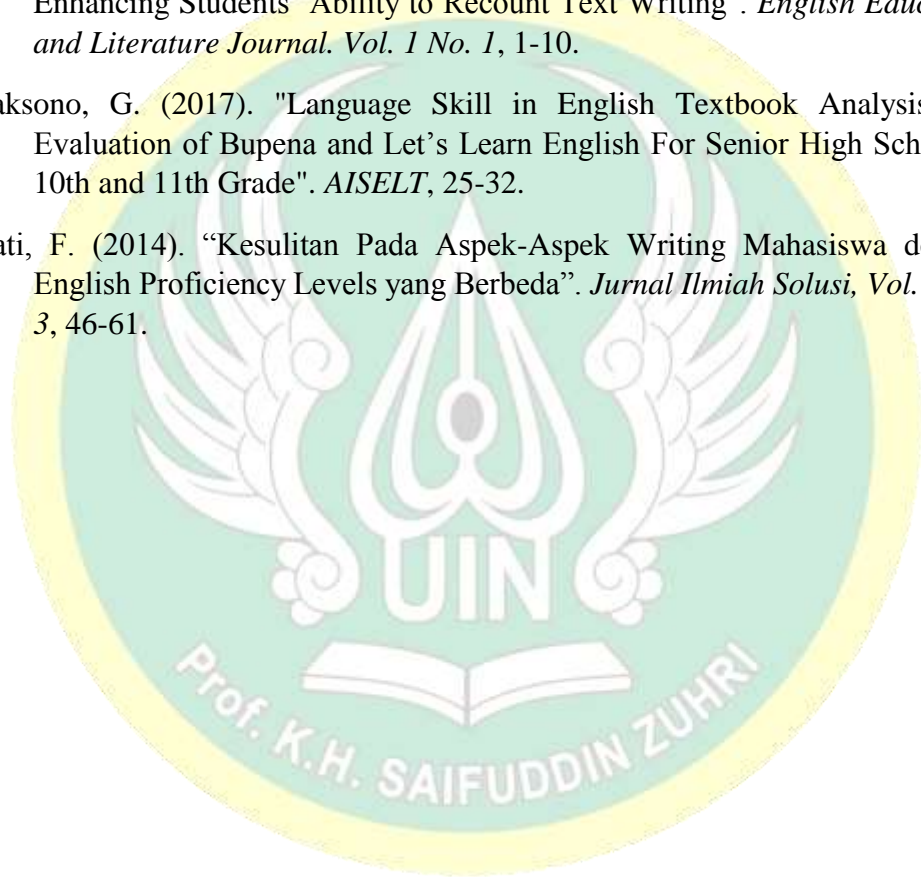
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APPENDICES

Appendix 1 Addition

C.3/A.1/P.37

37


Show It Off (Skills)

Objectives


- 4.3.1. Giving advice based on the pictures provided
- 4.3.2. Giving opinions about something
- 4.3.3. Writing things that have to be done
- 4.3.4. Writing things that students must do in the school

Assignment 1


Write about the people in the pictures. Use *should* or *shouldn't* ... etc.




You watch TV too much.



You ride too fast.



You eat too much.





You sleep too much.

Chapter 3 | Street Smart! You'll Find Higher Scores

C.6/A.3/P.74

74

a. _____ b. _____

cotton

bread

jam

soup

biscuits

magazine

bridge

sweets


money

cyclops


Assignment 2

Complete the sentences using *should*, *must*, or a lot of. Use a lot of in positive sentences only.

Example:
Do you have much sugar to make a cup of tea?
We see a lot of shells, but no crabs.



1. There isn't _____ shell on the beach.
2. How _____ people does this library have?
3. Tom has always eaten bread for his breakfast. He drinks _____ milk, too.
4. Mark's stomach feels upset and she is not eating _____ food.
5. There aren't _____ customers in the bakery now.
6. He's a new neighbor here. He doesn't have _____ friends.
7. We need to talk. There are _____ things that I want to talk about.
8. Don't ask him for the bill. He doesn't have _____ money.
9. Are there going to be _____ people at the beach?
10. We have _____ things to discuss. Let's meet soon.



Bupena English Communication


C.6/A.4/P.75

Assignment 4

Complete the sentences using a few or a little.

Examples:
 There are a few new books in the bookstore.
 We need a little salt for this soup.

- We can put _____ money in this pocket.
- There are _____ new students at the school.
- Visitors can see _____ catfish in the river.
- Is there any orange juice in the fridge? "Yes, there's _____."
- The boy begged _____ comic books from his mother.
- I put _____ sugar in your tea. Is it sweet enough?
- Give me _____ ideas for our next vacation.
- I saw _____ kittens in the old house this morning.
- _____ students came to visit Riaka in the hospital.
- There is _____ water in the bottle.





C.6/A.5/P.75

Assignment 5

Complete the sentence with some or any.

- We can't cook the recipe without _____ rice.
- Buy _____ bread and cheese for the picnic, if you want to help.
- I like _____ biscuits and _____ sweets.
- I don't think there is _____ milk left in the jug.
- Go and ask him for _____ paper. I do not have _____ in my desk.
- Can we have _____ milk?
- Put _____ onion into the soup.
- There aren't _____ boxes after ten o'clock.
- I haven't got _____ friends at all.
- Has anyone only _____ questions on the subject.





Chapter 8 | I Collect a Lot of Books


C.7/A.2/P.87-89

Assignment 2

Write sentences by adding the words in the brackets. The first one has been done for you.



The businesswoman is busy. (always)
 The businesswoman is always busy.



1. Her house is untidy. (never)

Chapter 7 | I Do My Homework Every Day

C.7/A.2/P.87-89

2. The lazy boy is late for school. (usually)

3. Daniel is at the library. (often)

4. The boys play football. (often)

5. She visits her grandmother on Saturdays. (usually)

6. We have dinner at 7.00 PM (always)

7. The dirty boy washes his hands before he eats. (never)

Bupena English for @BIMM@GAD@WA

C.9/A.5/P.125-126

Assignment 9

Complete the sentences using the comparatives and the conjunction *than*.

Examples:

- She's younger than her husband. (young)
- It's a warmer, dry day than yesterday. (warm)

1. The vegetables in the shop are _____ the ones in the supermarket. (fresh)
2. The train is _____ the bus. (fast)
3. This new TV programme is _____ the old one. (funny)
4. Mr Suroto is a _____ farmer _____ Mr Andang. (good)

Chapter 9 | Alex is younger than Betty

126

5. My school is _____ Yope's. (neat)
6. You have a _____ life _____ I do. (busy)
7. The test today was _____ yesterday's test. (difficult)
8. This book is _____ that one. (interesting)
9. Suismanu Bridge is _____ Ampera Bridge. (long)
10. The Sun Hotel is _____ the Moon hotel. (comfortable)

Scoring Scheme
Correct Answers x 20 = Total Score
9


| |
|-------------|
| Total Score |
|-------------|

Appendix 2 Question Answer

C.5/E.5/P.70

100

9. Answer the questions based on the text.



I feel proud of you.
I feel secure in your warm embrace.
I feel acceptance through your love.
Thank! Mum for being my mother.
Happy Mother's Day!
Your lovely daughter,
Emily

1. For whom is the card intended?
2. Who wrote the card?
3. Why did the writer make the card?
4. "I feel secure in your warm embrace." What does the underlined word mean?
5. "I feel acceptance through your love." What does the underlined word refer to?

Scoring Scheme
Correct Answers = 4 = Total Score

Total Score


Bupena English for all students

C.8/A.3/P.115-116

116

Assignment 3

Look at what the children are doing in the park. Answer the questions in complete sentences.



What are Anisa and Andy doing? Who is taller?
What is Alvin doing?
What are Dika and Ari doing?
What are David and Emay doing?
What are Ana and Amy doing?
With whom is Ari walking with?
What are Yoga and Dani doing? Who is taller?
What is Mrs. Yudi doing?

1. _____
2. _____

Chapter 8 : What Are You Doing?

C.10/A.4/P.139-140

Assignment 4

Here is what Tina and Arthur did last weekend. Make dialogues based on the pictures. Use the phrases in the boxes. (Remember one has been done for you.)

played tennis cleaned the house washed their clothes watched TV

went to the amusement park worked in the garden

Saturday morning Saturday afternoon Saturday night

Sunday morning Sunday afternoon Sunday night

1. Question: What did Tina and Arthur do on Saturday morning?
Answer: They played tennis.

Chapter 10: What did you do yesterday?

140

2. Question: What did Tina and Arthur do on Saturday afternoon?
Answer: They had laundry.

3. Question: What did Tina and Arthur do on Saturday night?
Answer: They went to amusement park.

4. Question: What did Tina and Arthur do on Saturday morning?
Answer: They cleaned the house.

5. Question: What did Tina and Arthur do on Sunday afternoon?
Answer: They planted a flower.

6. Question: What did Tina and Arthur do on Sunday night?
Answer: They watched TV.

C.10/A.5/P.140

Assignment 5

Look at the example. Make dialogues based on the class.

Where were you yesterday morning?
I was at the beach.

1. yesterday noon/at the beach
Question: _____
Answer: _____

2. yesterday afternoon/at the post office
Question: _____
Answer: _____

Bupena English for Primary Grade V

141

3. yesterday evening/at the movies
Question: _____
Answer: _____

4. yesterday morning/at the park
Question: _____
Answer: _____

170

B. Read the following text and answer the questions.

On a holiday I went to Orni Beach with my family. The beach is located in Gunung Kidul, Yogyakarta. We set off from home at 8.30 AM. The trip took one and a half hours.

At the parking lot, I could not wait to step on white sand. I was so excited. When we arrived at the beach, there were not many visitors. The tide was still high when we got to the beach. First, we looked for a shelter. It was in front of a small food vendor. The vendor provided carter and small nets to rent.

My mother ordered a coconut drink. My father relaxed at the gazebo. My brother and I changed into more comfortable clothes. We rented a canoe and played in the water. It was fun. About an hour later, the water receded so we could not canoe in the shallow water. So, we returned the canoe and rented two small nets for catching fish. We went near rocks and sand corals. We could see fish hiding. We eagerly tried to catch them.

Actually, the beach's main attraction is a small island just off the beach. It is called Orni Island. The tiny island is accessible during low tide. We surely did not want to miss the island. My family climbed up to the island during low tide. At the top of the island, we saw beautiful views. I took many pictures of the scenery and our selfie pictures of course.

After that my brother and I took a bath. In the meantime, my mother was preparing our picnic lunch. Before going home, we had lunch at the beach. It was so much fun. I really like going to the beach.

1. What is the purpose of the text above?
2. What is the first paragraph about?
3. What activities did the writer do at the beach?
4. How did the writer feel about going to the beach?
5. What tense is mostly used in the text? Why?

Scoring Scheme
 Correct Answers x 10 = Total Score
 3

Total Score

Bupena English for teachers course

198

Assignment 3

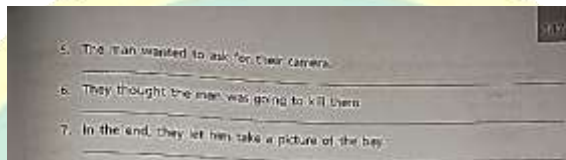
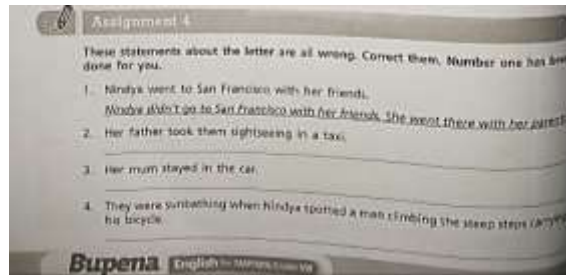
Now, listen to the song entitled 'Heal the World' by Michael Jackson and try to understand the meaning. Then answer the following questions.

1. Who sang the song?
2. What is the title of the song?
3. What is the lyricist's intention of writing the lyrics of the song?
4. There's a place in your heart
 And I know that it's love
 Why do the lyrics say that?
5. We could fly so high
 Let our spirits never die
 The part of the lyrics wants to tell us that we will be successful _____ we never give up.
6. There are people dying
 If you care enough for the living
 Make a better place for you and for me
 The part of the lyrics wants to tell us that we should help the needy _____ they need us.
7. Create a world with no fear
 Together we cry happy tears
 The singer asks us to live _____
8. See the nations turn their swords into ploughshares
 What does the sentence mean?
9. We stop wasting and start living
 The singer asks us not to be selfish and that we should _____ other people.
10. Make a better place for you and for me.
 What does the sentence mean?

Bupena English for teachers course

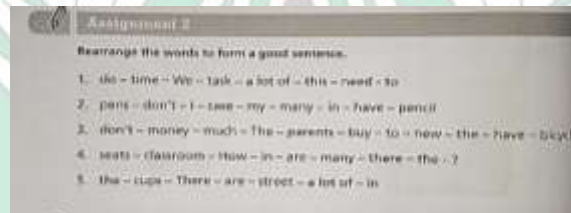
Appendix 3 Conversion

C.10/A.4/P.146-147



Appendix 4 Sentence Ordering

C.6/A.2/P.80



C.11/A.1/P.153




Appendix 5 Fill in The Blanks

C.5/A.1/P.57

Assignment 1

Complete the sentences with the words provided.



1. My brother will graduate from his university next month.
2. My parents will celebrate their wedding anniversary tonight.
3. I will wear jeans and T-shirt because the dress code for this party is casual.
4. My best friend, Brian, is sick. I hope she gets well soon.
5. Please confirm, if you can come.
6. All my friends will Attend my party. I'm so happy.
7. Ali is the best football player in his school. He has a lot of success.
8. Irma wants to invite some friends to her farewell party.
9. I am the only child in my family. I have no Siblings.
10. He sent a card to his aunt to show his gratitude for the new bicycle.

Chapter 5 | Celebrations

C.5/A.2/P.58

Assignment 2

The following is the definition of a greetings card, but it is incomplete. Fill in the blanks with the words in the box.

What is a Greetings Card?

A greetings card is a card with a picture in front and a message inside that you (1) send to someone on their birthday or on a special (2) occasion holiday. Examples of greetings cards are getwell cards, birthday cards, and cards you send in Chinese New Year, Christmas, including (3) graduation and anniversary.

graduation send occasion

C.6/A.9/P.78

Assignment 3

Look at the picture below. Complete the sentences using (1) an, (2) a, (3) the. Write the answers in the box.



1. The table is in the glasses.
2. The kettle is on the stove.
3. There are two chairs under the table.
4. The window is in the wall.
5. The kitchen is in the house.
6. The chairs are in the kitchen.
7. The frying pan is in the glass.

Writing Skills
 Student Answer | Assignment 3
 100% Score

C.5/A.2/P.63

Assignment 2

Read the cards. Complete the sentences using the words in the box.

students sick baby Anderson and Shelly Marshall

grandma snake five two ninth



1. Maria Clark is the name of the _____.

2. Maria's father and mother are _____.

C.7/A.5/P.92

Assignment 5

Fill in the blanks with *am*, *is*, *are*, *do*, *have*, or *has*. The first one has been done as an example.

- Tom _____ is _____ my best friend.
- We _____ have _____ babies.
- Uncle _____ a beautiful girl. She _____ big eyes.
- Do you _____ a pet?
- Ray and Martin _____ twins. They _____ the same hobbies.
- I _____ a student. _____ you a student, too?
- Maria _____ a new car.
- _____ my kidwin your English teacher?
- The students _____ diligent and polite.
- Mary _____ two moons. They _____ Phobos and Deimos.
- Amelia _____ not feeling well. She _____ a fever.

Scoring Scheme
Correct Answers x 2 = Total Score

Total Score

C.7/A.4/P.96

Assignment 4

Complete the following texts based on your own daily activities.

My Daily Activities

Every day I (1) _____ at (2) _____ First, I (3) _____ and then I (4) _____ to school. I (5) _____ at (6) _____ After that, I (7) _____ and I go home at (8) _____ in the afternoon. In the evening, I (9) _____ and then I (10) _____ to bed at (11) _____.

My After-school Activities

I get home at (12) _____ First, I (13) _____ and then I (14) _____ After that, I sometimes (15) _____ or (16) _____ I go to bed at (17) _____.

Scoring Scheme
Correct Answers (Assignment 4-8) = 20 = Total Score

Total Score

Bupena English for better learning

C.7/E.7/P.100

5. Fill in the blanks with the simple present tense of the verbs in parentheses.







1. Aurora _____ (wake) every morning. (wakes)
2. A horse _____ (crawl). (crawls)
3. He _____ (read) books. (reads)
4. Everyone _____ (make) mistakes. (makes)
5. Didi always _____ (be) north before going to bed. (goes)

Scoring Scheme
Correct Answers: 5/5, Total Score: 5

C.8/A.1/P.109

Assignment 1

Look at the pictures and complete the sentences with the correct form of the verb.

1.  → 
It is _____ but it is going to _____.
2.  → 
The boy is _____ but the girl is _____.
3.  → 
The boy is watching it _____ but it is all _____.









Options: (playful), (rain), (cloud), (sun), (sad), (happy), (play)

C.9/A.1/P.121-123

Assignment 1

Fill in the blanks with the words that have opposite meanings.

Options: sick, big, tall, sweet, legal, strongly, thin, dry, cold, short.

1.  This house is _____ but that one is big. 
2.  This ruler is long, but that one is _____. 
3.  Fire is hot, but ice is _____. 
4.  The watermelon is _____ but the mango is _____. 

C.11/A.7/P.180

180


Assignment 7

Fill in the blanks with suitable expressions.

(1) _____

(2) _____ Nino has become part of our family now. (3) _____
Dad even allows her to sleep with me. (4) _____

(5) _____



I cannot thank you enough and my best regards to Uncle Puj. _____

Her soft meow fills our house with warmth. _____

Lots of love. _____

Dear Aunty. _____

Thank you for giving me the best pet ever. _____


C.13/A.3/P.197

197

Assignment 3

Complete the sentences with the words you have learnt.

1. Sabrina was so sad. _____ fell on her cheeks.
2. UNO is an abbreviation of United Nations Organisation.
3. Anisa is a creative girl. She likes to _____ new ideas.
4. Those stones are so beautiful. They _____ brightly.
5. You will never know until you _____ it.
6. The students are honest. They never _____ about things.
7. Her _____ makes her lose her appetite.
8. Grandma's visit crosses a _____ at our home.
9. Don't give up, guys! Keep up your _____.
10. I _____ so sad about the condition of the rivers now.



Scoring Scheme
Correct Answers (Assignment 1-3) x 20 = Total Score

Total Score


C.13/E.13/P.202

197

Assignment 3

Complete the sentences with the words you have learnt.

1. Sabrina was so sad. _____ fell on her cheeks.
2. UNO is an abbreviation of United Nations Organisation.
3. Anisa is a creative girl. She likes to _____ new ideas.
4. Those stones are so beautiful. They _____ brightly.
5. You will never know until you _____ it.
6. The students are honest. They never _____ about things.
7. Her _____ makes her lose her appetite.
8. Grandma's visit crosses a _____ at our home.
9. Don't give up, guys! Keep up your _____.
10. I _____ so sad about the condition of the rivers now.

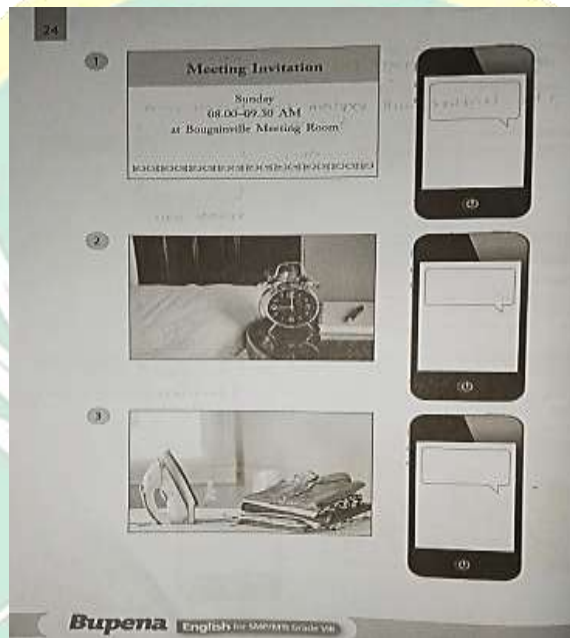
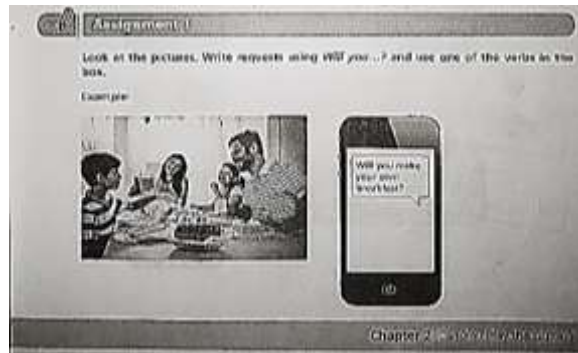


Scoring Scheme
Correct Answers (Assignment 1-3) x 20 = Total Score

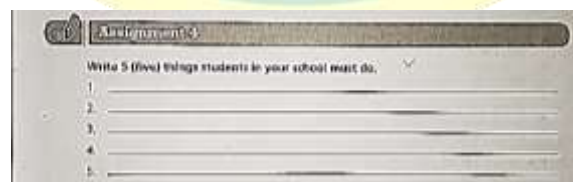
Total Score

Appendix 6 Free Composition

C.2/A.1/P.23-25



C.3/A.4/P.39



C.6/E.6/P.84

B. Write sentences about the location of things in the picture.



1. _____
2. _____
3. _____
4. _____
5. _____

Scoring Scheme
Correct Answer = 10 Total Score
3

Bupena English for Schools Grade VII

Total Score



C.8/A.1/P.113-114

Show It Off (Skills)



Objectives
4.8.1. Stating what people are doing

Assignment 1

Write down what they is doing.



1. _____ 2. _____



3. _____ 4. _____

Chapter 8 What Are You Doing?

114



5. _____ 6. _____

C.8/A.2/P.114

Assignment 2

Write down what Celine and her mum are doing.

① 

② 


③ 

④ 

Bupena English for SMP/MTs Grade VIII

C.8/E.8/P.118

6. Write five sentences based on the picture below.



Scoring Scheme
Correct Answer x 50 = Total Score
3

1. _____
2. _____
3. _____
4. _____
5. _____

Bupena English for SMP/MTs Grade VIII

C.9/A.3/P.130

Assignment 3

Choose three things/people/activities in your surroundings. Complete them in at least five sentences. You may add pictures to clarify your composition.

1. _____
2. _____
3. _____
4. _____
5. _____

Appendix 7 Writing Based on The Topic

C.1/A.1/P.10

Show It Off (Skills)

Objectives
4.1. Role playing a dialogue that includes asking for attention and checking for understanding
4.2. Responding to a letter or an e-mail

Assignment 1

Work in pairs. Create a dialogue based on one of the following situations.

Situation 1
Student B is reading. Student A would like to talk to him/her.

| Student A | Student B |
|--|---|
| Making an excuse for interrupting. | Saying that it's alright. |
| Asking for help to do/have made something. | Telling student A how to do/make something. Checking student A's understanding. |
| Saying that you understand. | Continuing the explanation and finishing it. |
| Thanking student B for the explanation. | Responding to student A. |


Bupena English for students' growth

C.6/A.4/P.81


Assignment 4

Choose one of the two pictures. Make 5 (five) sentences based on the picture. Use prepositions in your sentences.

Picture 1



Picture 2



C.7/A.1/P.93

Assignment 1

Look at the chart. Write about Nick's routine.

| Activity | Always | Sometimes | Seldom | Never |
|-------------------------------------|--------|-----------|--------|-------|
| 1. get up at 6 AM | ✓ | | | |
| 2. make his bed | | | ✓ | |
| 3. take a bath | ✓ | | | |
| 4. have breakfast | ✓ | | | |
| 5. catch the bus to school | | ✓ | | |
| 6. have lunch at school | | ✓ | | |
| 7. play basketball in the afternoon | | | ✓ | |
| 8. play games | | | | ✓ |
| 9. study in the evening | ✓ | | | |
| 10. go to bed at 9 PM | | ✓ | | |

1. Nick always gets up at 6 A.M.

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____


9. _____

10. _____

C.7/A.2/P.94


Assignment 2

Look at the pictures and the words below. Write sentences about the people's routines.




Sunday morning
(he/always)


He always washes his car on Sunday morning.




Saturday afternoon
(she/usually)




Monday night
(they/never)



Tuesday afternoon
(he/always)



Thursday morning
(you/never)



every day
(she/always)

Bupena English for students

C.12/A.4/P.177

Assignment 4

Write the complete version of the announcement.

OUR SCHOOL WEBSITE

To:

All students

Jonathan Nightingale

Please check out the site and don't forget to inform your parents because the site also has a parents page.

The website provides you with much information about our school (history, recent activities, plans) and of course your achievement.

Assignment 5

Read the following announcements. Complete the sentences by filling in the boxes to form the correct words.

The following text is for questions 1 to 4.

ATTENTION

In accordance with the tip to maintain tomorrow, students are reminded to bring lunch. The weather forecast reports that the temperature is low at the destination. Students are encouraged to wear a jacket to the museum. For further information, please contact Mr. Nurhan.

Thank you.

Chapter 12: Invitations, Notices

C.12/A.2/P.186

Assignment 2

Write a short message. Choose one of the following topics.

- You are asking your friend to go with you for a purpose (visiting a friend in a hospital, watching a film, going on a holiday, going to a library/museum, etc.).
- You are apologising for a mistake you made.
- You are thanking somebody for something.
- You are asking for information about a book (or other reading material) you want to buy.
- You are asking your friend for a help.

C.12/A.3/P.186

Assignment 3

Write an announcement. Choose one of the following topics.

- You are a senior scout member. Announce a scout activity (camping, training, social activity, etc.).
- You are working in a hospital. Write an announcement saying that there is a new canteen. Give the location and describe the facilities that visitors can enjoy.
- You are a teacher. Write an announcement saying that there will be games and competitions to celebrate Independence Day. Write the day, date, time, kinds of games, and competitions, and how to enrol as participants.

Scoring Rubric: Writing

| Aspects | Criteria | Score (1-5) |
|------------------------|---|-------------|
| Content | The text conveys meanings as instructed. | |
| Text structure | The text uses the correct text organisation. | |
| Vocabulary and grammar | The dialogue uses appropriate expressions/word choices and grammar. | |

Bupena English for SMP/MA Class VIB

CURRICULUM VITAE

Personal Data

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Education

Formal Education:

2004-2010 : Elementary School of 1 Jambu
2010-2013 : Junior High School of 2 Lumbir
2013-2016 : Senior High School of Ajibarang
2017- 2022 : Prof. KH. Saifuddin Zuhri State Islamic University
Purwokerto

Informal Education:

2017-2020 : Zam zam Boarding School

Organization Experience

2019-2020 : Javelin Community
2019-2020 : Indonesian Moslem Student Movement (PMII) of Tarbiya
2020-2021 : Student Association Study Program of English Education
2020-2021 : DEMA FTIK
2021-2022 : DEMA UIN SAIZU

Purwokerto, June 17th 2022



Yunita Larasaty
1717404083