The Analysis of The Authenticity of Writing Task in ' Buku Bahasa Inggris untuk Siswa SMA/SMK/MA Kelas 11'

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Abstrak

Keberadaan materi otentik di Buku siswa memberikan manfaat dan keuntungan lebih yakni menambahkan nilai keotentikan pada konten. Keotentikan dalam penelitian ini dimaknai sebagai kualitas konten buku dalam menyediakan 'task' bagi siswa yang menyerupai konteks yang sebenarnya dalam bahasa target, baik yang dibuat, diadopsi, atau diadaptasi. Materi otentik sangat penting bagi siswa karena terdapat aspek budaya dan latar belakang yang memberikan siswa gambaran bagaimana bahasa target digunakan dalam konteks yang sebenarnya sehingga siswa juga akan lebih termotivasi karena bahasa target yang dipelajari didalam kelas benar-benar bisa diaplikasikan di kehidupan nyata. Tujuan dari penelitian ini adalah memperoleh deskripsi tentang (1)Keotentikan *'writing task'* berdasarkan *genre* dari *'writing task'* dan (2) Keotentikan *writing task* berdasarkan *practice*-nya di Buku Bahasa Inggris Kelas untuk siswa SMA/SMK/MA Kelas 11. Pendekatan yang digunakan dalam penelitian ini adalah Deskriptif Kualitatif. Data didapatkan melalui teknik observasi *writing task* dan kemudian di analisis menggunakan kategorisasi *writing task* menurut Raimes (1983). Hal ini dilakukan untuk menghindari keambiguan dalam menentukan apakah suatu task termasuk kedalam keterampilan menulis atau ketermapilan yang lain. Kemudian data yang sudah dikumpulkan dianalisis keotentikannya berdasarkan dua *features*, yakni *genre* dan *practice*. Hasil penilitian menunjukkan bahwa writing task di BI otentik karena meliputi genre yang beragam dengan tujuan dan sasaran yang spesifik. Selain itu writing task di BI juga mengandung keotentikan karena menginstruksikan siswa untuk (1)menunjukkan atau menciptakan respond *(performing respond)*,(2)memberikan situasi yang menyerupai kehidupan nyata *(providing real life)*, mengaplikasikan materi pokok yang sudah ditetapkan *(Applying knowledge)*, (3) Fleksibel terhadap siswa *(Students-structured)*, dan pembuktian langsung *(Direct Evidence)*. Sehingga berdasarkan hasil penelitian, dapat disimpulkan *writing task* di BI otentik baik dari segi *genre* maupun *practice* dari *writing tasks*.
Kata Kunci: *keotentikan, analisis, writing task, genre writing task, practice writing task*

Abstract

The existence of authentic materials in the students' textbook make textbook have more benefit, which is providing authenticity in this case. Authenticity is the quality of material/content of authentic materials which has been adapted or adopted in students' textbook in designing task or text resembling to real life. Authentic materials are important because they contain cultural aspects and show the learner how native speakers use the target language in every aspect of their lives. The aim of this research is to find out the authenticity of writing task in Buku Bahasa Inggris Kelas untuk siswa SMA/SMK/MA Kelas 11 in terms of (1) the genre of the writing tasks (2) the practice of the writing task. The approach of this study is Qualitative. The data is gathered through observing and analyzing the tasks using the categorization of writing task proposed by Raimes (1983). This is done to avoid the ambiguity if a task belongs to writing skills or any other skill. Furthermore, the data gathered is found out its authenticity in terms of the genre and the practice of the writing task as the features of authenticity. The result shows that in term of the genre, the writing tasks provide various genres with various specific purposes and speech community. In terms of the practice, the writing task providing authenticity by asking students to perform respond, providing students with a real context in L2, asking students to apply the knowledge they've learned, giving students flexibility in doing the task, and providing questions that are cognitively demanding to students. Therefore, the writing tasks in the textbook are authentic in terms of the practice and the genre of the writing tasks.
Keywords: *authenticity, analysis, writing task, genre of writing task, practice of writing task*

INTRODUCTION

According to the goal of curriculum 2013 is to produce Indonesian people who are productive, creative, innovative, and effective through the empowerment of integrated attitude, skill, and knowledge. Since writing is one of the productive skills, learning this skill is necessary for students. In the process of learning writing for EFL, there are some common mistakes and difficulties that students face. Klimova (2010) reported that register, appropriacy, incorrect choice of word or phrase are some mistakes that commonly occurred in

learning writing. Ramadani (2013) maintained that lack of media is the cause that students cannot improve their writing skills. The lack of English foundation background and the lack of students' motivation is reported as the cause of students' difficulty in learning writing (Rany: 2013). To overcome these problems, there is an effective solution mostly suggested by researcher or academic to overcome this problem, providing more authenticity in students' textbook.

Firstly, authenticity is simply defined as a simple notion distinguishing text from real-life sources with pedagogical purpose. As a result, Breen (1985) stated that there is a dichotomy in text, consisting of authentic text seen as an intrinsically good and inauthentic text produced for pedagogical purpose seen as inferior. However, there are more debates proving that dichotomy is unhelpful and in fair since it tends to ignore a number of salient features of real-life discourse then. Others try to explain the reason why we cannot say if a text is authentic since it is taken from the real world or if it is inauthentic since it has been extracted from its original context for test use. The first reason is text produced in context differs in complexity depending on their intended audience and the amount of shared information. In addition, not all native speakers necessarily understand all texts. Then, Spolsky (1985) stated that authenticity is defined as to look like real-life task. It means that text, task, or other content in the textbook can be called as authentic if it resembles real life. Furthermore, Bachman (1991) mentioned two types of authenticity, situational authenticity and interactional authenticity. Situational authenticity is the match between characteristic of the test task to the target language. Interactional authenticity is the interaction between the test taker and the test task. Here researcher focuses on the first type, situational authenticity. This is supported by Widdowson (1990) who explains the notion of authenticity as a quality of outcome arising from processing input and pointing to a need to account for language use.

Textbook is one of learning and teaching material that is used by many teachers in the classroom. Cunningsworth (1984) summarizes that the roles of textbook in a language teaching are a source for presentation materials, a source of activities for learners practice and communicative interaction, a reference source for the learners on grammar, vocabulary, pronunciation or other skills, a source of stimulation and ideas for classroom activities, and a support for less experienced teachers who have yet to gain in confidence. In curriculum 2013, textbook is a part of curriculum in providing the materials in line with the objective of learning. The content of textbook designed by government generally consists of text, task, assessment, enrichment, evaluation, etc. As one of the contents in textbook, task is "an activity or goal that is carried out using language (Richard &Rogers: 2001). Tasks help students to develop an understanding of texts and writing skills. Even though texts are important as writing materials, the tasks students actually do by themselves are even more significant in teaching writing, (Hyland

2003:112). Nunan (1989) identify the task components consisting of the goal, the input, and the activities derived from this input and the roles implied for the learners and the teacher and the setting. Furthermore, In writing task, generally, the goal of the task is creating a piece of text which resemble real-life (Spolsky : 1985). In addition, the activities are practices that students need to do to create the product.

Nowadays, preparing students for real-life situations is of utmost concern for English language teachers, especially in EFL classes. The term authenticity is also often defined as authentic materials. Martinez (2002) defined authentic materials as the learning and teaching tools prepared for native speakers and not designed for teaching purposes. The examples of authentic materials are magazine, poster, recipe, newspaper, etc. Authentic materials successfully provide students an opportunity to expose to real English, boost their motivation, provide cultural information and hence increase their success eventually, the most common difficulty that students face these days (Richards, 2001) These days, authentic materials are commonly found in students' textbook. The existence of authentic materials in the students' textbook make textbook have more benefit, which is providing authenticity in this case. Authenticity is the quality of material/content of authentic materials which has been adapted or adopted in students' textbook in designing task or text resembling real-life. As a result, the advantage of both authenticity and authentic materials are the same. Tomlinson (2001) stated that authentic materials are important because they contain cultural aspects and show the learner how native speakers use the target language in every aspect of their lives. (Otte, 2006 and Thanajaro, 2000) noticed that learners' self-satisfaction and motivation showed improvement after employing authentic texts in the classroom. Tirth (n.d.) Peacock (1997) mentions several reasons for using authentic materials in the classroom. These are: (1) they prepare learners for real life, (2) they meet learners' needs, (3) they affect learners'motivation positively, (4) they encourage teachers to adopt effective teaching methods and (5) they present authentic information about cultures. In accordance with the advantage of authentic material, the students' difficulties such as lack of motivation, lack of interest, and lack of background or real context will be eliminated.

There are some previous studies have been conducted to analyze the authenticity in students' textbook. Some of them reveal that authenticity in the textbook is provided. He finds that the textbook in Laba (2014) states that the authentic reading texts used in the EFL context in Kent University meet students' interest. In the same way, Alshumaimeri (2015) also conducted a study dealing with the analysis of authenticity in students' textbook in Saudi Arabia. In his finding, he mentions that the reading comprehension materials in the textbook introduce real-life texts that serve real-life purposes. In addition, Purwandani (2017) also find out the relevance of reading texts in the textbook entitled Pathway to English 2 with criteria of authentic material proposed by McGrath (2002). She reveals that the reading materials in the

textbook are relevant to the criteria of authentic material. In contrast, some previous studies also reveal that the textbook analyzed is lack of authenticity. Zohoorian (2014) examining the authentic materials which established in ESP students' textbook and found that reading materials in ESP students" textbook in Iran do not follow the criteria of good authentic materials. Simsek (2018) finding out the effectiveness of locally-produced English textbook, reports that the lack of authenticity is one of the deficiencies in the students' textbook.

In accordance with the background above, there are contradictory result between research conducted by Alshumaimery (2015), Laba (2014), and Purwandani (2017) revealing that the students' textbook provide authenticity to student with research conducted by Zoohorian (2014) and Simsek (2018) revealing that the students' textbook is still lack of authenticity so that it is important to conduct this research that analyzes the textbook to strengthen the result of the prior research about authenticity in students' textbook in Indonesian context. Furthermore, in this research, researcher focuses on the authenticity of the writing tasks in the students' textbook to gain further explanation about the authenticity in students' textbook from another focus which is the writing task. Here researcher focuses on the authenticity of the writing task from students' English textbook (BI) for eleventh graders.In accordance with the background described above, the main problem statement of this study is "How is the authenticity of the writing task of the "Buku Bahasa InggrisKelas XI (Kurikulum 2013) Kemendikbud"?

Escher (2015) stated that the features of the authenticity of writing task consist of the genre and the practice of the task. As stated before that genre, one of writing task's component is the output of a writing task that has specific and communicative purpose. In the other hand, practice is the activities that students need to do in the process of producing a text. Considering to these theories, the research questions of this research are specified as follow:

a. How is the authenticity of the genre of writing tasks in "Buku Bahasa Inggris Kelas XI (Kurikulum 2013) Kemendikbud"?
b. How is the authenticity of the practices of the writing task of the "Buku Bahasa Inggris Kelas XI (Kurikulum 2013) Kemendikbud"?

RESEARCH METHODOLGY

The approach used in this research is Qualitative Descriptive Research. Nunan (1993:03) states that qualitative method assumes that all knowledge is relative. That there is a subjective element to all knowledge and research. It seems to be holistic. Hence, it is true that descriptive involves collecting data in order to answer questions concerning the current status of the subject or object of the study. The design is document analysis which is widely applied for written or visual data from textbook, newspaper, or any other host of document.

The data of this study is the writing task from the 'Buku Bahasa Inggris Kelas XI from educational publisher widely used in the high schools. Specifically, the data shows the various genres found and the authentic practice found from the textbook analyzed. Therefore, the source of the study is students' textbook entitled Buku Bahasa Inggris Kelas XI (Kurikulum 2013) Kemendikbud.

The textbook title is *BukuBahasaInggrisKelas XI (Kurikulum 2013) Kemendikbud*. This book is developed based on Curriculum 2013 which had been launched since 2017. It is written by Bashir and published by *Pusat KurikulumdanPerbukuan, Balitbang, Kemendikbud*. The level of eleventh grade of Senior High School is chosen because they are in the phase of focusing to the enriching the materials based on the curriculum. Unlikely tenth graders who still adapt to high school learning and teaching activity, and they also haven't attended to answering many kinds of the questions for exam. Twelve graders are also focused on the preparation of national examination. The materials in the textbook were organized in the form of chapters. There were eight chapters and enrichment in this textbook. Every chapter is divided based on learning objective set in basic competencies in curriculum 2013.

Since this study used a qualitative method or approach, so the main instrument of this study is the researcher herself. Bogdan and Biklen (1998) state that the key instrument of the study in a qualitative study is the researcher him/ herself. In data collection, the researcher used observation method. Hence, the researcher observes the textbook to get the data. The data is the writing task in the textbook. To avoid the ambiguity whether a task is included in writing skills or any other skills, researcher categorizes each task intosome types of writing task proposed by Raimes (1983). He describes that the writing as the "clear, fluent, and effective communication of ideas" and categorized into three categories, there are controlled writing, translation, and free writing. Writing task is classified into three categories, which are *controlled writing, translation*, and *free writing*. The classification of writing tasks in *controlled writing* are as follows: *1) dictation 6) sentence ordering 2) conversion 7) addition 3) sentence combining 8) summary writing 4) fill in the blank without translation 9) scrambled paragraph 5) question answer 10) cloze test*. In addition, the classifications of writing tasks in *translation* category are direct translation of a whole sentence, and fill in the blank with translation. Lastly, the classifications of writing task in *free writing* are *free composition*, and *write the text based on the topic provided*. Therefore, every task that includes in the category of writing task is gained as the data that are analyzed.

The researcher analyzes the data using content analysis. Content analysis focuses on analyzing and interpreting recorded material which might be in the form of public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents (Ary. Et. al., 2010: 29), so the purpose of this study is to investigate the authenticity of the writing task in Buku Bahasa Inggris Kelas XI in terms of the genre and the practice of the

writing tasks. In order to do so, the researcher analyzed the data with the following procedures:

1. Analyzing the genre of the writing task as the features of authenticity

Since genre is often misunderstood as text type, here researcher and make them quite ambiguous, researcher uses the way Paltridge (1996) in distinguishing between text type and genre as explained in the previous chapter. After analyzing the writing task, the genres found are shown in the following tableand described further, so researcher not only focus to whether a task is authentic or not but also to the further explanation about the example of various genre that make the writing task authentic. The genres found described further then.

2. Analyzing the practice of the Task

To answer the second research question, researcher adapts the criteria as shown in the table below:

Table 2 criteria of authenticity of the writing task

CHAPTER	WRITING TASK	Criteria				
		Performing/ poducing respond	Real Life	Application of Knowledge	Student-Structured	Direct Evidence

The criteria of authenticity found are also described further then.

The trustworthiness of the results of the data analysis is necessary to make. The purpose of having trustworthiness is to confirm and verify whether the result of the analysis is accurate and true or not. Hence, the researcher prevented the accuracy of the result from the researcher's opinions, biases, and prejudices. To support in getting the trustworthiness of the data analyzed, the researcher uses triangulation techniques. Triangulation is a method of confirming findings. It supports the finding by showing that independent measures of a finding agree with it or at least, do not contradict with it.

Triangulation according to Miles and Huberman (1994:267) was done in four ways: triangulation by data sources (which can include persons, times, places, etc.), by method (observation, interview and document), by researcher (investigator A, B, etc.), and by theory. Firstly, triangulation by data sources is in which the researcher uses some source in collecting the data to make validation. Secondly, triangulation by Investigator is in which the validation of the data can be examined by some researchers. The third is methodological triangulation, in which the researcher can validate the data by using some technique for collecting the data. Then theoretical triangulation is used with more than one theory to discuss related to the topic discussions. The triangulation used in this research is the researcher triangulation. To do the researcher triangulation, the researcher trusts her teachers who have been teaching for years and using this textbook as the main learning material.

RESULTS AND DISCUSSION
Results
Indonesian Tenth Graders' L2 Motivational Self System

This section presents the genre of the writing task found in BI which was intended to answer the first research question. The result shows that there are many various genres that make the writing task authentic. The genres of writing tasks found in the book are shown in the table 4.1.

No	Text Genre	Example of the task
1	Poster	*With a partner, come up with ideas and suggestions to improve the English environment in your school. Make a poster and put these ideas and suggestions on the poster and share them with your teachers and classmates*
2	Interview Report	*One the objective of this activity is to gather opinions of people by conducting an interview. With a partner, choose a topic, preferably a social issue, for example social media, smoking, corruption, global warming, pollution, poverty, drug abuse, etc. Write a series of interview questions of not more than 6 that will help you collect opinions of people on this issue you have chosen. After the interview, create a dialogue using the opinions you have collected. You can present your work in the form of a role play, a poster, a movie or a PowerPoint presentation. Make sure you share it in your class.*
3	Article Review	*Find an editorial in any English newspaper and magazine. Use the Visible thinking technique or "Reporter's Notebook: to identify and separate facts and opinions from this article. Work in groups of five. Focus on following point:* - *Identify an issue or dilemma from the article* - *Identify facts and opinion* - *See if you understand them or you need more information* *After the discussion with your group members and teachers, express your opinion based on the information you have at hand*
4	Postcard	*Assume you and your friend will win an all-expense paid trip to the fisherman's village. Design a postcard about the location to send the location to your friends in other classes. For creating the postcard, consider the following aspects:* *-you can consider the fact that there is an enchanted fish in the waters* *-you can consider suggesting them visit the place*

		-you can offer them incentives if they visit the place
5	Formal Invitation	*Write a formal invitation for your brother's wedding.*
6	Pamphlet	*Create a pamphlet or a movie to educate people in your school on "Dangers or drug abuse and cigarette smoke."*
7	Personal Letter	*Write a letter to your friend telling her/him all about your adventures during your trip to the Bromo mountain. Use the proper letter-writing format you have learnt in the building blocks*
8	Donation Ads	*You have been chosen as the project officer for showcasing an exciting wildlife art on the fauna and flora of Indonesia.* *The purpose of this wildlife showcase is to raise money to support conversation of nearly extinct animals in Indonesia. You have to write an exposition text on conservation of animals and use this exposition text as your speech for the opening of the event. You will also make posters to depict the plight of innocent creatures that are killed or captured by poachers*
9	Poem and Song review	*In groups of five, discuss each other's favorite songs, poem, singers, and poets*

Authenticity in Practice of the Writing Task

The result of authenticity of the practice shows that the practice of the all most all of the writing task meet all criteria of authenticity. Furthermore, researcher try describing the sample of the writing tasks that met each criterion, and the explanation how each task met each criterion.

4.1 Analysis of "producing/performing respond" criterion

Sample 1 : Writing Task #27

With a partner, think of 2 endangered animals in Indonesia. Why are the animals becoming endangered and how can it be prevented? Write a conversation about and after that, do a role-play of the conversation you have created. Remember to use cause and effect signal words

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The first criterion of authenticity is performing or producing respond. This because in the real world, when people construct new knowledge, it means that at least some of their thinking must be revealed To decide whether a writing task met this criterion, researcher needs to be aware to the test type of the writing tasks since it is closely related. The type of the test will define the type of respond that students will show. Test types such as *multiple-choices ,True-false, Matching, Fill-in-the-blank, Labeling a diagram* are test types that provide students with alternative answer so that students simply only need to select it as their answer without explaining

the reason of their answer. In contrast, some test types such as *short-asnwer essay* questions, writing a sentence, identifying a theme, writing summary, peer editing, journal writing are type of tests which require students to construct an answer out of old and new knowledge.

4.2 Analysis of "Providing real life context" criterion

Sample 1: Writing Task #21

Create a pamphlet or a movie to educate people in your school on "Dangers or drug abuse and cigarette smoke."

The second criterion of authenticity is providing in real life context. There are 4 ways in which the writing task provide real life context. They are the genre, topic, way, and language. The sample 1 showed that the writing task required students to create a pamphlet, a movie about a given topic. In this case, writing pamphlet is the only activity that researcher considered as the writing task. Pamphlet is a genre commonly found in the real life. The topic that is required to create is in line with students' environment. Drug abuse and cigarette smoke are problems that commonly found in school area caused by curiosity, unhealthy friendship, etc. With this intention, the language that students used is the common language used in school area which is formal and academic. In addition, students are be used to use the daily vocabulary used in the school. Furthermore, using this topic, the writing task requires students to find out the cause, the effect, and the solution towards this topic. As a result, the task indirectly convinces students' awareness in the real life about the danger of drug abuse and cigarette smoke. In other word, this task is not only applicable in the classroom but also outside the class since it could warn other people and even themselves about the danger of drug abuse and cigarette smoke as the topic of pamphlet. Therefore, the writing task provide real life context because of its genre, topic, application, and language.

4.3 Analysis of "Applying knowledge" criterion

Sample 1 : Writing task #37

Choose one of the topics given below
- *formation of rainbows*
- *Life cycle of any animal*
- *How tsunamis are formed*

Do research on any one of the above given topics and explain to a friend or present it in class! Use the explanation text format.

Applying knowledge means the writing task is in line with the main material discussed in that chapter. The term knowledge refers to the text type or genre set in Permendikbud no 10 as the goal of learning. The sample of writing task in the box showed that students are asked to write an explanation text using one of the given topics. By looking at the basic competence, it reveals that the knowledge as the main material in the chapter of the writing tasks above is explanation text. Since the writing task explicitly stated that students are asked to write an explanation text, it is clear that the task is in line with the main material in the chapter which is about explanation

text. In addition, the writing tasks asked students to use the format of explanation text format that have been provided in the previous section. Furthermore, this task met the "applying knowledge" criterion.

4.4 Analysis of "Students-structured" criterion

Sample 1 : Writing Task #38

*Write an explanation text from any topic given in the active conversation or **any topic of your choice**. Make sure you follow the structure of explanation text you have learnt in the building blocks. You should also follow **the writing process** (drafts, edit, revise, and publish)*

The next criterion is students-structured. As explained in the Chapter II that there are some characteristics in which writing task can be categorized as students-structured. These characteristic consist of the existence of flexibility of pace, flexibility of place, flexibility of mode which writing tasks provide. After analyzing the writing task #38, researcher found that this writing task met the characteristic of "Students-structured" criteria in case of the existence of flexibility of mode. It is proved when this task gave students chance to choose their own topic. In addition, this task asked students to follow the writing process in creating an explanation text. With this intention, teacher has to focus to students' process writing that enable teachers to monitor the students' progress through their drafts. In case of explanation text type, process writing approach is more suit than product writing since it focuses on students' ideas by doing activities such as brainstorming and discussing ideas in groups. Therefore, this task is suit to students structured because of its flexible way or flexible mode which are the choice of topic and the activities that focus and suit on students.

4.5 The analysis of "Direct Evidence" criterion

Sample 1 : Writing task 32

Discussion Questions for invictus:
1. *Invictus is a latin word that means unconquered. What does it say about the poem?*
2. *Why do you think the poet is not frightened?*
3. *Do you like the poem "invictus"?*
4. *Do you agree with what the poet is saying? Why? Why not?*
5. *Do you think poems can change people?*

To decide if a writing task met the "direct evidence" criterion, analyzing the level of cognitive demand is important. As stated before that cognitive demand is the way of task in asking students to analyze, explain the reason, argue, and interpret information. The more demanding a task, the more difficult the task asks students to do. Writing Task #32 needed students to report the result of their discussion. The discussion is based on the questions about a poem. Those series question first asked about some information which answer is provided in the poem. The third and fifth question asked students about opinion toward the topic. In other word, the task asked students to engage in

reflective thinking about the topic based on their opinion. The second and fourth questions asked student about their reason of their answer. These series questions are categorized as cognitive demanding task since it require students to answer, give reason, and show the evidence by expressing their opinion or facts to support their idea.

Discussion

Authenticity of genre of writing task in Buku Bahasa Inggris kelas 11 SMA Permendikbud

According to the result of the research, the genre found in BI are Authentic since in terms of its genre. Purwandani (2017) conducted a research which finding showed that the textbook analyzed quantitatively, "Pathway To English 2 from Erlangga Publisher," is compatible with the criteria of authenticity. In addition, it shows that the contents of the texts in the textbook are appropriate to be used as teaching materials. In addition, The genre found in this textbook are *Poster, Interview Report, Article Review, Postcard, Formal invitation, Pamphlet, Personal Letter, Donation Ads, and Literary review.* which are found by defining the specific purpose and speaking community explicitly or implicitly mentioned in the writing task (Paltridge :1996). Compared to a textbook that is specifically designed for writing task, Escher (2015) showed that the book designed for writing task provide more genre such as News Story, Eyewitness Report, Letter to the Paper, Online Feature Article, etc. This occurs because textbooks designed by government must focused on genre and text type has been set as the learning goals. In addition, this showed that the variation of genre is unlimited as much as the variation of speech community in society. Every genre has its own specific purposes that relate it to authenticity that can be shown in the following below:

a. formal invitation is an invitation which follows a dignified form, tone, or style in agreement with established norms, customs or values commonly used in many situations in the real world such as graduation ceremony, wedding, opening a new building to invite people to formal and social events (Websters: 2019)

b. Personal Letter is letter written to people that are close with us such as friends, parents, siblings, and cousin to inform about something and strengthen friendship bond among people. Personal is authentically found in many situations in the real world such as thanksgiving card, congratulation card, etc.

c. A poem is a collection of spoken or written words that expresses ideas or emotions in a powerfully vivid and imaginative style. Poem and song are genre that explicitly taught in classroom without any adaption

since it is unique and has its own meaning. Song and poem are two genres that are easiest received by non native people. As the result there are many researchers which try to make song as a media to learn English in class. Shen (2009) suggested that using English songs in college English classes is not weakened but reinforce the effect of teaching. In this book, songs and poem are asked to be reviewed. Review is supposed to criticize the poem or song lyrics so that students could learn how to give criticize by explaining their facts and opinion to support their reason.

d. Poster is the one of the genre that is unset in explicitly in Permendikbud no 16 for eleventh graders. This genre is mostly known as the example of authentic material used in classroom. Scrivener (2011) stated that poster is one of example of genres that can be an authentic exposure in learning language. The main function of a poster is to capture a moving audience with a message. Poster is easily found in public place such as rail station, street, etc.

e. Advertisement is also commonly found in public place or social media. In this textbook advertisement specifically is aimed to gather donation for environment conservation. Even though creating advertisement is not authentically done by students, but it can be commonly found in the volunteer activity or in job. Students that are asked to create this kind of advertisement will learn and get experience to make it as if they are in part on the volunteer company or in their real job.

f. Article Review is genre where students are asked to review article. This belonged to review text type. However, this specifically use article as the object to be reviewed. Article is commonly found in newspaper, social media, etc. that made article review as an authentic genre in language learning.

g. Interview report is genre that reported the result of interview that students did. By writing interview report students need to be aware to the topic that are discussed. This also taught students how to combine facts and opinion they got from interview. Interview report is authentic since it can be found in in journalism field.

Authenticity of practice of the writing task in Buku Bahasa Inggris SMA Kelas 11
The result of the second research question shows that the practices of the writing tasks are authentic since almost all of them meet all criteria.

The first criterion is performing respond. The result showed that most of writing tasks meet this criterion. This criterion has close relation with type of writing task. Writing task that contain genre does not include in task type such as "matching", "fill in the blank", "multiple choice", etc. This kind of tasks mostly belongs to essay task type that required student to create a new text. "Performing respond" criterion required students to create their new respond rather than choosing options provided. This result is contrary with the research conducted by Nimasari (2016). Her research' result revealed that the authentic material was less provided since because BI textbook focus on topic, pronunciation, vocabulary, and grammar use. This difference can be caused by the difference data that is gained. Since Nimasari (2016) take content of the textbook in general, the content that is less of authentic material might be from other skill such as listening or the other focus such as the passage or text. The broader the data analyzed, the more possibility to found authenticity and vice versa. In addition, it might be also caused by the textbook that is analyzed. Even though they both are designed by government, Nimasari uses the textbook for tenth grader to be analyzed. The difference of the level might affect to the kind of test type. The higher the students' level are, the harder and more challenging the tasks are.

The second criterion is real life. The similar research conducted by Scrivener (2011) stating "one test for useful reading might be to check how far tasks reflect real life uses of the same text. If a text is used in class in ways that are reasonably similar to real life, and it is likely that the task will be effective" (p. 185). Here, researcher also combines the characteristic of real life context between Scrivener (2011) and Richard's (2001) also shared concept that 'the language which the learners are engaged with in classroom, must represent the language used in the real world. As a result, characteristics of real life that researcher use is the *genre*, the *topic*, the *way* or *practice*, and *the language*. The result of this research showed that there are many tasks which met this criterion since the practice is authentic and also for the topic. The writing tasks often gave students topic which is appropriate with the recent situation happen around the students. Real life criterion is necessary to make students do their task meaningfully. This result is in line with recent study conducted by Purwandani (2017) who analyzed the authenticity of reading texts and showed that the reading text reflect the learners' real-life purposes by providing the suitable content, attracting students' interest, and provide cultural fitness and social values through reading text. Al-Ghazo (2013) through his research in analyzing the authenticity of a book revealed that the book also provide many genre such as leaflets, letter or email, article to provide authenticity to students.

The next criterion found is applying knowledge which means that the writing task should be in line with the main material discussed in the chapter. Reid (1993:63) believed that "when content and form are familiar, reading and writing are relatively easy. But when one or the other (or both) are unfamiliar, efficiency, effectiveness and success are problematic'. The result showed that the writing task is in line with the main material discussed in the chapter. This is line with research conducted by Sulistyani (2017) who analyze"LEARNING MORE ENGLISH 2" to find out the conformity of Textbook Materials to the Core and

Basic Competence. Her research' result also revealed that most of the material is in relevance with core and basic competence. Ardini (2017) also revealed the same result that the *"When English Rings a Bell" textbook* for the eighth grade students published by the Ministry of Education and Culture of Indonesia is relevance with basic and core competence.

Students-structured is the next criterion that is found in some writing tasks. Students-structured can be applied in many ways such as the chance to choose topic, the chance to do it individually, pairs, or group. The result explained that the writing task is students-structured since it gave students choice to choose their own topic, gave students chance to do task in pair or groups. Researcher borrows the term "flexibility" by Gordon (2014) to refer to way of the task in giving chance for their students. Flexibility in learning consists of flexibility of time, place, and mode that students choose while learning. Therefore, the more chance that students get, the more meaningful and engaging the writing tasks. Flexibility of time means the time that students need to do the task such as the duration. Flexibility of place refers to where students want to the task. Flexibility of mode refers the way that students prefer to do their task such as doing task in group or individual. Every choice that students decide always has its own benefit. For instance, Killen (2006:160) proposes that group work promotes tolerance and collaboration and improves learners' speaking skills whilst coping with the curriculum. For instance, in this textbook, there are some writing task give students chance to choose their own genre. Generally, a writing task clearly required students to produce a text belong to one genre of text. However, in this textbook, writing tasks gave their students choice to choose their own genre of text they wanted to create. This belongs to flexibility of mode in learning. The important thing is how teacher guide students to decide an exact decision in appropriate situation. However, according to the result, this criterion is the least criterion found in the writing task. Previous study that has same result is study conducted by Alshumaimeri (2015) who use the term "individual need" to refer to example of students-structured. As stated before, that students-structured is the chance given to students in choosing what they want. In his research, it is shown that the authentic activities respond to the individual needs is in low level. This similarity of the result showed that most writing task still dominate in asking students what to do and what to make. This result can be a consideration for English teachers to give more flexibility to students.

Direct evidence is the last criterion that also should be found in the writing tasks. The result showed that the writing task is defined as "direct-evidence if it asked students to answer or write the reason of their answer. Here, researcher also borrow the term, "cognitive demand" by Mcgrath (2002) that refers to the same term, which is the demands of the task by asking students to think, answer, and reason or interpret their answer. The result of this study showed that the "direct-evidence" criterion is found in a series question of a song or poem.

It gives students some questions that require them to answer challenging question by providing reason and evidence. This result is supported by Escher (2015) who use the term "cognitive demand" to refer to "the way writing tasks require students to think, answer, and reason. Her result showed that the level of cognitive demands in the textbook she analyze is in high-level since the textbook is designed for writing task indeed. This result of this research also tries to complete the previous study in the same fields such as Escher (2015) that analyze the cognitive demands of the writing task quantitatively. Through this research, researcher showed that the cognitive demand is also exist even in textbook designed by government.

CONCLUSION AND SUGGESTION

Conclusion

Referring to the findings and discussions in the previous chapter, it can be concluded that firstly, the genre of writing tasks in this textbook is authentic since it reflect the specific genre in specific discipline in L2 context that has specific purposes. Secondly, the writing task is authentic in terms of practice since ask students to perform a respond, engage them with real life language, topic, and activity, ask them to apply the materials students have learned in previous section, give them choice to do the task in their own way, and provide them with demanding tasks.

Suggestion

Based on the findings, discussions, and conclusions, the researcher suggests some suggestions for the benefit of the study. The researcher divided her suggestions into two categories. First is for the teaching practice, and second is for the allied further research.

The first recommendation is that the researcher expects that her suggestions could serve as contributive feedbacks for the concerned English teachers in their teachings using "Buku Bahasa Inggris Kelas 11". In addition, the teacher can use this research to know in what way writing task become authentic or not so that teachers can do self evaluating and adaptingwriting task to be more authentic in its application. For instance, as stated before that in some ways, some writing tasks is lack of *students-structured* criterion, by considering the strength and the weakness of a writing task in terms of its authenticity, teacher could design their writing tasks to be more "students-structured" by giving more authority to students to choose and express their idea, etc. Textbook may have crucial role in providing knowledge to students, but teachers are the main factor in conducting learning to be authentic.

The researcher claims that in this study, there are some limitations that have still not been recovered. In view of that, to surmount the limitations, the researcher infers that it is deal to conduct a further research at the level of this study. The researcher suggests that in the further study, the researcher should conduct the study with the comparison to other textbooks. Accordingly, the researcher suggests that it is considerable to conduct

further study to by comparing textbook created by local educator to other textbooks created by native speakers. In case of the subject of the analysis, it is considerable to research the analysis of authenticity of other skill such as reading, speaking, or listening and also in other concern such as passage, text, audio, etc. Last, but not least, the researcher expects that, above all, any of the whole parts written in this study or research would be any of favorable benefit to the readers

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