

AN ANALYSIS ON WRITING MATERIALS OF ENGLISH TEXTBOOKS FOR SEVENTH GRADE ENTITLED “BAHASA INGGRIS WHEN ENGLISH RINGS A BELL” PUBLISHED BY MINISTRY OF EDUCATION AND CULTURE

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Abstrak

Tujuan dari penelitian ini adalah untuk mengidentifikasi tugas menulis yang diberikan dalam buku teks dan kesesuaian dengan kriteria tugas menulis dalam buku teks bahasa Inggris untuk kelas tujuh yang diterbitkan oleh Kementerian Pendidikan dan Kebudayaan. Penelitian ini menggunakan metodologi deskripsi kualitatif dalam kaitan dengan konten analisis. Data tersebut diperoleh dari buku teks untuk mengidentifikasi tugas menulis yang diberikan dan ceklis yang diseleksi dan diadaptasi dari BSNP dan William (1983) digunakan untuk mengidentifikasi tugas menulis yang diberikan dalam buku teks telah sesuai dengan kriteria atau tidak. Hasilnya menunjukkan bahwa ada empat tipe dari tugas menulis yang disajikan dalam buku teks; membuat daftar, mengisi tabel, menyempurnakan kalimat, paragraf, atau percakapan, dan meninjau ulang. Tugas-tugas menulis juga telah sesuai dengan kriterianya; memberikan tugas menulis secara terkendali dan terpandu, memiliki perkembangan yang sesuai dan tugas yang bervariasi, berhubungan dengan komponen menulis, dan mengarahkan pekerjaan menulis untuk dipraktekkan dengan lisan.

Kata kunci: **buku teks, tugas menulis, dan kriteria**

Abstract

The aim of this study is to identify the writing task presented on the textbook and the conformity to writing tasks criteria on English textbook for seventh grade published by Ministry of Education and Culture. This study used descriptive qualitative in terms of content analysis as the method. The data were obtained from textbook and checklist. The textbook is used to identify the presented writing task on the textbook and the checklist which were selected and adapted from BSNP and William (1983) is used whether the writing task on the textbook is conformed to the criteria or not. The result shows there were four types of writing tasks performed in the textbook; making list, filling in table, completing sentence, paragraph, or conversation, and reviewing. The writing tasks also conform to its criteria; giving them controlled and guided writing, has appropriate progression and variety tasks, dealing with writing components, and leading the written work to be practiced orally.

Keywords: **textbook, writing task, and criteria**

INTRODUCTION

Textbook is an important element to be used in learning activities for teachers and learners. O'Neill (1982) justifies the importance of using textbooks into four. First, textbooks, that somehow are not designed for specific purposes, deals and fits with the learner's need. The second reason using textbooks is for the learners who wish for preparing the lesson ahead or going back to the previous lesson in purpose. Third is materials provided in textbooks are well-presented. The fourth reason is textbooks enable teachers to make a modification and improvisation about the lesson.

Furthermore, textbook is necessary to assist teacher in delivering the materials. It also holds an important part for learners as it becomes a supporting guidance and

source. Cunningsworth (1995) defines the role of course book as the source for introducing materials, source for exercising and associating practice, and source for supporting less experienced educators. Harmer (1998) pointed out by using textbooks, students are more positive toward learning activity because it convinces them to either reviewing or preparing the lesson confidently.

However, Cunningsworth (1995) asserted that textbooks evaluation needs to be done in order to identify specific strengths and weaknesses. Ellis (1997) also stated, assessment gives the teachers information to adjust the materials to make them progressively better for future. It is valuable for teacher to develop and encourage themselves in order to increase a great improvement and

have an adaptation in terms of activities, unit and syllabus.

William (1983) has developed criteria for textbook evaluation into some aspects, those are; second language teaching, linguistics and pedagogy, and also technical criteria. Those aspects are specified by sub-aspects including the conformity to teaching methods, topics relevance with culture and environment, language skills; such as reading, writing, speaking, grammar and vocabulary, and also the editing and producing performed in a textbook.

Regarding the necessity of evaluation, an English textbook should obviously deal with four language skills, those are listening, reading, speaking, and writing. Cunningsworth (1995) stated that textbooks need to be examined relating to the aim and the conformity to among the skills. Since the language skills are connecting each other, they have to be performed in balance.

In this study, the researcher took the focus on the writing skills since writing tasks are much performed in the textbooks. According to Raimes (1983), writing is very helpful for learners to deeply acquire the materials. Through writing, learners are involving themselves with new languages, understanding the use of grammatical structures, vocabulary and idioms, and also participating to express their ideas into good writing forms. Verghese (1989) stated that learners who have reached the intermediate levels would have three stages of writing task, those are controlled writing, guided writing, and free writing. It is also in line with the theory by Raimes (1983) that learners are given with writing task in sequence order, from controlled-to-free approach; beginning with sentence exercises using similar pattern from the example, then sentence completion, and produce sentences after getting an initial case.

There are various kind of English textbooks in Indonesia published to assist teaching and learning activities. The common textbooks used by learners are well-set up by national education department as the implementation of curriculum 2013. It provides some aspects and criteria that enable students to be the center of learning activities and, meanwhile, teacher as facilitator. The textbooks are published by Ministry of Education and Culture entitled “Bahasa English When English Rings a Bell” used for seventh grade which corresponds to Curriculum 2013.

Some previous studies have been conducted related to textbooks evaluation. A study by Hanifa (2018) compared between two English textbook from Ministry Education and Culture based on KTSP and curriculum 2013. He underlined that textbook “When English Rings A Bell” is quite satisfactory seen from the appearance. It is affordable, contains interesting layout, has attractive

design and clear instruction. In addition, on this textbook it contains more productivity in speaking and writing.

Fitriyani (2013) also revealed that English textbook “When English Rings A Bell” has enough proportion seen from the material inside it. That contains the communicative function and covers the learners’ need. Meanwhile, she found that the content is quite simple for their grade level so it is easy to be done and the repetition topics are quite happened in every chapter. In addition, the book author should be considering the ability on their age to make a balance material among lesson, practice session or even a project work.

Suryani (2000) on her study mentioned that English textbook “When English Rings A Bell” has integrated with four language skill, however those language skills are not really designed equal and balance. The presentation of speaking activity is dominated in this textbook while writing activity is not quite vary regarding to this level. Therefore, the textbook does not provide material and activity to support each language skill as well.

Many researchers had been already evaluated the English textbook published by Ministry of Education and Culture by discussing about the layout of the book and skill proportion in each task. Nevertheless, their studies did not discuss the task presented in the book and the conformity. As we know that as an English foreign language learner, students not only need to learn the language in the authentic ways but also engage with their daily conversation. Besides, in developing the English materials there are some principals that must be hold by writers to ensure the textbook is already meet the students’ needs. Maley (2016) mentions some principles in developing English materials which are: 1) the materials should be interesting, 2) the activities should engage learners, 3) learners should be stimulated to think and reflect what they are doing, 4) the material should be possible to adapt, extend, and re-order activities, 5) the activities should lead learners to other aspects of the topic, 6) the material should be limited but has details, 7) the material should be relevant to the learners’ personal experience, 8) There should be as great variety of texts and activities as possible, 9) the materials and activity should be creative, and 10) the minimum quantity of material should be designed to achieve the maximum effect. According to the reasons stated, analyzing the textbook and its writing task are in order to ensure whether or not the task and instruction given met with the principles of development of English material as already agreed by some experts.

As a result, referring to the background concerning the strengths and weaknesses on each textbook and the English material principles, the researcher took a

consideration to analyze and evaluate English textbook for seventh grade entitled “Bahasa Inggris When English Rings a Bell” published by Ministry of Education focusing on its writing task.

The researcher summarized two research questions regarding to the issue.

1. How is writing task presented on English textbook for seventh grade published by Ministry of Education and Culture?
2. How is the conformity to writing tasks criteria on English textbook for seventh grade published by ministry of Education and Culture?

METHOD

The aims of this research were to analyze and presented the material used by the English textbook published by Ministry of Education and Culture including the conformity of the material used especially in writing. As a result, the textbook can be considered as a standard textbook for English as a Foreign Language learner.

Furthermore, this research was designed as descriptive qualitative research referring to content analysis which was the English textbook for seventh grade entitle “Bahasa Inggris When English Rings a Bell” published by Ministry of Education and Culture.

Ary et al. (2010) defined that qualitative inquiry looks to comprehend social behavior as it lives in social setting. The goal is to describe complex pattern of what is being learned in depth and detailed. They also defined that content analysis or document analysis is a research method applied to written or visual form of materials in order to identify a specified quality on it.

In order to conduct the study, the researcher required some instruments to guide and support the research. The main instrument was the researcher to identify and analyse the textbook. then, the supporting instrument was the textbook itself as the document to be evaluated. The textbook used in this research was English textbook for seventh grade entitled “Bahasa Inggris When English Rings a Bell” published by Ministry of Education and Culture based on 2013 curriculum for the purpose of identifying the writing tasks presented on the textbook. The other supporting instruments were a checklist for the purpose of identifying the conformity to writing tasks criteria on English textbook. The criteria for textbook evaluation checklist was made by adapting from BSNP and William (1983).

The data of the study were obtained through English textbook for seventh grade entitled “Bahasa Inggris When English Rings a Bell” published by Ministry of Education and Culture based on 2013 curriculum and also obtained through the textbook evaluation checklist.

The data was collected by analysing the English textbook for seventh grade entitled “Bahasa Inggris When English Rings a Bell” published by Ministry of Education and Culture in order to identify the writing tasks presented on the textbook. There were 8 chapters on the textbook that conforms to the core competence (KI) and basic competence (KD) of curriculum 2013. Referring to all chapters, the researcher identified the writing tasks performed on each chapter of the textbook. Besides, the data was also collected by identifying the conformity to writing task criteria on the textbook. The criteria were made according to EFL textbook evaluation in accordance with the adaption checklist from BSNP and William (1983). They developed criteria for textbook evaluation consisting numbers of points with various aspect so the researcher adapted and modified some similar points of each aspect. The including aspects were; general criteria, technical criteria, language features, reading, writing, and speaking. However, this research only focused on the writing materials so that the writing criteria was selected to be evaluated. Those writing criteria were; giving practices in controlled to guided writing activity, dealing with writing components, and leading written work to be practiced orally. Those writing materials criteria were examined with rating number presentation on the textbook, whether it performs to the greatest extent or just barely with the aim to identify the conformity to the English textbook evaluation.

RESULT AND DISCUSSION

The findings are presented in description referring to content analysis of English textbook for seventh grade entitled “Bahasa Inggris When English Rings a Bell” published by Ministry of Education and Culture based on 2013 curriculum and also identification for the conformity to writing materials criteria of the textbook. The criteria were made based on BSNP and William (1983) with adaptation and modification by the researcher.

Analysis can be determined as a process of breaking a complex part into smaller thing in details (Schreiter, 1991). There are two types of analysis which are qualitative analysis and quantitative analysis. Qualitative analysis deals with which components are in a given sample or compound by elaborating the ideas in words. Meanwhile, quantitative analysis deals with quantity of individual component present in a given sample or compound which explained briefly using number or graphic. The current study will focus on qualitative analysis since the significance is to analyze in depth about the textbook published by Ministry of Education and Culture.

“When English Rings the Bells” textbook which used in this study is a fourth edition that was published in 2017. The books are written by four integrated people who have English background. As this book is addressed for Indonesian learners who basically are EFL students, thus the learning material is designed suitable with the Indonesian culture. The topic discussion and problem given in each task is integrated with real life situation that may be faced in our environment. As a result, students may be fun and interested in learning English. This idea proves that the writers also builds a conducive learning atmosphere through the textbook. Besides, as we can review in the references, the writers are mostly adapted the authentic material into Indonesian culture.

The Presentation of Writing Materials on English Textbook for Seventh Grade entitled “Bahasa Inggris When English Rings a Bell” published by Ministry of Education and Culture

This textbook consists of 8 chapters based on the core competence (KI) and basic competence (KD) on 2013 curriculum. Chapter 1 as in stated on KD 3.1 and 4.1 is focusing on interpersonal interaction for greeting, take leaving, thanking, and apologizing. The objectives are to identify the social function, structures, and language features of the related topics and to enable the students to communicate well. The text is mostly elaborated in the form of dialogue and conversation related to the topics. In terms of writing materials, there are two writing tasks performed in the textbook which are required the students to do listing about the expression of stating greeting and take leaving to whoever they meet on that day. The students need to write the expression based on what time they meet the person. Those tasks are focusing the use of expression “*good morning, good afternoon, or good evening, and also good bye*”. The writing task is in the form of table so the students are asked to fill the table with some examples already written. The function is to guide the students to write the rest of the blank spaces and to drill students with similar action of writing. The task and instructions given already clear and based on the real situation thus students will accustomed to use the language in daily conversation as Bell & Gower (2011) and Hadfield (2014) agree that English language material should be natural, engaging, and involving.

Next, Chapter 2 as stated on KD 3.2 and 4.2 is focusing on transactional interaction for asking and giving information about identity, hobbies, and members of family. The objectives are also to identify the social function, structure, and language features in accordance to the topics and to enable students to communicate well. The text is elaborated in the form of dialogue or conversation and also descriptive box. In terms of writing

materials, there are four writing tasks performed differently in the textbook. The first is students are asked to write the English expression on library card as similar with the sample form given. The second is filling the descriptive box with the identity based on the example given. The identity consists of name, school, region, hobbies, favorite color, and favorite food. The third is completing blank spaces related to other students’ family identity that already given on previous descriptive box. The fourth is filling the outline of self-introduction and family introduction based on the given form. Those writing tasks are focusing on the use of *pronoun*. There are several types of *pronoun* that are introduced in this chapter, for example *subjective pronoun*, such as *I, you, we, he, she... etc.*, and then *objective pronoun*, such as *I, you, us, him, her... etc.*, and *possessive pronoun*, such as *my, your, our, his, her... etc.* The function is to get used the students to express their identity using the correct pronoun.

Moving on to Chapter 3 that is focusing on transactional interaction for asking and giving information about time, date, days, and months conforms to KD 3.3 and 4.3. This chapter also has the similar objective which is to identify the social function, structure, and language feature of the text. The text is elaborated in the form of descriptive illustration for showing the time, date, days, and months and also dialogue or conversation. In terms of writing materials, there are eight various writing tasks performed in the textbook. Four writing tasks requires students to write the information after having interview section with their partner or classmates. The interview section has different topic, those includes; asking what time they have breakfast, lunch, and dinner time, and asking activities they do at certain time, and also asking about their birthday. The students also need to prepare for presenting the information orally. The other four writing tasks are sentence completion which examples are already given. Those writing materials emphasize students for expressing the use of *cardinal and ordinal numbers* on each task. The function is to enable students mentioning activities dealing with time, date, days, months, and also cardinal and ordinal number in accordance.

Chapter 4, as stated on KD 3.4. and 4.4., aims to identify the social function, structure, and language features of transactional interaction for asking and giving information related to things, animals, and public places around. The text is elaborated in descriptive picture for showing things in certain place, such as; classroom, living room, kitchen, dining room, bedroom, bathroom, garage, yard, and for showing public places and animals, and also completed with dialogue or conversation. In terms of writing materials, there are twenty-one writing

materials performed in this textbook. The seventeen writing tasks require students to list what things inside each room referring to the example given in two descriptive boxes. The first focuses the use of article *there is* and *there are*, while the second focuses the use of article *have* and *has*. Then, the two other writing tasks require students to write the information from asking their partners or classmates related to the things and its amount they have in their house. The other writing tasks are sentence completion by interpreting activity that is going on from the pictures referred to the given example. The last writing task is sentence completion which require students to write list of things consisting on the song lyric given. The objectives of those writing tasks are to emphasize the use of article; *a, an, the, have, has, there is*, and *there are* which led students to differ singularity and plurality and also to enrich vocabulary related to the things inside rooms and places.

Chapter 5 is in line with KD 3.5 and 4.5 that is identify social function, structure, and language features on transactional interaction for asking and giving information related to the qualities of people, animals, and things in order to identify, to criticize, or to praise them. The text is elaborated in communicative illustration and dialogue or conversation. In terms of writing materials, there are eight writing tasks performed in the textbook. The five writing tasks require students to make statements based on a certain topic conversation referred to the example given. The two writing tasks enable students to write a quality of their school and house. The last writing task is sentence completion in some conversation with different situation. The objective of those writing tasks is to enable students to state *be adjective*, such as; *is, am, are, happy, sad, smart, clean, dirty, cute, small, big, etc.* related to qualities of person, animals, or things.

Chapter 6 is as stated on KD 3.6 and 4.6 that is to identify social function, structure, and language features on transactional interaction for asking and giving information related to actions or functions of people, animals, and things in order to identify, to criticize, or to praise them. The text is mostly elaborated in the form of communicative conversation. In terms of writing materials, there are eight writing tasks presented in the textbook. The three writing tasks enable students to write the information based on interview with classmates related to their family's job and their habit. The four writing tasks are presented in sentence completion based on conversation and illustrative picture related to the functions of each item inside the rooms and the students need to write it referred to the given form preceded. The other writing tasks is stating the activity of the animals mentioned in the table. The function of those writing

tasks is to get used for students to use *declarative sentence* and *interrogative sentence* with *simple present tense*.

Moving on to Chapter 7 as in outlined on KD 3.7 and 4.7 is to identify social function, structure, and language features on descriptive text for asking and giving information related to describe people, animals, and things. The text is mostly elaborated in the form of conversation in describing person, animals, things, and places. In terms of writing materials, there are five writing tasks presented in the textbook. The three writing tasks require students to complete sentences based on the descriptive conversation concerning; things and places around, adorable person and favorite animals, and the pride of Indonesia. The other writing tasks is filling some sentences with correct punctuation mark. Then, the last writing task is creating a description about students' lovely school. Those writing materials aims to present the way to describe people, animals, things, or places in brief.

Lastly, Chapter 8, as stated on KD 3.8 and 4.8, is for interpreting social function and language features on the lyric of a song. The objective is learning to get the message or value of a song. The text is elaborated in the form of song lyric. In terms of writing materials, there is only one writing task presented in the textbook. The students need to write the message of every lyric stated in the textbook. The function is to interpret the message of a song with the real life journey.

Proceeding to the overall presentation of writing task is quite much performed in the textbook. There are 57 writing tasks performed and designed in various ways, such as; making lists, filling in table, completing jumbled sentences or paragraphs and reviewing. Mostly, learners are given a model form of written task as the initiation and asked to continue it with making sentences in the similar form with a purpose to train them introducing the sentence structure rather than giving them an exact formula to be imitated. In addition, learners have to get used of writing with the correct spelling and grammar so it could help them to reduce the writing errors since the early stage.

This result is in line with Cunningsworth (1995) on his theory stated that on the early stage, learners need to be emphasized on writing task in varied and include writing in the factual context. Those activities of writing tasks should have been done in order to help learners familiarizing with the way written task organized in terms of its discourse structure.

It is also in line with Chastain (1976) stated on his theory that in order to learn a second language, learners need to learn the use of word pieces and arrange them into good sentence by themselves and also produce and

restate what they have been learning so far. Writing task is somehow complex but it is the most valuable type of practice which provides learners to adjust and change the word appropriately based on the context of the sentence. Furthermore, writing is one of the productive skills as well as speaking. If writing practices frequently given on the textbook, it would affect learners' ability for producing words, arranging and making sentences more effective since learners who are spending time for practicing their productive skills have better performance in that knowledge.

Those writing tasks, however, is still integrated on the sentence level practices. The various writing tasks are given in repetitive with a purpose to drill and familiarize learners with the same writing structure in order to enhance learners in understanding the topic through writing practice. The higher level practices, such as; paragraphing has not been developed in this stage since the learners are still being introduced to the way written task are done.

The activity such as reviewing has been displayed as "*My Journal*" in the end of the chapter which enable learners to write a review concerning their learning activities. It contains the topic they are discussing, the activity they like most, the most difficult activity, and the thing they need to learn better. Those reviewing activity is helpful to emphasize learners' writing ability. However, the presence of "*My Journal*" has not been frequently performed on the textbook.

The Conformity to Writing Materials Criteria on English Textbook for Seventh Grade entitled "Bahasa Inggris When English Rings a Bell" published by Ministry of Education and Culture

As a mean to evaluate a textbook, a criteria need to be met in several ways to decide whether the textbook is feasible or not. The criteria were made by researcher under the selection and adaptation from BSNP and William (1983) for its textbook evaluation. There were 25 items of textbook evaluation checklist with some specific aspects, such as; general, technical, language features, speaking, writing, and reading. Each aspect consists of 4 to 5 items of textbook evaluation checklist. The checklist shows an excellent result for its overall textbook evaluation.

Furthermore, some specific aspects also revealed a good result for its evaluation in the range from good to excellent indicator. However, this research only focuses on the writing aspect on the textbook so that it will be specifically discussing about its writing criteria. The writing aspect includes 4 criteria; giving practices in controlled and guided composition, having appropriate progression and variety of task, dealing with writing

composition, and leading written work to be practiced orally. Those criteria are indicated through rating number from the greatest extent to just barely presented on the textbook.

The first criteria is giving practices in controlled and guided composition. This criteria presented to the greatest extent on the textbook. The controlled writing task would display an example to be imitated that they just have to write other sentences in the similar form with different context, this task frequently formed as making list and filling in table activities. Meanwhile, the guided writing task would have an initial situation to become the guidance to complete the overall sentence or paragraph, those tasks formed as completing jumbled sentences, paragraphs, or conversation. However, free writing activity also appeared in once or twice on the textbook, such as; making conversation related to specific context and summarizing the moral value of a song. This activity also help the learners to elaborate their ideas about certain topic.

The first criteria is in line with William (1983) statement about ESL textbook should consist of introductory guidance on the presentation of language items and skills. In terms of skill, focusing on writing he added that writing skill in the textbook should demonstrate the various devices for controlling and guiding content and expression in composing exercises. That statement also supports theory by Chastain (1976) said that giving writing task in controlled and guided composition help learners to compose writing as well as to stimulate their thinking.

The second criteria is having appropriate progression and variety task. This criteria presented to a large extent on the textbook. As in stated on the textbook, writing tasks performed quiet much in various ways on each chapter. There are at least 6 types of writing tasks, such as; making list, filling in table, completing jumbled sentences, paragraphs, or conversation, making conversation, and also reviewing. Those writing practices also formed as controlled to guided writing composition and have been performed on every chapter in the textbook. Therefore, those activities are given in order to help learners to get used of writing practice and improve their writing ability.

The second criteria is also in line with Cunningsworth (1995) stated that in order to introduce and familiarize learners with writing style they need to be given varied task in factual report, they could also do activity such as; writing diary, writing formal or informal letters, summarizing text or other writing activities to supports their learning.

The third criteria is dealing with writing components. This criteria presented to a large extent on the textbook.

A prior discussion has been stated that on the early stage, learners are given writing practice only at the sentence level. Sentence level writing enable learners to emphasize writing with good grammar, content and punctuation. That involves indirect learning such as; help them understanding subject-verb agreement, distinguish parts of speech, encourage the use of punctuation marks, and remind the learners to keep writing with complete idea and full of sense. However, the higher level such as paragraphing has not been frequently developed on the textbook eventhough it seems to be appeared in once or twice presented as reviewing activity.

The third criteria is in line with Cunningsworth (1995) statement that writing material should be adjusted as their level. Different style of writing tasks are created to develop learners ability in writing skill. They might consist of different expression and organization and textbook should cover as many as its appropriate level and the aim for the learners.

The four criteria is leading the written work to be practiced orally. This criteria presented to the greatest extent on the textbook. Mostly, their writing activity is simultaneously integrated with speaking as the result of reporting. As in stated on the textbook, the initial action is making list and filling in the table based on their interview or discussion, then as the proceeding activity they have to present it orally in front of their friends. The oral practices are performed in several ways, such as; reading aloud, retell the report finding, and role play performance.

The four criteria is in accordance to curriculum 2013. Since the teachers as the facilitator and the learning activities is on students center, learners must be enhanced with productive activities. Learners have to be more emphasized in their productive skills such as speaking and writing.

CONCLUSION

This research is conducted with the purpose to analyse English textbook for seven grade entitled "When English Rings a Bell" published by Ministry of Education and Culture. This research underlined two main research problems focusing on the textbook analysis in terms of its writing task performance and the conformity to writing criteria on its textbook. The data are obtained through analyzing and identifying the textbook by the researcher as the main instrument and the textbook itself also checklist as the supporting instruments.

The result revealed that writing task are performed quite much on the textbook. There are 8 chapters on the textbook and there are at least three to five various writing tasks given in every chapter on the textbook with the purpose to introduce and familiarize learners in

composing written expression. In addition, the writing activities are adjusted to the topic every chapter, such as; greeting, introducing family, showing time, showing things surrounding, showing qualities of people, animals, things, or places, and describing person, animals, things or places, also interpreting song lyrics.

Those writing activities include; making list, filling in table, completing jumbled sentences or paragraphs in conversation, and also reviewing. Some of the writing activities require learners to get the information by interviewing their friends so speaking skill is also integrated on this level. The other activities require learners to get the understanding of the topic and compose writing based on daily life situation. However, the activity of summarizing and reviewing have not been frequently performed on the textbook since the early learners are given writing task on the sentence level. The higher level of writing task such as paragraphing has not been integrated on this level, eventhough it help learners emphasizing their writing ability.

Furthermore, the checklist have been created through selection and adaptation from the experts in order to figure out the conformity to the writing task criteria on the textbook. The criteria include; giving practices in controlled and guided composition, having appropriate progression and variety of task, dealing with writing composition, and leading written work to be practiced orally.

The results revealed that writing tasks on the textbook have met the writing criteria. The first criteria is giving learners practices in controlled and guided composition. This criteria presented to the greatest extent on the textbook since on this early stages most of the exercises require learners to imitate the example. The second criteria is having appropriate progression and variety of task. This criteria presented to a greater extent on the textbook since the topics are relevant and having variety of writing exercises, such as; making list, filling in table, completing sentences, paragraphs or conversation, and reviewing.

Besides, the third criteria is dealing with writing composition also presented to a greater extent on this textbook. The learners are given writing tasks on sentence level only, so the writing components that dealing with sentence level is about understanding the correct grammar, content, and punctuation. Then, the fourth criteria is leading the written work to be practiced orally is presented to the higher extent. Since the curriculum 2013 requires learners to be productive, every project on writing task is also integrated with speaking in the form of performing.

The result shows the presentation of writing task on the textbook are 87.5% and indicates an excellent

performance. It shows how writing materials take a wide place on the textbook and support the language learning process. According to the discussion about the writing task presented in the textbook, the writers already use material and activities which follow the guide of developing English material by researchers. The instruction is already clear, unambiguous, and build confidence (Tomlinson, 2011).

Based on the finding of the study, the researcher will give some suggestion and recommendations for writers and future researcher who concerns on this study. The first suggestion is addressed to the textbook writers. A textbook surely has its strenghts and weaknesses, however textbook evaluation need to be done in order to cover the weaknesses by improving the strenghts for examples it is by adding the evaluation journal in the end of each chapter as the activity of reviewing which enables the learners to increase the ability of writing. The second suggestion is addressed to further researcher. It is better to conduct textbook evaluation in terms of the assessment of another language skill such as speaking and listening section thus the textbook writers will get much advice and feedback upon the material developed.

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