CHAPTER I

INTRODUCTION

This chapter presents the aspects dealing with introduction. These are the background of the study, a statement of the problem, purpose of the study, the significance of the study, scope and limitation, and definition of key terms.

1.1 Background of the study

Writing is a medium to express ideas, thoughts, and opinions. Writing even can be a course of work for some people. In fact, they can make money from their ability in mastering writing such as creating an article in newspaper, song lyric, and thus along. In pedagogy, writing is one of productive skills besides listening, speaking and reading in learning English. According to Wallace et al (2004), writing is the final product of different procedures which can be studied simultaneously. These procedures are note-taking, identifying central idea, outlining, drafting, and editing. However, writing is not only a matter of expressing ideas in written form, but also concerns with grammar, vocabulary, knowledge about punctuation, conjunction, preposition and so on.

Moreover, the instructor should consider how they can assist student to learn writing easier. One of the ways is writing task, which is provided by the teacher or textbook. According to Richards and Shmicdt (2010), task is an activity which is designed to help students to achieve a particular learning goal. Writing task is activities that are given to measures students’ understanding in a writing procedures or exercises about structure in writing such as mechanics, grammar
and so on. The writing task that provides curriculum 2013 is different with previous curriculum, especially in the topic used. The writer took one of some topics in textbook 2013 curriculum in eleventh grade senior high school. The topic is *story of writing*. The content in this topic for writing task is related to student experience or student social life.

Meanwhile, the content of writing task which is related to KTSP curriculum almost provides global topic. For example, writing task that is provided in curriculum KTSP, the topic is like *thank giving is a celebration day* in writing task material such as (New Year, Halloween, Easter and Gawai Dayak). According to Putra (2014), the concept of KTSP curriculum is to develop students’ understanding in the relation between language, culture, and shaping the knowledge of culture. In other words, students do not only learn English as a language, but also students learn cross culture understanding. It is different with the concept of curriculum 2013 which gives priority in social life students’.

The other reason is that, the writer wants to explore writing tasks in *Bahasa Inggris* in order to give contribution to government in evaluating material in the textbook especially focus on writing task. The textbook in curriculum 2013 which is provided by government Minister of Education and Culture (Kemendikbud) (2012: 17) revealed that the implementation of 2013 curriculum have been fitted to the student textbook and teacher guidance book. This strategy gives insurance that the textbook quality and decrease the burden on student parent for providing book for their children.
Then, the textbook is a stimulus or instrument for teaching and learning (Graves, 2000: 175). Stimulus or instrument means that textbook is a book which can be used for teachers as teaching and learning guide and resource materials in teaching skill and practice for learner. Mostly, the teacher in Indonesia or foreigner relies only on the book as teaching material sources without preparing their own materials in teaching English. According to Lanzano (in Graves, 2000: 173), she said that the textbooks are prioritized by teachers in teaching learning, because the dominant of teachers do not have the time to prepare their own sources materials and then the textbooks become necessity. In this study, the writer only focuses on exploring writing task material in the textbook.

All the explanations above are based on the theoretical and empirical studies about writing task which are conducted by some researchers. The researchers which are mentioned above are Ambarwati (2014), Prastian (2014), and Sholikhah (2013).

According to Ambarwati (2014), there are two conclusions based on her analysis result. Firstly, in her analysis on writing task of English textbook entitled *Talk Active* for the tenth grade student of senior high school shows that she found kinds of task which are conversion, sentence combining, filling in the blank without translation, question answer, summary writing, scrambled paragraph, cloze test, filling in the blank with translation, free composition and write the text based on the topic provided. The percentage referring to the schema of quality classification proposed by Arikunto (2010) is 71, 43%. Based on, fourteen sub-categories, criteria of writing task suggested by Raimes which are appropriate ten
categories in textbook related to the sub-categories Raimes. Secondly, she found that the writing tasks in the textbook are the facility for the students to achieve the writing skill competency.

Furthermore, based on Prastian (2014) research, she revealed that the percentage of writing task in an English textbook entitled *bright* is 64, 28%. Then, she found nine out of fourteen criteria. The nine criteria were question answer, cloze test, suitable are addition, conversion, scrambled paragraph, sentence combining, fill in the blank without translation, free composition in writing, and write the text based on the topic provided. The writer concludes that the writing task in an English textbook entitled *bright* is good and appropriate with criteria as suggested by Raimes.

The last previous studies conducted by Sholikhah entitled an analysis of writing task in English textbook *English in Focus* for the eighth grade of junior high school students found that some writing tasks mostly used the criteria of writing task suggested by Raimes. In the criteria of writing task as suggested by Raimes, there are controlled by writing, translation, and free writing. To analyze the writing tasks provided with the textbook, the criteria as suggested by Raimes has some components; grammar, mechanics, and word choice. By the percentage, the result shows 75% of writing tasks provided in English textbook (Sholikhah, 2013).

Based on the reasons that are explained above, the writer concludes that exploring writing task material in *Bahasa Inggris* textbook might help the teacher in providing writing task material. The writing task materials which are provide in
curriculum of KTSP and 2013 is different in contents aspect. Meanwhile, this study has never been conducted before by students of English Department of Muhammadiyah University of Malang. Thus, the previous studies encourage the writer to explore writing task material in *Bahasa Inggris* 2013 curriculum textbook for the eleventh grade of Senior High School published by the Education and Culture of Minister.

1.2 **Statement of the problems**

The problems that are going to be discussed in this study are:

1. What are the writing tasks in *Bahasa Inggris* 2013 curriculum textbook for the eleventh grade of senior high school published by Minister of Education and Culture?

2. What is the most dominant writing task in *Bahasa Inggris* 2013 curriculum textbook for the eleventh grade of senior high school published by Minister of Education and Culture?

1.3 **Purpose of the study**

The purpose of the study can be stated as follows:

1. To know the writing task in *Bahasa Inggris* 2013 curriculum textbook for the eleventh grade of senior high school published by Minister of Education and Culture.

2. To know the dominant writing task in *Bahasa Inggris* 2013 curriculum textbook for the eleventh grade of senior high school published by Minister of Education and Culture.
1.4 **Significance of the study**

Theoretically, the purpose of this study is to find out the writing task in textbook *Bahasa Inggris* 2013 curriculum for eleventh grade senior high school published by Minister of Education and Culture. This research is expected to give contribution to the English teacher and textbook writers. For the English teachers, the result of the study is expected to provide new insight in developing writing task material and increasing teacher competence in teaching writing skill. The last is for the English textbook writers, the writer hopes that the result of study might be as an input in writing of next textbook. Meanwhile, practically, the result of the study is expected to give good contribution to the students at the English Department in preparing material, because all of the students in English department are required to join PPL or apprenticeship in school, especially senior high school. They might use the information or comparison in this research to create creative material based on the criteria of writing task in curriculum 2013.

1.5 **Scope and limitation**

The scope of this study focuses on exploring writing tasks material in Senior High School English textbook. Temporarily, this study is only limited to the eleventh grade of Senior High School *Bahasa Inggris* textbook 2013 curriculum.

1.6 **Definition of key terms**

To make the readers understand the terms used in this analysis easily, the writer would like to present several definitions of key terms as follows:
1. Writing task

Writing task is one of class activities which are done by the students to convey meaning in writing based on grammatical knowledge of students.

2. 2013 curriculum

2013 curriculum is the revised version of CBC and KTSP, with greater emphasis on building students’ characters, developing relevant skill based on students’ interests and needs, and developing a thematic learning approach that benefits students; cognitive abilities (Ministry of National Education (kemendiknas), 2013 in Putra KA 2014; 65).

3. Bahasa Inggris textbook

The writer uses the English textbook for the eleventh grade of senior high school students published by the Minister of Education or Culture as the object of the study because only this textbook uses English teaching material in teaching and learning process in the 2013 curriculum.