CHAPTER 1
INTRODUCTION

This chapter presents a research background, research problems, research objectives, significance of the research, scope and limitation, and definition of key terms.

1.1 Research Background

Writing becomes a means of communication in social life. According to Weigle (2002), the ability to write effectively is becoming increasingly important in our global community, and instruction in writing is thus assuming an increasing role in both second and foreign language education. A study by Ueda (1999) found that writing activities have been generally disregarded. Writing, however, is also an important aspects of communication. This is especially evident, for instance, in the growing use of email as a means of communicating information and ideas. From the previous sentence, it can be seen that writing skill is very crucial to learn. Therefore, students have to learn writing skills well if they want to master foreign language education.

Writing task is considered as a major evaluative tool to judge students’ progress in writing subject. They must have the skills to write a good quality composition, which is understandable by the readers. Writing task also helps students to learn stringing words and training the ability for researching other important tasks.
The textbook is one of learning materials which are commonly used. According to Tomlinson (2011), textbook is one media that contain the core material that already designed and arranged in a book so that students can use it during a course. In other words, textbooks are kind of printed materials which have an important part in teaching and learning process; textbook can help students and teachers in the fluency of teaching and learning process. Using textbooks is important for providing information of materials for the students, and the students can improve their ability using the textbook. The teacher is a reliable source of information, but textbooks can be used to provide more. This is because teachers do not always mention everything, maybe due to the limitation in the duration of the lessons. There are many English textbooks, but not all of them contain what the learner’s need. It is the job of the English teachers to decide a textbook that is suitable for their students.

Knowing this condition, an Evaluation of English Textbook is really needed. So that the teacher will know the appropriate English textbook that are suitable to the learners' needs. According to Tomlinson (1998), material evaluation refers to attempts to measure the value of the materials. The goal of textbook evaluation is to predict whether or not the textbooks will work. The teacher should examine or evaluate the materials and tasks in English textbook to give the learners’ necessities.

It is also interesting to be solved through the research paper. The writer chooses an English textbook entitled *Bahasa Inggris* published by the Ministry of Education and Culture in 2017, because the textbook declares in
the preface that variety of texts in this book are adapted to the mandate of the basic competencies in the 2013 curriculum for Class X, and the course covers the four skills, namely, listening, speaking, reading, and writing.

The previous research conducted by Prastian (2014), which analyzed an English textbook entitled *Bright*. She revealed that in controlled writing, there are just seven categories provided of the textbook. Translation is not provided in the textbook. And in free writing, there are two categories provided by the English textbook. The researcher concluded that writing task in an English textbook entitled Bright is good and appropriate with criteria as suggested by Raimes. Ann Raimes is professor of English at Hunter College, City University of New York. According to Raimes (1993) in Kobayakawa (2011) writing is the “clear, fluent, and effective communication of ideas” and categorized into here criteria, there are *controlled writing, translation, and free writing*.

Based on the finding above, the writer is interested in analyzing English textbook. The writer only focuses her evaluation on the writing task. In the research paper, the writer chooses an English Textbook published by the Ministry of Education and Culture in 2017 because the book declares in the preface that this book was designed based on the 2013 curriculum where the book has been experiencing a renewal in 2017. This book has met the standards and curriculum content of curriculum 2013 where the presentation of the content and learning experiences in this book refers to the text-based language learning approach, both oral and written, using English as a means of communicating, and many schools in Indonesia use this textbook. The textbook is an integrated English textbook for tenth grade of Senior High
School. Based on the reason above, the writer is interested in conducting a research entitled *An Analysis of Writing Task in English Textbook for the Tenth Grade of Senior High School Students published by the Ministry of Education and Culture*. Meanwhile, this study has never been conducted before by students of English Department of the Muhammadiyah Malang.

1.2 Research Problems

Based on the background of the study, the research problems are:

1. What are the writing tasks that are appropriate with criteria of writing task as suggested by Raimes in English textbook?

1.3 Research Objectives

Based on the formulations of the problem, the purposes of the research are:

1. To describe what are the writing tasks that are appropriate with criteria of writing task as suggested by Raimes in English textbook?

1.4 Scope and Limitation

The scope of this research, focusing on the writing tasks provided on the featured of English Textbook is appropriate with the criteria of writing task as suggested by Raimes. The research limits on analyzing a series of writing tasks in English textbook. The writer only takes data from the English textbook for the tenth grade students of Senior High School published by the Ministry of Education and Culture in 2017. The form of the data is the type of writing tasks in the textbook.
1.5 Research Significance

The writer hopes that the result of this research can give:

1. Theoretical Significance
   a. The result of the research can give input to material design and material development in teaching English related to the selection of English textbook.
   b. The result of this study can be used as the reference for those who want to evaluate the other textbook.

2. Practical Significance
   a. For English teachers, to get information deeply and select the good quality of the textbook.
   b. For English learners, it gives information to choose a good English textbook in stores.
   c. For the researcher self, it is to improve knowledge about the good qualities of the textbook.

1.6 Definition of Key Terms

1. Analysis is an examination of something together with thought and judgment.

2. Writing task is considered as a major evaluative tool to judge students’ progress in writing subject.

3. The textbook is one media that contains the core material that already designed and arranged in a book so that students can use it during a course. (Tomlinson, 2011)
4. English textbook; the writer uses an English textbook entitled *Bahasa Inggris* for the tenth year of Senior High School students, published by the Ministry of Education and Culture in 2017 as the object of the study.