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## An Analysis of Writing Material in Senior High School Students' Textbook

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### Article Info

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### Abstract

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*This research aims to describe the writing activities used in entitled "The "Bahasa Inggris" Textbook" for eleventh grade. This research used qualitative method. The object in this research is the writing activities in the textbook. The research findings in English textbook entitled Bahasa Inggris for eleventh grade student of Senior High School, the researchers conclude that the textbook used Dialogue writing in the writing activities, in order that students can interact each other in improving social manner for they have asked questions to their partners, helping each other how to build a good writing skill.*

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## INTRODUCTION

The writers focus on writing skills as the important competencies in learning English. There are many aspects that can be achieved by students through learning this skill. Students can put their ideas, knowledge, experiences and even feelings. On the other hand there are several aspects that must be learned to master this skill, such as vocabulary, grammar, and ideas. In addition, students must do some exercises through possible sources. One source is the textbook. This can guide students to achieve competence. There are many English textbooks, but not all of them contain what students need. It is the duty of the English teacher to decide which textbook is suitable for her students.

According to Barker (2000: 136), writing is one form of communication that is technically difficult. Writing is an understanding and good idea of creativity. Although each textbook provides writing activities, there are some materials that are not in accordance with the abilities of students. For example high school material used for Vocational High School, there are different abilities of students in understanding the material because in Vocational High School is more focused in practice.

According to Kirby and Crovitz (2013: 12), writing is a very personal and unique human action. Writing is bound to the experience of individual feelings, perceptions, and thoughts bound to the process by which language shapes and imports what we feel, feel, and imagine. Writing arises from acts of creation that are ongoing, never finished, constantly renewed, and always singular.

Writing assignments can make students more diligent in doing the exercises and in mastering the material. In addition, writing assignments are aimed at developing students' ability to think critically. According to Ellis (2003) in Nunan (2004:

3) "the task is a work plan that requires students to process language pragmatically to achieve results that can be evaluated in terms of whether the correct or appropriate proportional content has been delivered". According to Rivers (1993: 240) "writing assignments are the ability to write sentences or paragraphs correctly, such as developing verbally from class situations and the ability to write short, simple letters, etc."

According to Creswell (2007: 37), qualitative research begins with the assumption of the possibility of using theoretical lenses worldwide and studies research problems. According to Diniah (2013: 1), textbooks are an important part of teaching and learning English for teachers and students because they benefit. Richard and Renandya (2002) in Fauziati (2010: 45) state that writing is the most difficult skill to master for foreign language students. This is due not only to the need to generate and organize ideas using appropriate vocabulary, sentence, and paragraph organization choices but also to turn those ideas into readable text.

Writing task consist of three parts, such as: (1) controlled writing also known as guiding writing, focusing on stabilizing grammar patterns, sentence structure, punctuation, and choice of words. In a controlled writing task, it can be divided into several components, such as: grammar, mechanics, and word choices. The classification of writing assignments in controlled writing is as follows: additions, answer questions, dictation, cloze tests, summary writing, conversions, random paragraphs, sentence sequences, concatenation of sentences, and fill in blank parts; (2) A translation is a translation of something written or spoken in one language with words from different languages. Task translation, allows for several components, such as: grammar, mechanics, and word choices. There are two classifications of translation in writing assignments in the following textbooks:

direct translation of entire sentences and fill in the blank with translation; and (3) allow several languages, such as: grammar, mechanics, and word choices.

Textbooks are one type of text, a book to be used in the education curriculum (Brown, 2001). While the analysis refers to the process that leads to an objective and verifiable description (McGrath, 2002).

Thus, textbook analysis can be defined as a thorough investigation of the textbook using several types of evaluation procedures that are consistent to identify certain strengths and weaknesses in the textbooks that have been used (Sheldon, 1988, in Lawrence, 2011).

According to Thomson (2000) in Sholichatun (2011: 10) "textbooks are stimulus or instruments for teaching and learning". Textbooks are the center of discussion and one of the most important in what is happening in class

## RESEARCH METHOD

In term of research methodology, the researcher used qualitative research which aimed at explaining analysis writing using Bahasa Inggris textbook for Grade Eleven Senior High School.

The Bahasa Inggris textbook was written by Mahrukh Bashir. The illustration of the textbook contains Pre-Activity, Building Blocks, Let's Practice, Active Conversation, Writing Connection, Let's Create/ Contribute, and Formative Assessment. As the research purpose, the researchers will focus on the writing activities elaborated in Writing Connection and Let's Create/ Contribute. Writing activities are expected to be able to improve students' ability in writing. (Bashir, 2017). In addition, the writing activities are suitable with students' daily life.

According to Donald (2010: 457) states that in qualitative research document analysis is widely applied to written visual

data with the aim of identifying the specific characteristics of the material to be analyzed in general form from textbooks, newspapers, or other host documents.

According to Creswell (2007: 37), qualitative research begins with the assumption of the possibility of using theoretical lenses worldwide and studies research problems

## FINDING AND DISCUSSION

Finding and discussion elaborate the research question about writing activities used in Bahasa Inggris for eleventh grade senior high school textbook.

### *Finding*

The researchers categories the writing activities as types of writing activities suggested by Mahrukh Bashir provided in the textbook.

#### Chapter 1 (Offers and Suggestion)

- a. Page 15. Write with a partner. Choose a topic of your choice. Write a dialogue using suggestions and offers.

The writing activity above is dialogue writing. Students work in pairs. Before writing down the dialogue they have to understand about suggestions and offers, examples of suggestions and offers, and how to respond suggestions and offers. The activity involved the students to use modals such as may, can, could, will, would, and shall.

- b. Page 16. Choose one of the following activities for your project.

The writing activity above is posters and postcards writing. The students must be able to create some posters or postcards about environment by using suggestions and offers.

#### Chapter 2 (Opinions and thoughts)

- a. Page 28. Choose one of the topic given below. Create a dialogue of your opinion about your chosen topic. Follow the opinion giving technique you have learnt in the building block.

The writing activity above is dialogue writing. Students work in pair to write the dialogue by using sentence structure to express opinions. They have to be accustomed to using verbs like agree, believe, reckon, doubt, assumed, and think.

- b. Page 30. Choose one of the activity given below. The objective of this activity is to gather opinions of people by conducting an interview about preferably social issue's topic.

The writing activity above is information transfer. The students have to write a series of interview questions of not more than six that will have them collect opinions of people on the issue they have chosen.

#### Chapter 3 (Party Time)

- a. Page 42. Write a formal invitation for you brother's wedding.

The writing activity above is formal invitation's writing. The students must be able to write formal invitation consists of simple, precise, and concise words based on the format of the layout involved address, salutation, body, and signature.

- b. Page 43. Choose one of the activity given below. The student with a partner create formal invitation for the head of school regarding graduation ceremony in the school,

Design and create a formal invitation card template.

#### Chapter 4 (Natural Disasters- An Exposition)

- a. Page 56. Write an analytical exposition text on any of the reason issues in the media.

The writing above is analytical exposition text. Before writing the text the students have to understand structure and language features of exposition text.

- b. Page 59. Choose one of the activity given below.

The students have to write exposition text on conservation of flora and fauna in Indonesia. Then create a pamphlet or a movie to educate people in school on "Dangers of drug abuse and cigarette smoking."

#### Chapter 5 (Letter Writing)

- a. Page 71. Write a letter to your friend telling her/him about your adventures during your trip to bromo mountain.

The writing activity above is personal letter. The students have to use the proper letter writing format.

#### Chapter 6 (Cause and Effect)

- a. Page 83. Create a dialogue about causes and effects for the given topic, such as flooding, corruption, or bullying on teenager.

This writing above is dialogue writing. The students must be able to use the signal words such as: because, as a result, consequently, for this reason, unless, in order to, etc.

#### Chapter 8 (Explain This!)

- a. Page 109. Write an explanation text from any topic given in the active

conversation or any topic in your choice.

The writing activity above is explanation text writing. The students must be able to develop general structure and linguistic feature by using passive voice in the essay. They also have to follow the writing process such as draft, edit, revise, and publish.

- b. Page 112. Create a video powerpoint presentation, poster or a pamphlet to educate people in your neighborhood about the formation of tsunami's and earthquake.

### Discussion

The study showed that eleventh grade students are given activities as Dialogue writing, Posters and Postcards writing, Information Transfer, Analytical Exposition writing, Formal Invitation writing, Personal Letter writing, and Explanation Text writing. Dialogue writing is the most common used in the writing activities, in order to improve students' writing skills. It means that students are more concern in observing and asking questions with their partners. The writing activities in this textbook collaborate with speaking activities such as practising the dialogue, making presentations, and creating movie. Moreover, the writing activities are suitable with the topic in every chapter of the textbook.

### CONCLUSION

The research findings in English textbook entitled Bahasa Inggris for eleventh grade student of Senior High School, the researchers conclude that the textbook used Dialogue writing in the writing activities, in order that students can interact each other in improving social

manner for they have asked questions to their partners, helping each other how to build a good writing skill. Furthermore, after they had written their dialogue, they came to practice the dialogue in front of the class, while the other students were listening to them, and of course they also built not only writing activities but also speaking activities. This textbook are suitable for the students, because each topic related with students' daily life.

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