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Analysis of the Task of Writing English Textbooks for the 2013 Curriculum for Grade X of Senior High School Published by the Minister of Education and Culture Based on Paul Nation's Theory

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ABSTRACT

Purpose of the study: The objectives of the Research are: (1) To describe the writing tasks in English textbook entitled Bahasa Inggris 2013 Curriculum Textbook for the Tenth Grade Students of Senior High School Published by Minister of Education and Culture Based on Paul Nation's Theory. (2) To find out whether the writing tasks provided in English textbook entitled Bahasa Inggris 2013 Curriculum Textbook meet the criteria of writing task as suggested by Paul Nation.In this research, the writer employs descriptive research.

Methodology: In this research, the writer employs descriptive research. This research uses the content analysis. The method of collecting data is comparing method and analyzing document by selecting the writing tasks on the textbook entitled Bahasa Inggristextbook for the tenth grade students of senior high school that meet the criteria of writing task suggested by Paul Nation.

Main Findings: The results of the research findings of writing tasks provided in the textbook meet the criteria of writing task suggested by Paul Nation. The criteria of writing task as suggested by I.S.P Nation, there are Experience Task (22,22%), Shared Task (11,11), Guided Task (59,25%) and Independent Task (7,40%). Based on the percentage whether the tasks provided in textbook are suitable with the criteria of writing tasks as suggested by Paul Nationproposed by Arikunto are 54, 17 %.The writing tasks in the textbook entitled Bahasa Inggris for the tenth grade students are categorized as good task because the writing tasks in the textbook meet the criteria of writing task as suggested by Paul Nationand this textbookis appropriate to be used by the students at the tenth grade students of senior high school.

Novelty/Originality of this study: Recent research on the Analysis of Writing Tasks in the 2013 English Curriculum Textbooks for Grade Ten High School Students Published by the Ministry of Education and Culture based on Paul Nation's Theory has revealed valuable insights in evaluating the effectiveness of learning materials. This research provides a deeper understanding of the compatibility between the curriculum and current learning theories, enabling better improvements in the preparation of materials and assessment of English language learning.

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1. INTRODUCTION

As human being, people tend to live or interact with other people [1]. This interaction is called communication. In daily life, people use language as a tool to communicate [2], [3]. It proves that in general, human beings are social creatures who need each other. As social creatures, the most important thing is that naturally they are motivated to interact with other people to express their existences, needs, opinions, and to influence other people [4]. The importance of language includes all of the aspects of life because experience, feeling and idea of someone can only be known by other people by using language [5]. It means that language is used for communication.

Language is a special characteristic properly of human or it can be regarded as humanly criterion, because only human being speaks a language. The varieties of sounds employed for communication, the contents or message that may be conveyed through languages are some differences between human languages and animal"s means of communication [6], [7]. Ramelan explicitly stated, only means of communications used by human should be called "language" while the one used by animals should be excluded from the concept of language [8]. Naturally, only human being use language, which is then regarded as human criterion, whereas animals or any other species do not [9]. The possession of language more than any other attribute distinguishes human being from animal. To understand our humanity one must understand the language that makes us as human.

English is an important means of communication which is used in many countries in the world. It plays in important role in the process of modernization as an international language to be taught in schools [10]. Therefore, in Indonesia, English is taught in school as a compulsory subject from kindergarten until the University [11]. As a result, the Indonesian government always makes an effort to improve the quality of English education in order to make English teaching successful [12], [13]. The purpose of teaching English is to develop four skills: listening, speaking, reading and writing [14]. As English learners, they not only begin to develop language skills in listening, speaking, and reading, but also they need to develop writing skills [15]. It means that, those skills are related to each other. There is no higher level where the students have to learn a skill which is the most important, because all of these skills are essentially important when students want to develop their English language [16], [17]. In fact, there are many students who face difficulties in writing. On the other hand, the ability to write effectively is becoming important in our global community. As we see, now days, many educational institutions, local or international business, and others ask their followers to write (thesis, dissertations, essay, etc) as a requirement to pass their program, it means that the ability to write a second language becomes more important. Furthermore, the development in transportation and technology allow people to interact each other, it means that communication becomes more essential.

In order to make English teaching successful, it will be unfair if we consider it only from students or teachers points of view. Factors like the use of visual aids, time allotment, methodology, teaching material, and other facilities work together in affecting the result of teaching [18]. Teaching materials are the key component in teaching learning process. One of teaching materials that teachers use is textbooks. Nevertheless, the combinations of other sources like internet, magazine, newspaper, videos, also gives the additional sources to support a textbook content.

Textbook has a great role in the classroom. As the guidance for teacher to convey the material for their students, teacher should select a good textbook from the named publisher [19]. A good textbook is not the expensive one, but it is good in the presenting materials and it has the relevance with the curriculum [20]. Textbooks are used in different ways in language programs. For example, a reading textbook might be the basis for a course on reading skills, providing both a set of reading texts and exercises for a skills practice. A writing textbook might provide model composition and a list of topics for students to write about. It means that textbook has a great role in teaching and learning process, it is like a guide for teacher in teaching and it can be a reference for student in studying [21]. In language classroom for example, English textbook is considered to be the course of study, the guide on methods of instruction and the source of language. Finally, the choice of textbooks, the used of textbook should consider in some aspects required students.

When the acquisition of a specific language skill is seen as important, it becomes important to test that skill, writing is no exception. To know the role of writing ability in second language education, we use ways to test writing ability valid and reliable or not, both for classroom use and as a predictor of academic success. The best way to test people"s writing ability is to get them to write. It means that a test of writing involves at least two basic components: one or more writing task or instructions that tell test takers what have to write down, and a means of evaluating the writing samples that test takers produce. Exercises in the course book could lead students to the goal as stated in the curriculum [22]. The teacher should examine whether the writing exercises of a course book are relevant or not with some aspects consider in writing exercise [23]. Finally, designing a good exercise of writing is very important to know how much their writing ability increase.

The latest research on Analysis of Writing Tasks in the 2013 English Curriculum Textbooks for Tenth Grade High School Students Published by the Minister of Education and Culture Based on Paul Nation's Theory has brought new understanding about the effectiveness of the current curriculum in developing students' writing

skills. This research provides in-depth insight into the extent to which the material presented in textbooks can facilitate the development of students' writing skills in accordance with the theory proposed by Paul Nation. By evaluating the texts in the book, this research offers a critical and constructive view for improving the writing learning approach in the English curriculum at the high school level.

Research regarding Analysis of Writing Tasks in the 2013 English Curriculum Textbook for Class X High School Students Published by the Ministry of Education and Culture Based on Paul Nation's Theory has great significance in the context of curriculum development and learning. Through this research, we can understand the extent to which the writing assignments contained in textbooks are compatible with language learning theories. The results of this research can provide valuable insight for educational policy makers in designing textbooks that are more appropriate to students' learning needs, as well as assist teachers in developing more effective teaching strategies. Thus, this research becomes an important basis for improving the quality of English learning at the high school level in accordance with the demands of the existing curriculum.

Based on previous research that has been conducted with a wider scope because it analyzes the overall quality of textbooks for junior high school level, while this study is more specific by focusing on writing assignments in English textbooks at the high school level. In addition, the second study uses a more in-depth theoretical approach by applying Bangsa Paul's theory, while previous studies tend to be descriptive without in-depth study of a particular theory. This gap is also reinforced by the influence of age and level of education, where the needs and abilities of junior high school students are significantly different from those of high school students, thus influencing the analytical approach used in both studies.

The implications of this study are expected to provide recommendations to curriculum developers to improve the quality of English textbooks with writing assignments that are more relevant and in accordance with the principles of critical thinking in Bangsa Paul's theory. For teachers, the results can help implement effective writing assignments to support students in developing critical, logical, and creative writing skills, which are very important in the era of globalization. In addition, this study opens up opportunities for further studies on the application of Bangsa Paul's theory to other subjects and other aspects of textbooks, such as speaking or reading skills, at various levels of education.

Writing skills are one of the important aspects in mastering English which includes critical thinking skills, expression of ideas, and use of good language structures. In the context of the 2013 Curriculum, English textbooks are designed to support the development of these skills through tasks that are in accordance with student competency standards. However, many writing assignments in textbooks have not fully encouraged students to think critically and creatively in accordance with the needs of the 21st century. Bangsa Paul's theory, which emphasizes the importance of critical thinking in learning, provides a relevant analytical framework for evaluating the quality of these writing assignments. This study is important to identify the extent to which writing assignments in textbooks meet the principles of Bangsa Paul's theory, so that it can improve the quality of English writing learning at the high school level.

Based on the explanation above, the objectives of the Research are: (1) To describe the writing tasks in English textbook entitled Bahasa Inggris 2013 Curriculum Textbook for the Tenth Grade Students of Senior High School Published by Minister of Education and Culture Based on Paul Nation's Theory. (2) To find out whether the writing tasks provided in English textbook entitled Bahasa Inggris 2013 Curriculum Textbook meet the criteria of writing task as suggested by Paul Nation.In this research, the writer employs descriptive research.

2. RESEARCH METHOD
2.1. Design of the Research

Research method is defined as a scientific way to get data with a specific purpose and usefulness [24]. Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem [25]. The process of research involves emerging questions and procedures, data typically collected in the participants' setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meanings of the data [26]. This research does not find the statistical procedure or another counting form but analyzed the data in the form of word.

Content analysis can also be categorized as qualitative. Content analysis is the process of summarizing and reporting written data- the main contents of data and their messages. Clearly, Content analysis used to examine the text, images, or symbols that had been documented. From the definition above, research that will be used by researcher is content analysis research. This study will be disclosed in writing task found in Bahasa Inggris 2013 Curriculum Textbook for the Tenth Grade Students of Senior High School Published by Minister of Education and Culture Based on Paul Nation's Theory. Library research will be chosen as research approach. Library research is used to obtain and collect data from written material that needed by the writer that has been published.

2.2. Object of Study

The object of study in this research is the 2013 English Curriculum Textbook for Class X High School Students published by the Minister of Education and Culture Based on Paul Nation's Theory. By conducting research on the textbook, the researcher wants to describe the types of writing assignments in the English textbook and find out whether the writing assignments provided in English textbook entitled Bahasa Inggris 2013 Curriculum Textbook meet the criteria of writing task as suggested by Paul Nation.

2.3. Data Collection Technique

In collecting data, the writer used documentation study. Documentation is a wide range of written material can produce qualitative information [27]. Data collection technique through documentation means an attempt to obtain data and information in the form of written notes/ pictures regarding to the problems examined. The importance' of documentations studies to help understand the phenomenon, interpretation, developed theories, and data validation. In this research, the method of documentation is done to the tasks contained in the Bahasa Inggris 2013 Curriculum Textbook semester 1 and 2 for The Tenth Grade Students of Senior High School Published by Minister of Education and Culture in The Year Of 2016, which will be analyzed based on the writing tasks as suggested by I.S.P Nation.

2.4. Data Analysis Technique

The analysis data technique that researcher used is content analysis [28], [29]. Content analysis is one of the techniques that commonly used in qualitative research. Content analysis is simply defines the process of summarizing and reporting written data, the main contents of data and their messages [30]. In other word, it is a strict procedure for rigorous analysis, examination and verification of the contents of written data. Content analysis starts with a sample of texts (the units), defines the units of analysis (e.g. word, sentences) and the categories to be used for analysis, reviews the texts in order to code them and place them into categories, and then counts and logs the occurrence words, codes and categories. The whole process of content analysis can follow ten steps: define the research questions to be addressed by the contents analysis, define the population from which units of text are to be sampled, define the sample to be included, define the context of the generation of the document, define the units of analysis, decide the codes to be used in the analysis, construct the categories of analysis, conduct the data analysis, summarizing, and making speculative inference. In analyzing data, the researcher took only some steps of content analysis in the form of selecting, categorizing, analyzing, inferring

3.   RESULTS AND DISCUSSION

This chapter presents the analysis and results of it, which consist of two sections. The first section is kinds of tasks in writing in English 2013 Curriculum Textbook for the Tenth Grade Students of Senior High School Published by Minister of Education and Culture Based on Paul Nation's Theory. The second is An Analysis of writing tasks which is appropriate with the criteria suggested by Paul Nation in English 2013 Curriculum Textbook for the Tenth Grade Students of Senior High School Published by Minister of Education and Culture in the Year of 2016.

3.1. The Analysis of Writing Task in Bahasa Inggris 2013 Curriculum Textbook for the Tenth Grade Students of Senior High School Published by Minister of Education and Culture Based on Paul Nation's Theory.

An English textbook that became the source of this research entitled "Bahasa Inggris". This book consists of 9 chapters in each semester, there are: Talking about Self, Complimenting and Showing Care, Expressing Intention, Congratulating Others, Describing People, Visiting Ecotourism Destination, Visiting Niagara Falls, Describing Historical Places, Giving Announcement, Meeting My Idol, Keeping a Diary, Talking about an Idol, Somebody I Admire, Issumboshi, Malin Kundang, Interviewing the Wright Brothers, Strong Wind, and Learning through Songs.

3.1.1.   Task of Chapter 1 page 18

The writing task above include in experience task. In this task, the student are demanded to draw and write. This instruction asks the students to write an email/ letter response. Before doing it, the students should imagine as Alia. It means that, students must have an experience before they want to response that email/letter. The task gives an example to help the students in doing this task. The material above is suitable with the criteria of writing task as suggested by I.S.P Nation in term of experience task.

3.1.2.   Task of Chapter 2 page 29-32

The writing task above include in guided task. In this task, the student are demanded to look and write. Look the picture above and write down the inside parts of congratulation cards based on the picture. The task gives an example to help the students in doing this task. This task belong to guided task because there is a guidance as a

part of activity, also categorize as look and write task because students are expected to look the picture first before writing down. In this case, this writing task is appropriate with the criteria as suggested by I.S.P Nation.

3.1.3. Task of Chapter 3 page 47-48

The writing task above include in guided task. In this task, the students are demanded to writing with grammar. Because students write a paragraph about their holiday plan uses I would like to and I am going to. It means that students will get grammar material first. Besides that, to get easy in doing the task, there are some guidelines to guide students in writing their holiday plan. It means that, this task belong to guided task because there is a guidance as a part of activity, also categorize as writing with grammar task because students are expected to write with some component in grammar. In this case, this writing task is appropriate with the criteria as suggested by I.S.P Nation.

3.1.4. Task of Chapter 4 page 65-66 (Task 1)

The writing task above include in guided task especially in correction. In this task, the student are demanded to find out the error in the text. Besides that, there are also some guiding questions for editing. It means that, students are expected to edit the text based on some guiding questions provided. This task belong to guided task because there is a guidance as a part of activity, also categorize as correction task because students are expected to edit the error found in the text. In this case, this writing task is appropriate with the criteria as suggested by I.S.P Nation.

3.1.5. Task of Chapter 4 page 66 (Task 2)

The writing task above include in shared task especially in Reproduction exercise. The learners read to a story first and then they retell it without looking at the original. In task above, students will read the story about "Cuban Rondo" to make a word web of that story, after that, students write a description about "Cuban Rondo" based on the word web. This task belongs to shared task because students do in pair work. Shared task is too difficult for an individual to do alone may be done successfully if a pair or group does it. Finally this task suitable with kinds of writing task as suggested by I.S.P Nation.

3.1.6. Task of Chapter 4 page 67

The writing task above include in experience task. In this task, the student are demanded to draw and write. This instruction asks the students to write a description about a favorite place. Before doing it, the students should imagine a place that want to visit or favorite place that have visited several times, describe what is special about the place, make a word web to help organize idea, and the last write an essay about that place. It means that, students must have an experience before they want to response that email/letter. The material above is suitable with the criteria of writing task as suggested by I.S.P Nation in term of experience task.

3.1.7. Task of Chapter 5 page 78 (Task 1)

The writing task above include in guided task. In this task, the student are demanded to complete the sentences. Here, students are expected to complete the chart to understand the whole structure of descriptive text in reading comprehension. It means that, students should understanding first in reading comprehension section. This task belong to guided task because there is a guidance as a part of activity, also categorize as complete the sentences task because students are expected to complete the chart to understanding the text and retell the story. In this case, this writing task is appropriate with the criteria as suggested by I.S.P Nation.

3.1.8. Task of Chapter 5 page 79 (Task 2)

The writing task above include in shared task especially in group composition. In task above, the student are demanded to sit in a circle group and write a sentence in one sheet of paper one by one with duration about an interesting place until the sheet of paper back to the first students. This task belongs to ta shared task because students sharing their opinion, also categorize as group composition task because students do the task in a group. In this case, this writing task is appropriate with the criteria as suggested by I.S.P Nation.

3.1.9. Task of Chapter 5 page 80 (Task 3)

The writing task above include in independent task. In this task, the student are demanded to do the task independently. This instruction asks the students to rewrite their description and change into a descriptive essay. Although there are some questions as a guideline, basically in this task students must do the task independently. This task categorize into independent task because the teacher chooses a topic and then lets the learners get on with their writing. They may ask for help if they need it, but they are mainly left to work independently. It means that, the material above is suitable with the criteria of writing task as suggested by I.S.P Nation in term of independent task.

3.1.10. Task of Chapter 6 page 92 (Task 1)

The writing task above include in guided task especially in correction. In this task, the student are demanded to find out the error in the text. Besides that, there are also some guiding questions for editing. It means that, students are expected to edit the text based on some guiding questions provided. This task belong to guided task because there is a guidance as a part of activity, also categorize as correction task because students are expected to edit the error found in the text. In this case, this writing task is appropriate with the criteria as suggested by I.S.P Nation.

3.1.11. Task of Chapter 6 page 93 (Task 2)

The task above is one way to help the students write text. The writing task asks the students to rewrite the announcement above. Before it, the students have to answer some questions to help them rewrite the announcement. The students are suggested to remember some information needed to help them answer the questions. In this case, the students can improve their ability in writing based on their own. Because different student different point of view in presenting the idea. This writing task is appropriate with the criteria as suggested by I.S.P Nation.

3.1.12. Task of Chapter 7 page 106

The writing task above include in guided task especially in back writing. In back-writing the learners read a passage. After they have understood the text, they copy some of the key words from the passage onto a sheet of paper. In this task, the students make an outline to write a recount text about their holiday. Before doing it, the students should imagine how their holiday was. It means that, students must have a story before they want to make an outline of the story. The material above is suitable with the criteria of writing task as suggested by I.S.P Nation in term of experience task.

3.1.13. Task of Chapter 8 page 118-119

The writing task above include in experience task. It means that, students must have an experience before they want to write a recount text. In this task, the student are demanded to draw and write. This instruction asks the students to rewrite a recount text. Before doing it, the students should imagine the story as the idea and write it as the activity after they imagine. This task categorize as experience task because students have an experience in their writing activity before. Based on their experience before, now they try to rewrite story better. The material above is suitable with the criteria of writing task as suggested by I.S.P Nation in term of experience task.

3.1.14. Task of Chapter 9 page 129 (Task 1)

The writing task above include in independent task. This instruction asks the students to write a biographical recount about their idol. Students can use Habibie's biography as a reference. This task categorize into independent task because the teacher chooses a topic and then lets the learners get on with their writing. They may ask for help if they need it, but they are mainly left to work independently. It means that, the material above is suitable with the criteria of writing task as suggested by I.S.P Nation in term of independent task.

3.1.15. Task of Chapter 9 page 129 (Task 2)

The writing task above include in guided task especially in correction. In correction techniques, the learners look for mistakes either in ideas or form and describe them or correct them. In this task, the student are demanded to do the task in peer. Clearly, students will exchange their work with their partner. They will write feedback on other students. According to I.S.P Nation, it categorize into correction because students will do a correction to other student's work and belong to guided task because there are some guidelines to give feedback.

3.1.16. Task of Chapter 9 page 129 (Task 3)

The writing task above include in experience task. It means that, students must have an experience before they want to write a biographical recount. In this task, the student are demanded to draw and write. This instruction asks the students to rewrite a biographical recount after they get a feedback from classmates. It means that they have an experience in writing biographical recount before. Now, they can make it better. The material above is suitable with the criteria of writing task as suggested by I.S.P Nation in term of experience task.

3.1.17. Task of Chapter 10 page 141-142

The writing task above include in shared task especially in group class composition. In task above, the student are demanded to sit in a circle group and write a sentence in one sheet of paper one by one with duration about an interesting place until the sheet of paper back to the first students. This task belongs to shared task because

students can share their opinion, also categorize as group class composition task because students do the task in a group. In this case, this writing task is appropriate with the criteria as suggested by I.S.P Nation.

3.1.18. Task of Chapter 11 page 154 (task 1)

Based on the writing task above, it can be seen that the task improves the students' ability in completing gap in the form of narrative text. The students have to complete the blank with the appropriate word. Before doing the task, the students must know the meaning of the word before. Because the task expects the students to fill in the blanks with the most suitable word to know the whole of the story. So, the previous writing task above is appropriate with the criteria of writing task as suggested by I.S.P Nation.

3.1.19. Task of Chapter 11 page 155 (task 2)

The writing task above include in experience task. In this task, the student are demanded to draw and write. Draw means the students are expected to imagine as Issumboshi in previous story. Write means the students will write two diary entries. It means that, students have to understand the whole of the story before write two diary entries. Finally, the task above is suitable with the criteria of writing task as suggested by I.S.P Nation in term of experience task.

3.1.20. Task of Chapter 11 page 155 (task 3)

The writing task above include in guided task especially in correction. In this task, the student are demanded to find out the error in the text so the story make sense. Besides that, there are also some guiding questions for editing. It means that, students are expected to edit the text based on some guiding questions provided. This task belong to guided task because there is a guidance as a part of activity, also categorize as correction task because students are expected to edit the error found in the text. In this case, this writing task is appropriate with the criteria as suggested by I.S.P Nation.

3.1.21. Task of Chapter 11 page 155 (Task 4)

The writing task above includes in shared task especially in group class-composition because students doing the task in a big group. In task above, the student are demanded to sit in a circle group and write a sentence in one sheet of paper one by one with duration about an interesting place until the sheet of paper back to the first students. This task belongs to shared task because students shared with their groups, also categorize as group composition task because students are expected to do the task in a group work. In this case, this writing task is appropriate with the criteria as suggested by I.S.P Nation.

3.1.22. Task of Chapter 12 page 167 (Task 1)

The task above is one way to help the students make an outline from a story or legend they have heard. The writing task asks the students to remember the title of the story first before they try to answer some questions. By answering some questions, automatically students can remember the story they have heard easier than retell it suddenly. This task belong to guided task because there is a guidance as a part of activity, also categorize as question and answer because students are expected to answer the question first. In this case, this writing task is appropriate with the criteria as suggested by I.S.P Nation.

3.1.23. Task of Chapter 12 page 167 (Task 2)

The writing task above include in experience task especially in partial writing. In partial writing, students list useful words that they will need in the following writing task. In this task, the students arrange the outline into a paragraph. The material above is suitable with the criteria of writing task as suggested by I.S.P Nation in term of experience task.

3.1.24. Task of Chapter 13 page 181 (Task 3)

The writing task above include in guided task. In this task, the student are demanded to look and write. Students look at the example of interview report first before they want to write becomes a paragraph. The material above is suitable with the criteria of writing task as suggested by I.S.P Nation in term of guided task because it gives a guideline.

3.1.25. Task of Chapter 14 page 193

The writing task above includes in shared task especially in group class-composition. Because students doing the task with cooperation. In task above, the students are demanded to sit in a circle group and write a sentence in one sheet of paper one by one with duration about an interesting place until the sheet of paper back to the first students. This task belongs to shared task because students shared with their groups, also categorized as

group composition task because students are expected to do the task in a group work. In this case, this writing task is appropriate with the criteria as suggested by I.S.P Nation.

3.1.26. Task of Chapter 15 page 204 (Task 1)

The writing task above improves the students' ability in translation. The instruction asks the students to write the meaning of the song "You've got a friend". The students are expected to present the meaning in the form of paragraph. In doing this task, the student can ask their teacher or use dictionary. After doing this task, it is hoped the students can improve their ability in transferring ideas from English into Bahasa Indonesia. So, this writing task is appropriate with the criteria of writing task as suggested by I.S.P Nation.

3.1.27. Task of Chapter 16 page 204 (Task 2)

The writing task above include in experience task. In this task, the student are demanded to draw and write. This instruction asks the students to write a description about a favorite song. Before doing it, the students should think about their favorite song. It means that, students must have an experience before they want to make a descriptive text. The material above is suitable with the criteria of writing task as suggested by I.S.P Nation in term of experience task.

3.2. The Compatibility of Writing Tasks Provided in Bahasa Inggris 2013 Curriculum Textbook with the Criteria of Writing Task as Suggested by Paul Nation.

3.2.1. Based on four types of task, the result are as followed

Based on the result of writing task provided in the textbook it can be seen that from 27 writing task provided in Bahasa Inggris textbook, 7 tasks categorize in experience task with percentage 22,22%, 4 tasks categorize in shared task with percentage 11,11%, 14 tasks categorize in guided task with percentage 59.25%, and 2 tasks categorize in independent task with percentage 7,40%.

Based on the result of writing task provided in the textbook it can be seen that from 27 writing task provided in Bahasa Inggris textbook, 7 tasks categorize in experience task with percentage 22,22%, 4 tasks categorize in shared task with percentage 11,11%, 14 tasks categorize in guided task with percentage 59.25%, and 2 tasks categorize in independent task with percentage 7,40%.

3.2.2. Based on the domains contained in four types of writing tasks are as follow

Based on the result of writing task provided in the textbook it can be seen that, there are 7 tasks categorized in experience task with percentage 100% and one task belongs to partial writing with percentage 14, 29%. Second, 5 tasks are categorized in shared task, the dominant aspect is group-class composition with percentage 60%, reproduction exercise and group composition get the same percentage 20%. Third, 13 tasks are categorized in guided task. The highest is correction with percentage 30, 77%, percentage 12, 5% for look and write, Question Answer and complete the sentences. Percentage 7, 69% translation, writing with grammar, and back writing. Fourth, 2 tasks are categorized in independent task with percentage 100%.

Based on the result of writing task provided in the textbook, the writer shows the percentage whether the tasks provided in textbook are suitable with the criteria of writing task as suggested by Paul Nation. The writer uses Arikunto's schema of quality classification. Here, the percentage criteria of writing task as follows:

$$\frac{Writing\ task\ criteria\ devloped\ in\ the\ taxtbook}{writing\ task\ as\ suggested\ by\ I.S.P\ Nation} \times 100\%$$

$$\frac{13}{24} x100\% = 54,17\%$$

From the result of percentage above it can be concludes that 54, 17% of writing tasks provided in English textbook entitled Bahasa Inggris meet the criteria of writing task as suggested by Paul Nation. The theory suggested by Paul Nation are covered in Bahasa Inggris textbook for the Tenth Grade Students of Senior High School Published by Minister of Education and Culture and the most dominant tasks found is guided task.

In line with research conducted by Nurfathana [31] there are gaps with this research, Nurfathana Mazhud and Siti Laelatul Farikhah's research has a different focus in analyzing textbooks, where Nurfathana evaluates the suitability of Indonesian language teaching materials with the revised 2013 curriculum, while Siti analyzes writing assignments in English textbooks based on Paul Nation's theory. Nurfathana's research results show that Indonesian language textbooks meet the criteria for completeness of content and support the achievement of core competencies (KI) and basic competencies (KD), while Siti's research found that 54.17% of writing assignments in English textbooks meet the criteria for good assignments, with a dominance of guided assignments (59.25%) but the contribution of independent assignments is low. In methodology, Nurfathana uses a qualitative descriptive approach, while Siti uses content analysis. Nurfathana's research highlights the role of textbooks as the main means

for literacy, while Siti's research emphasizes the relevance of writing assignments in improving students' skills. These differences in focus and findings reveal the potential to integrate the two approaches in evaluating textbooks more comprehensively.

The novelty of this study lies in the in-depth analysis of writing tasks in English textbooks of the 2013 Curriculum for grade X students, using Paul Nation's theoretical framework. This study not only identifies the types of writing tasks (experience, shared, guided, and independent), but also evaluates the extent to which these tasks meet the criteria of good writing tasks according to the theory. With the result that 54.17% of writing tasks meet the suggested criteria, this study provides new insights into the effectiveness of textbooks in supporting the development of students' writing skills. In addition, this study shows that guided tasks dominate, while independent tasks only have a small contribution, which is an important input for improving the design of tasks in textbooks. Another novelty is the evaluation approach based on modern learning theory that offers critical and constructive views for improving English learning materials at the secondary school level.

This study has several limitations that need to be noted. The focus of the study was limited to the analysis of writing tasks in English textbooks, without covering other aspects such as reading, speaking, or listening tasks, which are also essential for the development of language skills holistically. In addition, this study only used one 2013 Curriculum English textbook for grade X as a sample, so the results obtained may not fully represent the quality of other textbooks used in senior high schools in Indonesia. The analytical approach in this study was also based entirely on Paul Nation's theory, without considering other theories or practical views from teachers and students regarding the effectiveness of writing tasks. Furthermore, this study did not observe the implementation of writing tasks in real classroom learning, so it has not been able to evaluate the direct impact of these tasks on student learning outcomes. These limitations indicate the need for more comprehensive further research to complement the existing findings.

For further research, it is recommended to conduct a multi-aspect analysis that includes other aspects of the textbook, such as reading, speaking, and listening tasks, to provide a more holistic picture of the quality of the textbook. In addition, expanding the sample by involving textbooks from different publishers or for different levels of education is also recommended so that the research results are more representative. A more multidimensional analysis approach is also important, by integrating other writing task theories or relevant frameworks to provide a more comprehensive analysis. Field studies are also needed to observe how writing tasks in textbooks are implemented by teachers and students in the classroom, and their impact on the learning process and outcomes. Finally, the development of the proportion of independent tasks in textbooks needs to be increased, because this type of task plays an important role in helping students develop critical thinking skills and work independently. These recommendations are expected to enrich the research results and improve the quality of English learning in schools.

4. CONCLUSION

The conclusion of this study shows that the types of writing tasks in English textbooks for tenth grade students of Senior High School published by the Minister of Education and Culture have covered the theory suggested by Paul Nation. The writing tasks in this textbook consist of four types, namely experiential tasks, joint tasks, guided tasks, and independent tasks, with the largest proportion in the guided task category. This shows that the textbook is designed to provide convenience to students through tasks that guide them carefully. Based on the analysis, the writing tasks provided in the textbook can be categorized as good tasks, so this textbook is considered suitable for use in the learning of tenth grade students.

So that this study has important implications for various parties. For teachers, these results can be used to design more balanced learning strategies by adding independent task exercises and other task variations to train students' critical thinking skills. For textbook developers, this study provides guidance for compiling more balanced textbooks by adding independent tasks and sharing tasks. Meanwhile, education policy makers can consider the results of this study to align textbook and curriculum development to better suit students' learning needs.

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