



## A Content Analysis of Writing Tasks in English Textbook “Think Globally Act Locally” of Junior High School

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### ABSTRACT

The purpose of the study is to explore and describe how well the type of writing task offered in the textbook matches up to the type of writing task proposed by Paul Nation. The study used qualitative research with a content analysis technique. Based on Louis Cohen the study process of data analysis technique through content analysis are follow: Selecting, classification, analyzing, and Inference. To calculate the results of data results, the researcher calculates percentages using Arikunto's quality categorization schema. The data obtained from the English textbook “Think Globally Act Locally” for Junior High School's Ninth Grade Depending on the theory that researcher used on English textbook, analysis found three kinds of writing tasks: experience tasks, guided tasks, and independent tasks. However, neither of the writing tasks were completed. supplied by this textbook suit the sorts of shared tasks. The dominant of writing task way found on this English textbook was guided task (51.7%).

Keywords: Writing, Writing Task, English Textbook.

### INTRODUCTION

There are four crucial abilities that learners must master when learning a language: speaking, listening, reading, and writing. According to language teacher Paul Baker (Paul, 2008), four basic language skills are required for students to learn to communicate in class successfully. These four skills encourage students to improve their communication and interpersonal abilities and learn English. Based on Komariyah's thesis, writing is one of the linguistic skills required in the curriculum (Komariyah, 2019). That's means that students need to make language. When they start writing, they have to use their imagination, thoughts, feelings, and opinions. Writers are responsible for creating the structure and tone of communication. They can then create an opinion, a poem, an essay, or a letter.

Calhoun stated that writing skills are one of the most crucial abilities since they allow us to convey our basic ideas and feelings in a way others can comprehend (Calhoun, 1999). Because human memory is so short-lived, they are severe issues. The existence of writing solves these issues and enables communication that spans hundreds, if not thousands, of years. Practicing writing in class Writing is problematic because it is a helpful skill. According to Harmer, Writing is one of the leading production skills; students should use these to develop language to be communicatively competent. They must use their imagination, thoughts, feelings, and opinions when writing (Harmer, 2007).

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Textbooks have a positive influence on the process of learning. According to Graves (1999), a textbook is a book used as a primary source of information for the suitable study of a subject instrument to teach and learn (Huda & Syafei, 2020). Textbooks will also assist students in understanding the subject matter in the school classroom. English textbooks have become learning courses, teaching method guides, and language sources. According to Thomson, “the textbook is a stimulus or instrument for teaching and learning” (Thomson, 2000). Indeed, textbooks are the foundation for many courses that instructors teach. The teaching-learning process necessitates the use of a textbook as a guide. The textbook contains various procedures, activities, and materials employed in the learning process.

The textbook contains various procedures, activities, and materials employed in the learning process. Richard said, “The textbook provides the structure of the program and the syllabus, which helps to standardize teaching, maintain quality, provide a variety of learning resources, efficient, can provide effective language models, and inputs also can train teachers and are visually appealing” (Richard, 2002). Teachers and students can improve their communication ability by using a competent textbook that delivers and supports the necessary material.

Currently, finding compatible textbooks that match the task component is not a simple task. As instructors for Students, teachers should be able to select appropriate textbooks for the material they will be learning (Johnson, 2016). Another consideration is that teachers and curriculum providers are regularly under substantial financial and professional pressure to deliver a coursebook for their students. The ELT software will be used as a textbook for many years. That alone should be enough to persuade instructors to select high-quality textbooks. The teachers were also satisfied with their ability to locate an excellent textbook to utilize.

Prof. Dr. Hermawati Syarif, M. Hum, believes that, The 2013 curriculum is an integrated kind of work between rebuilding and reconstruction (Nana, 1999). Graduation competence, appropriateness Priorities include appropriateness, expansion, progression materials, the learning revolution, and evaluation reform are all priorities. This is improving Facilitators for kids to learn. Students can benefit from the 2013 curriculum. It provides students with all of the competencies they need to gain during the teaching-learning proces.

One of the new textbooks released by the Indonesian Ministry of Education and Culture to address the implementation of the most recent curriculum, the 2013 Curriculum, is the English student book ‘Think Globally, Act Locally.’ In this case, participants will examine the English content of the ‘Think Globally Act Locally’ book while adhering to the Ministry of Education and Culture of Indonesia’s Main Curriculum 1 of 2014 in order to meet the approval of the material described in the 2013 Curriculum. As a result, the researchers examined the Junior High School English textbook ‘Think globally Act locally’ to determine whether performing the material in this book is compatible with the core skills and competencies of the 2013 curriculum from the book of English text that conforms to the Basic Competencies of the 2013 Curriculum.

Nurayu conducted a coursebook analysis of the English textbook “Think Globally Act Locally” 2013 curriculum for grade Nine. The research objectives were to find out how the writing task in the book accomplished aspects based on the theory that the researcher used. After the evaluation and analysis, it is found that the textbook has both strengths and weaknesses in the writing task aspects. It has stability in terms of the task structure and design. It is found that the coursebook is quite beneficial and challenging. However, the weaknesses lie in content coverage and material completeness (Nurayu, 2019). Retno thesis Investigated how the 2013 curriculum English textbook for Analysis of oral materials based on the content of English textbooks for the first-year students of Makassar Vocational High School in 2013 met the criteria of a good sourcebook in oral materials. The finding shows that the coursebook analyzed is categorized as nn evaluation of analysis of oral materials based on the content of English textbooks be a very good coursebook because the coursebook provided materials based on the rules defined in the curriculum (Retno, 2016). Meutia, titled “*A Content Analysis of Activities in English Textbook “When English Rings A Bell”*” The authors stated that the textbooks should

provide instructional materials and activities that stimulate the learners to be critical in thinking. Unfortunately, the researcher found that most textbook activities and questions only reflected the Lower Order Thinking Skill (LOTS) (Meutia, 2019).

Referring to the problems of the coursebook elaborated earlier and all research on English coursebook evaluation, especially the English coursebook intended for the implementation of the 2013 curriculum, which is published by the Indonesian Ministry of Education and Culture, this research fills the gap by focusing on the analysis of the English coursebook for ninth graders, especially on the writing task. This is also carried out as very few studies are still conducted on evaluating the 2013 curriculum English coursebook in the form of an English textbook. Based on the foregoing introduction, the researcher has devised the following two research problems, what are the kinds of writing tasks in the English textbook “Think Globally Act Locally” that correlate to the theory?. What kinds of writing tasks are common in “Think Globally Act Locally” in English Textbook for Ninth Grade Students?.

## RESEARCH METHODS

Research methods have been defined as a scientific method of obtaining data for a specific and useful purpose. Research design of this article is descriptive qualitative research. Qualitative research is another term for content analysis. The technique of collecting and presenting written data is known as content analysis the data and their message (Cohen at al., 2007). The term “content analysis” refers to the process of verifying the text, pictures, or symbols that have been documented (Ferris, 2013). The researchers will conduct content analysis Based on the definition provided above, conduct research. This research will be revealed in the writing task, specifically in the writing task within the English textbook for 9th grade students titled “Think Globally, Act Locally.” The type of analysis will be library research. In library research, documented materials required by published authors are used to obtain and collect data.

This research focuses on the writing assignments in the students’ English textbook. For best results, think globally and act locally 9th grade students. The data method will be used by understanding phenomena, explaining and developing theories, as well as instrument of data:

- a. Documentation guidelines, which contains the lines or the category that should be sought.
- b. Checklist, a list of categories for which data must be obtained. In this situation, the researchers provided a sign or calculated the external appearance of any indicators can be questionable.

The researchers only used the following content analysis steps when analyzing the data:

- a. Selecting. The author reads the textbook Think Global Act Locally and then selects which task will be used as the writing task in each unit of the textbook.
- b. Classification. After choosing a writing task, it will be classified as some aspect of writing exercises for analyzing data. The author prefers to analyze only the writing task, so the author uses Nation’s (2009) Theory on the various types of writing assignments According to Paul Nation, the following are examples of writing tasks:
  - Experience task
  - Shared task
  - Guide task
  - Independent task.
- c. Analysis. The author analyzes the writing exercises in the textbook after categorizing them.
- d. Inference. The researcher will make decisions based on the findings of the analysis summarize a short description and use Arikunto’s quality classification model to calculate the percentage of each discovery (Arikunto, 2010).

The first thing to do in collecting the data was to gain access to a website owned by the Ministry of Education and Culture. The website provides the book for all levels and subjects by taking no charge for downloading the book. With no registration needed, the book was downloaded in a short period. After the data was collected, the analysis began. A brief overview

of the book was worth doing to get familiar with the book layout and content writing in general. Then, the book was evaluated in terms of criteria listed in the checklist (the instrument). The checklist required rating each of the criteria in a 'provide' or 'not provide' value. If the book-matched criteria, a tick is put An evaluation of the English e-book 'Think Globally Act Locally' for the ninth graders in the 'provide' column. Meanwhile, if the book did not match the criteria, a tick was put in the 'provide' column.

## RESULT AND DISCUSSION

The researcher conducted the study and obtained all of the data from all of the research instruments, including the checklist technique and document analysis. The researcher had examined the data properly and accurately in order to achieve the research objectives. The data was evaluated to determine the study's objective. In this chapter, the researcher divided the findings into two sections. This first research questions discovery is presented in appendix 1 (a checklist), followed by the percentage result.

### Types of Writing Task

The first table in the textbook contains the writing task according to I.S.P Nation's theory. This is followed by a presentation of the data's results analysis in order to offer the outcomes of the data discoveries in order to obtain the percentage using the Arikunto scheme of categorization quality and diagrams. The table below shows, there is a symbol with an explanation:

E : Experience Task

S : Shared Task

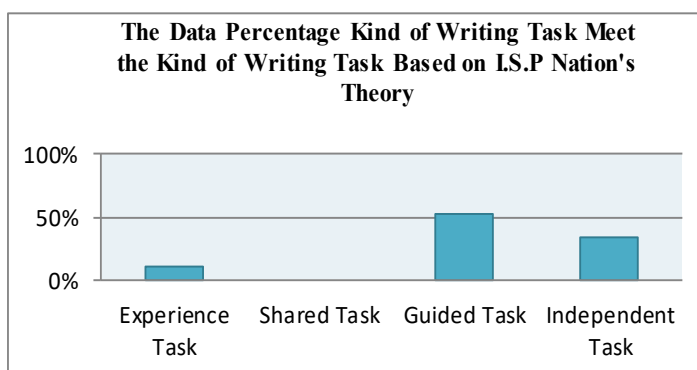
G : Guided Task

I : Independent task

From the table above, it is shown that guide task had the highest frequency (15 task). After guide task, independent task 11 task in total. Then, it was followed by experience task which had 3 task. However, the shared task is none task in this textbook. From 11 chapters, the book only provided 3 task that were categorized in the theory for the textbook.

### The Dominant of Writing Task

The second research question of this study was about the dominant of writing tasks in English textbook "Think Globally Act Locally". In this study, the researcher applied Ari Kunto's theory to calculate data and extract information from previously calculated data. It was organized in the form of a percentage.



**Figure 1**  
**I.S.P Nation Theory Data Percentage Type of Writing Task in English Textbook**

Sumber: Data Primer Diolah

Figure 1 depicts the data that the author discovered in the textbook that is relevant to the writing task in “Think Globally, Act Locally.” These types of assignments may be thought of as narrowing the gap between the knowledge, and the learning activity’s requirements Experience tasks aim to close the gap as much as possible by utilizing or expanding learners’ current knowledge. Shared tasks encourage students to help each other bridge the gap. Guided tasks try to fill the gaps by providing exercises and targeted coaching. For independent tasks, learners must rely on their resources to attempt to fill in the gaps by offering exercises and focused coaching. Learners must rely on their resources for independent tasks.

According to the diagram above, I.S.P. Nation suggests four writing tasks:

- a. Experience Task  
The first one is that the experience tasks provided by this textbook have a total of 3 tasks. For the 3 tasks of “draw and write”, the percentage is 10.3%.
- b. Shared Task  
From the types of shared tasks, none of the writing tasks provided by textbooks fits the type of shared tasks
- c. Guided Task  
From the perspective of guide task types, this textbook provides 15 tasks. 5 of tasks from “Writing Grammar help”, 2 tasks comes from the “Answer the Questions”, 1 task come from the “Picture Composition”, comes from the “ Back Writing”, and 2 tasks come from the “Put the Words in Order” tasks come from “Complete The Sentences” with the total of precentage is 51.7%.
- d. Independent Task  
Furthermore, the last came from independent tasks, 11 tasks, accounting for 40.74%. After analyzing the writing activities established in the English textbook Talk Active, the writer offers the percentage to determine if the writing tasks offered in the textbook are appropriate for the Criterion for writing tasks based on I.S.P Nation Theory. Based on the percentage of research findings presented above, it is possible to conclude that, of the 27 writing tasks suggested by ethnic theory, 8 of the writing tasks presented in this textbook accounted for 27.6 percent. The main task in the guide task has 15 tasks and a percentage of 51.7 percent.

## DISCUSSION

As stated in the results section, the e-book met 29 writing tasks of the excellent quality English texbook standard. The English textbook met the criteria for a high-quality English textbook by Nation theory because it can help students improve their writing skills. Some writing situations covered in this English textbook included congratulating someone on their success, making suggestions, and recalling past activities. These scenarios are all too familiar to students’ daily lives. Kang believed that students’ motivation and willingness to speak the new language would increase if they were familiar with the topics. As a result, exposure to such writing tasks presented in the English textbook motivates them and increases their willingness to learn more about writing (Kang, 2005, p.280.).

In addition, the e-book has successfully put students’ daily life contexts into the book contents. Therefore, students can learn English better as they can relate the learning to their actual life activities. They often deal with content associated with congratulating someone’s success and making suggestions. McKay believed that exposing An evaluation of the writing task in the English textbook ‘Think Globally Act Locally’ for the ninth-grader students to contents related to their local contexts or the experiences they often deal with in their daily lives is more effective in initiating communication (McKay, 2003p.140).

The researcher concluded, based on his findings, that the English textbook “Think Globally Act Locally” approximately 27.6 percent of the tasks that are relevant to the I.S.P Nation Theory and capable of fulfilling the topics, grammatical features, and social engagements of the ideal materials that students are expected to achieve The preceding conclusion contradicts Nurayu’s

previous research (2019). textbook in English “Think Globally Act Locally” for junior high school especially at ninth grade was examined by the researcher according to the findings, the textbook addressed 25.9% of the writing task that suggested by I.S.P Nation Theory. Similarly, Kustian’s (2021) indicated that his study offered around 41.6% of the necessary topics in the chosen Eight-grade textbook. It was underlined that the findings of Kustian’s (2021) had a larger percentage of relevant elements than the English textbook “Think Globally Act Locally”.

## CONCLUSIONS

Choosing a high-quality e-book is a difficult task. A careful evaluation using criteria lists should be performed to determine strengths, books, and weaknesses. This study examined whether the 2013 curriculum book ‘Think Globally Act Locally’ for ninth graders was classified as a good quality writing task and how it met the criteria of a good quality writing task. The writing tasks in the English textbook were analyzed by employing an evaluation criteria checklist, and the finding was obtained. The finding showed that the writing tasks met the criteria of a good writing task by the theory form I.S.P Nation to the extent that the writing contents increased students’ willingness to learn and to write English by providing familiar topics. The content of the writing tasks represented the contents by relating it to students’ real-life situations, and the writing tasks made an excellent exposure for students writing. A content analysis of writing tasks in the English textbook think Globally Act Locally’ for the ninth graders’ skills as there are many writing activities provided in the textbook (make a dialog, complete the sentences and write a journal for what today is learning). The book had an appealing layout or physical appearance. Regarding the findings of this study, it can be concluded that the activities in the English textbook “Think Globally Act Locally” for ninth grade required shared tasks for writing task activities. However, the activities were not reasonably divided. It was proven by 29 activities categorized as writing tasks, while 27 activities belong to writing tasks in this textbook. The findings showed that 10.3% of the activities were in experience tasks, 51.7% in the guide tasks, 37.9% in the independence tasks, and 0% in the shared tasks. The data analysis showed that guide tasks dominated the most dominant activities in the textbook.

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**Appendix 2. The Analysis of the Textbook's Writing Task**

No.	Writing Task Based on I.S.P Nation Theory	Writing Task Provide in The English Texbook	Amount	%	Provide	Not Provided
1.	Draw & Write	Chapter 1/Page 7-9 Chapter 1/Page 13-15 Chapter 2/Page 24-26	3		√	-
	Experience Task					
	Linked Skill	-	0	10,3%	-	√
	Partial Writing	-	0		-	√
	Ten Perfect Sentences	-	0		-	√
	Setting Your Own Question	-	0		-	√
2.	Reproduction Exercies	-	0		-	√
	Share Task					
	Blackboard Composition	-	0		-	√
	Group-Class Composition	-	0	0%	-	√
	Group Composition	-	0		-	√
	Writing With a Secretary	-	0		-	√
3.	Translation	-	0		-	√
	Look and Write	-	0		-	√
	Picture Composition	Chapter 4/Page 57	1		√	-
	Delayed Copying	-	0		-	√
	Writing With Grammar Help	Chapter 5/Page 86 Chapter 5/Page 92-93 Chapter 5/Page 121-122 Chapter 6/Page 129 Chapter 8/Page 154-162	5		√	-
	Answer The Question	Chapter 3/Page 41-42 Chapter 3/Page 46-47	2		√	-
	Guided Tasks					
	Correction	-	0		-	√
	Complete The Sentences	Chapter 6/Page 113 Chapter 6/Page 116-118 Chapter 7/Page 135-136 Chapter 8/Page 153	4	51.7%	√	-
	Back Writing	Chapter 9/Page 187	1		√	-
	Put The Words In Order	Chapter 4/Page 62-63 Chapter 10/Page 195	2		√	-
	Follow The Model	-	0		-	√
	What is it?	-	0		-	√
	Change The Sentences	-	0		-	√
	Join The Sentences	-	0		-	√
	Writing by Steps	-	0		-	√
	Marking Guided Writing	-	0		-	√

No.	Writing Task Based on I.S.P Nation Theory	Writing Task Provide in The English Texbook	Amount	%	Provide	Not Provided
4.	Independent Tasks	Chapter 1/Page 16	11	37.9%	√	-
		Chapter 2/Page 32				
		Chapter 3/Page 52				
		Chapter 4/Page 78				
		Chapter 5/Page 105				
		Chapter 6/Page 130				
		Chapter 7/Page 144				
		Chapter 8/Page 164				
		Chapter 9/Page 190				
		Chapter 10/Page 202				
		Chapter 11/Page 208				

Source: Processed Data