

CHAPTER 4. FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussions following the analysis of the data. It is intended to answer the questions of this research.

4.1 Research Findings

This section focused on the writing tasks in the ELT textbook based on Raimes (1983) in Kobayakawa (2011) and their relevance to the writing learning outcomes of in the emancipated curriculum. As represented in Raimes (1983) in Kobayakawa (2011), there are three writing types, namely controlled writing, translation, and free writing. Each type of writing task has a different number of subtypes. Controlled writing has 10 sub-types, namely dictation, conversion, sentence combining, fill-in-the-blank without translation, question-answer, sentence ordering, addition, summary writing, scrambled paragraph, and cloze test. Translation has 2 subtypes: direct translation of a whole sentence and fill-in-the-blank translation. Free writing has 2 subtypes: writing in free composition and writing based on a topic. Thus, there are 14 sub-types of writing tasks based on Raimes (1983) in Kobayakawa (2011).

The analysis found that, based on Raimes (1983) in Kobayakawa (2011) included 2 of the 3 writing task types: controlled writing and free writing. Meanwhile, translation was not found. The distribution is shown in Table 4.1.

Table 4.1 The Number of Writing Tasks in the ELT Textbook for the Tenth Graders of Senior High School

No	The Types of Writing Tasks Based on Raimes Theory		The Occurrences
1.	Controlled Writing	a. Dictation	-
		b. Conversion	-
		c. Sentence Combining	-
		d. Fill in the Blank Without Translation	-
		e. Question-Answer	1
		f. Sentence Ordering	-
		g. Addition	-
		h. Summary Writing	-
		I. Scrambled Paragraph	1
		j. Cloze Test	-
2.	Translation	a. Direct Translation of a Whole Sentence	-
		b. Fill in the Blank With Translation	-
3.	Free Writing	a. Writing in Free Composition	-
		b. Writing Based on the Topic	12
	Total		14

Table 4.1 presents the distribution of writing tasks in the ELT textbook from Chapter 1 to Chapter 6. It was found that 2 of the 3 writing tasks were controlled writing and free writing. In the ELT textbook, the free writing type was the most frequently represented compared to others. It was found that 12 tasks were included in the writing based on the topic sub-type, which were widely spread in each chapter (3 tasks in Chapter 1, 1 task in Chapter 2, 2 tasks in Chapter 3, 2 tasks in Chapter 4, 2 tasks in Chapter 5, 2 tasks in Chapter 6). Then, the controlled writing type was found to comprise 2 tasks: question-answer and scrambled paragraph subtypes, as described in Chapter 2. Meanwhile, translation was not found in all chapters. Below, the occurrences of writing tasks for each type will be explained in detail.

4.1.1 Controlled Writing

In controlled writing, there were 2 tasks included in the question-answer and scrambled paragraph, both found in Chapter 2. For more details, the tasks are explained as follows:

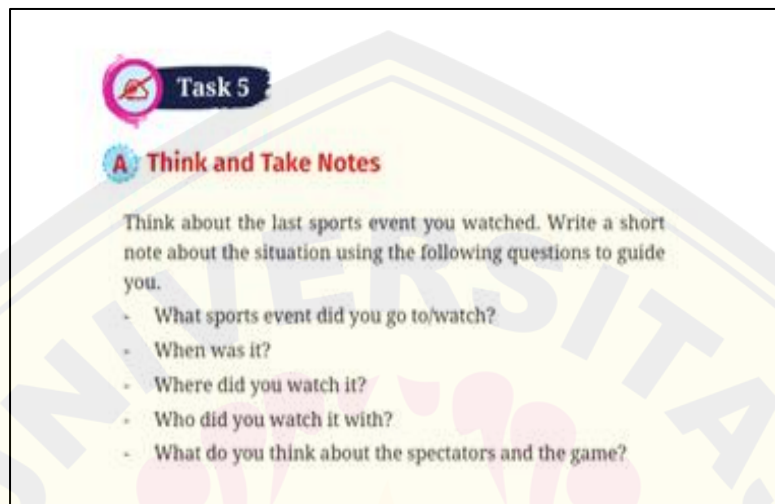


Figure 4.1 Chapter 2/Task 5/Page 40

The writing task above is included in the question-answer section because it contains five questions that students must answer. The five questions serve as a guide for students to write a short note about the last sports event they watched. Before writing the task, students are asked to understand the five questions so they can complete the task easily and correctly.

To continue the data analysis on the controlled writing type, it is described in the image below.

Task 3

A Read and Rearrange

Andi is writing about his experience of watching a football match. In pairs, rearrange the paragraphs into a meaningful text. Discuss your results with the class.

Anyway, the football match *took place* about 5 years ago, when two of the best football clubs of my country played against each other in a final match of the national football tournament. The two arch-rival teams had already *clashed* against

I like football, whether it is played between two international teams or local teams, as long as the teams give their best on the field. The sporting event that I would like to talk about was a national club football tournament in my country that takes place every year.

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each other in the past, and their number of wins was pretty much the same throughout the history of their clash, especially in this tournament. So, essentially, nobody really knew which team was favorite to win the final.

The game continued *scoreless* up until the half time interval, but as the second half of the game started, the intensity of the game increased. In the meanwhile, I was getting nervous in the stadium because my team wasn't exactly playing up to our expectations. In fact, my team was lucky to survive a few scoring chances from the *opponent* team. Then, suddenly, the ball was passed to the main "striker" of my favorite team from nowhere, and a goal was scored by my team, leaving the supporters of my team completely ecstatic and crazy with the feeling of a possible victory. And, in the end, we were indeed the victorious team.

Anyway, I consider this match to be interesting because we never know which team is going to win. Besides, I consider this match exciting also because it attracts supporters from all over my country. Finally, it is also interesting because no other sporting event makes us as emotional as this one.

But when the game actually started, all the supporters of both the teams were screaming and *encouraging* their respective teams as if they were bound to win. As a supporter, I also wanted my team to win at all costs. Anyway, both teams were playing very "*rough and tough*" football that led to some unwanted "*fouls*" and some unfortunate "*fistfights*".

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Figure 4.2 Chapter 2/Task 3/Page 34

The writing task above is included in the scrambled paragraph because students rearrange paragraphs about Andi's experience of watching a football match into a meaningful text. Before completing the task, students are asked to understand the five scrambled paragraphs in the task so they can rearrange them correctly.

4.1.2 Free Writing

In free writing, there were 12 tasks that were writing-based on the topic. It was found in Chapters 1 to 6. The tasks are described as follows:

Task 3

A Look and Discuss

Look at the following picture.



Picture 1.6 Cristiano Ronaldo
Source: Ludovic Pitron/Hickry(CC-BY-2.0 (2011))

Chapter 1 Great Athletes

Let's learn a little bit more about him. In groups of three, discuss and write things about Cristiano Ronaldo that you already know.

What we know about Cristiano Ronaldo:

Figure 4.3 Chapter 1/Task 3/Page 10

The writing task above is included in the writing section based on the topic, as students write about what they know about Cristiano Ronaldo. Here, students will write freely by channeling their writing. When students write a task based on the topics presented, they may also need an understand a descriptive text to describe Cristiano Ronaldo effectively.

The next data of free writing type is described as follows:

C Let's Practice

Think about the athlete you choose from the previous task or other athletes if you want. Take notes on their *physical features (such as hairstyles, height, skin tones), personalities and other information* such as where he/she is from. Take notes also on how he/she has inspired you.

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Figure 4.4 Chapter 1/Task 5/Page 16

The writing task above is included in the writing section based on the topic, as students write about athletes. The writing task is done individually, and they write about athletes by detailing their physical characteristics, personalities, and other information (such as their hometown and how they have inspired them).

Then, the next data in the free-writing format is described in the image below.

Task 7

A Let's Write

Write a description of your favorite athlete based on the data in the table above.

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Figure 4.5 Chapter 1/Task 7/Page 18

The writing task above is included in the writing section, based on the topic, in which students write about their favorite athletes and complete it individually.

Further data on the free writing type are described below.



Figure 4.6 Chapter 2/Task 7/Page 42

The writing task above is included in the writing section because students write a description of a sports event based on their experience of attending or watching it. The students use the notes they had written to tell about a sports event individually.

The following data is free writing type, it is explained as follows:

Title	
Purpose	
Steps	

Figure 4.7 Chapter 3/Task 6/Page 68

The writing task above is included in the writing section based on the topic because students create their own tips for maintaining physical or mental health and write ideas in the organizer to help them plan the tips. The writing task is

done individually, and students discuss which aspect of health they would like to write about, what they need to do to keep that health, the steps they would use to explain the tips, and how they would conclude the tips.

The following data on free writing type is explained below.

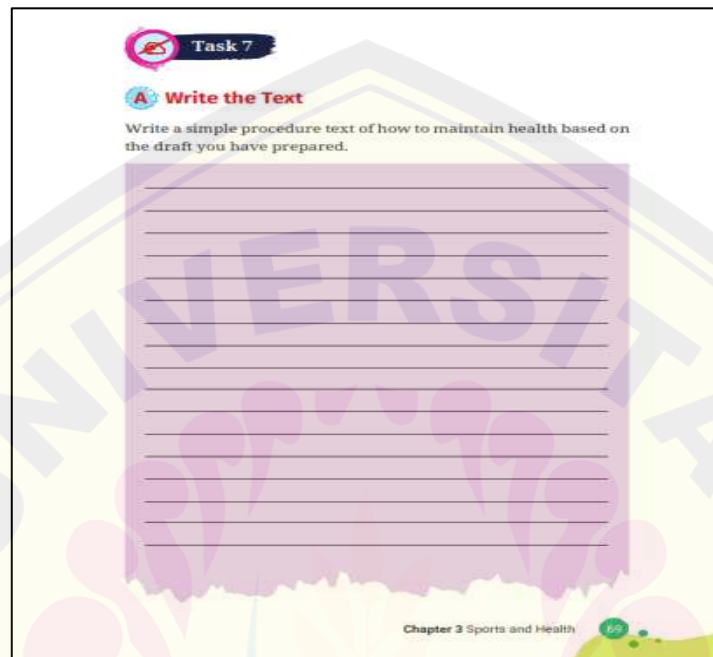


Figure 4.8 Chapter 3/Task 7/Page 69

The writing task above is included in the writing based on the topic because students write a simple procedure text on how to stay healthy, based on the draft they prepared individually. The students must understand a procedure text before completing the writing task.

The following data is described in the image below.

Task 6

Draft a Text

Complete the table below to make a draft of procedure text about how to eat healthily to maintain your health. You can use the ideas you shared in the previous task.

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Title	
Purpose	
Steps	1. 2. 3. 4. 5. (continue adding more steps as you need)

Figure 4.9 Chapter 4/Task 6/Page 89

The writing task above is included in the writing based on the topic because students create a draft of a procedure text about how to eat healthily to maintain their health. The writing task is done individually, and the students can use the ideas that they shared in the previous task.

The next data of free writing type is presented as follows:

Task 7

Write and Check

Write a simple procedure text on how to eat healthily to maintain your health based on the draft you have prepared.

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Figure 4.10 Chapter 4/Task 7/Page 90

The writing task above is included in the writing based on the topic because students are asked to write a simple procedure text on how to eat healthily

to maintain their health, using the draft they prepared. The students must understand a procedure text before completing the writing task.

The next data is presented as follows:

C Let's Make a List

People always have different opinion about something, including Graffiti. Some people think that graffiti is art. Others think it is an act of vandalism. With your classmates, list in the table below reasons why people think graffiti is art or an act of vandalism.

Graffiti is Art	Graffiti is Vandalism
<i>Graffiti can decorate a community in some peoples' eyes</i>	<i>Graffiti makes an area look run-down</i>

Figure 4.11 Chapter 5/Task 5/Page 118

The writing task above is included in the writing section based on the topic because students write reasons why people consider graffiti to be a form of art or an act of vandalism. The Students can express their own opinions about graffiti.

The following data is explained as follows:

Task 6

Think and Plan

Think about your position regarding graffiti. Explain your stance on graffiti. Consult the list you have made in **Task 5** to help you write your idea. Write your draft in the expository writing organizer below.

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Figure 4.12 Chapter 5/Task 6/Page 118

The writing task above is included in the writing based on the topic because students write a draft about graffiti in the expository writing organizer. The writing task is done individually. From the writing task, the students must understand an expository writing organizer.

Further data explanation is provided below.

Task 6

A Make a Draft

Choose one short story that you know. You can browse the internet to find the story. Make your draft of the changes that you want to make to the story. As a start you can make a change only to some of the elements of the story; only the setting, only the characters, or only the ending of the story. As you become more confident you can write a draft that rewrites the whole story. Follow the text organizer below.

Narrative Text Organizer

	Traditional version	My version (Fractured)
Title		
Characters		

Chapter 6 Fractured Stories 143

Figure 4.13 Chapter 6/Task 6/Page 143

The writing task above is included in the writing based on the topic because students create a draft of a narrative text. Before students do the writing task, they must browse the internet to find a story and choose one that they know. After that, follow the narrative text organizer to make it easier. The writing task is completed individually. The students must understand a narrative text before completing the writing task.

The latest data on free writing type is explained as follows:

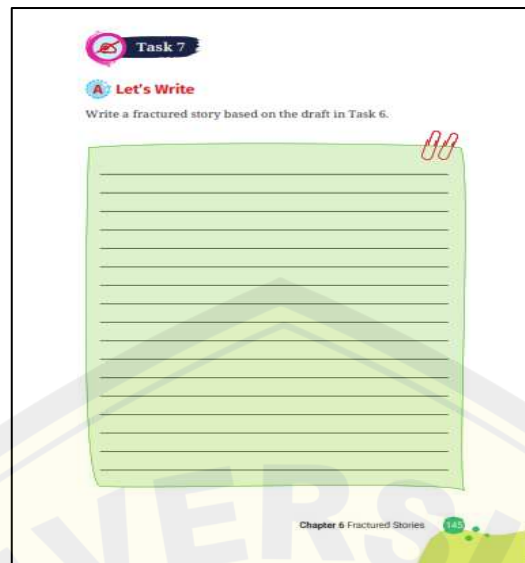


Figure 4.14 Chapter 6/Task 7/Page 145

The writing task above is included in the writing based on the topic because students write a fractured story. The writing task is completed individually, and the students can use their own ideas to write a fractured story based on the draft in Task 6.

4.2 The Writing Tasks and Their Relevance to the Learning Outcomes of Writing in the Emancipated Curriculum.

After analyzing the types of writing tasks in the ELT textbook entitled “Bahasa Inggris Work in Progress” for tenth-grade students in senior high school, I discussed the results of the analysis and their relevance to the writing learning outcomes in the emancipated curriculum. It is discussed as follows:

4.2.1 Controlled Writing

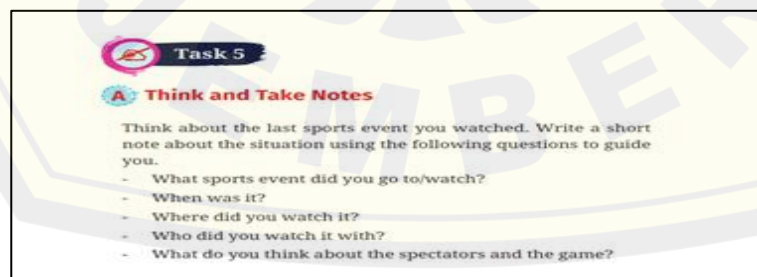


Figure 4.1 Chapter 2/Task 5/Page 40

Table 4.2 Analysis of Writing Task in Chapter 2/Task 5/Page 40

Writing Learning Outcomes	Writing Task in ELT Textbook	The Writing Tasks Based on Raimes' Theory	Relevancy	Description
Students write fiction or nonfiction texts in the forms of descriptive, recount, procedure, expository, and narrative texts, considering purpose and audience. The students plan, write, and revise texts using daily vocabulary, verbs, self-correction strategies, and present information in print or digital formats.	C.2/T.5/P.40	Controlled Writing (Question-Answer)	✓	The writing task is relevant to the writing learning outcomes because students write a short note through guided activities and comply with the instructions.

The writing task is relevant to the learning outcomes of writing because the students write a short note through guided activities, and it complies with the instructions in the writing task. Through the writing task, students can express their ideas, use their own language by paying attention to punctuation and capitalization, use everyday vocabulary and verbs in their writing, and demonstrate their understanding of the task. Therefore, the writing task above supports the attainment of the writing learning outcomes in the emancipated curriculum.

The following data in this controlled writing type is a scrambled paragraph. It is described as follows:

Task 3

A Read and Rearrange

Andi is writing about his experience of watching a football match. In pairs, rearrange the paragraphs into a meaningful text. Discuss your results with the class.

Anyway, the football match *took place* about 5 years ago, when two of the best football clubs of my country played against each other in a final match of the national football tournament. The two arch-rival teams had already *clashed* against

each other in the past, and their number of wins was pretty much the same throughout the history of their clash, especially in this tournament. So, essentially, nobody really knew which team was favorite to win the final.

The game continued *scoreless* up until the half time interval, but as the second half of the game started, the intensity of the game increased. In the meanwhile, I was getting nervous in the stadium because my team wasn't exactly playing up to our expectations. In fact, my team was lucky to survive a few scoring chances from the *opponent* team. Then, suddenly, the ball was passed to the main "striker" of my favorite team from nowhere, and a goal was scored by my team, leaving the supporters of my team completely ecstatic and crazy with the feeling of a possible victory. And, in the end, we were indeed the victorious team.

Anyway, I consider this match to be interesting because we never know which team is going to win. Besides, I consider this match exciting also because it attracts supporters from all over my country. Finally, it is also interesting because no other sporting event makes us as emotional as this one.

I like football, whether it is played between two international teams or local teams, as long as the teams give their best on the field. The sporting event that I would like to talk about was a national club football tournament in my country that takes place every year.

But when the game actually started, all the supporters of both the teams were screaming and *encouraging* their respective teams as if they were bound to win. As a supporter, I also wanted my team to win at all costs. Anyway, both teams were playing very "*rough and tough*" football that led to some unwanted "*fouls*" and some unfortunate "*fistfights*".

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Figure 4.2 Chapter 2/Task 3/Page 34

Table 4.3 Analysis of Writing Task in Chapter 2/Task 3/Page 34

Writing Learning Outcomes	Writing Task in ELT Textbook	The Type of Writing Tasks Based on Raimes' Theory	Relevancy	Description
Students write fiction or non-fiction texts in the form of descriptive text, recount text, procedure text, expository text, and narrative text with consideration of purpose and audience. The students plan, write, and revise texts using daily vocabulary, verbs, self-correction strategies, and present information in print or digital formats.	C.2/T.3/P.34	Controlled Writing (Scrambled Paragraph)	✓	The writing task is relevant to the writing learning outcomes because students write a non-fiction text in the form of a recount text by rearranging paragraphs.

The writing task is relevant to the learning outcomes of writing because students write a non-fiction text in the form of recount text by rearranging paragraphs about Andi's experience. Through this process, they can express their ideas, use their own language by paying attention to punctuation, capitalization, and incorporate daily vocabulary into their writing. Therefore, the writing task above is a type of writing task that supports the attainment of the writing learning outcomes in the emancipated curriculum.

4.2.2 Free Writing



Figure 4.3 Chapter 1/Task 3/Page 10

Table 4.4 Analysis of Writing Task in Chapter 1/Task 3/Page 10

Writing Learning Outcomes	Writing Task in ELT Textbook	The Type of Writing Tasks Based on Raimes' Theory	Relevancy	Description
Students write fiction or non-fiction texts in the form of descriptive text, recount text, procedure text, expository text, and narrative text with consideration of purpose and audience. The students plan, write, and revise texts using daily vocabulary, verbs, self-correction strategies, and present information in print or digital formats.	C.1/T.3/P.10	Free Writing (Writing Based on the Topic)	✓	The writing task is relevant to the writing learning outcomes because students write a non-fiction text in the form of a descriptive text that describes their experiences and impressions of Cristiano Ronaldo.

The writing task is relevant to the writing learning outcomes because students write a non-fiction text in the form of a descriptive text that describes their experiences and impressions of Cristiano Ronaldo. It complies with the instructions in the writing task. Through the writing task, students can express their ideas, use their own language by paying attention to punctuation, capitalization, and use daily vocabulary in their writing. Therefore, the writing task above is a type of writing task that supports the attainment of the writing learning outcomes in the emancipated curriculum.

The following data of free writing type is explained as follows:



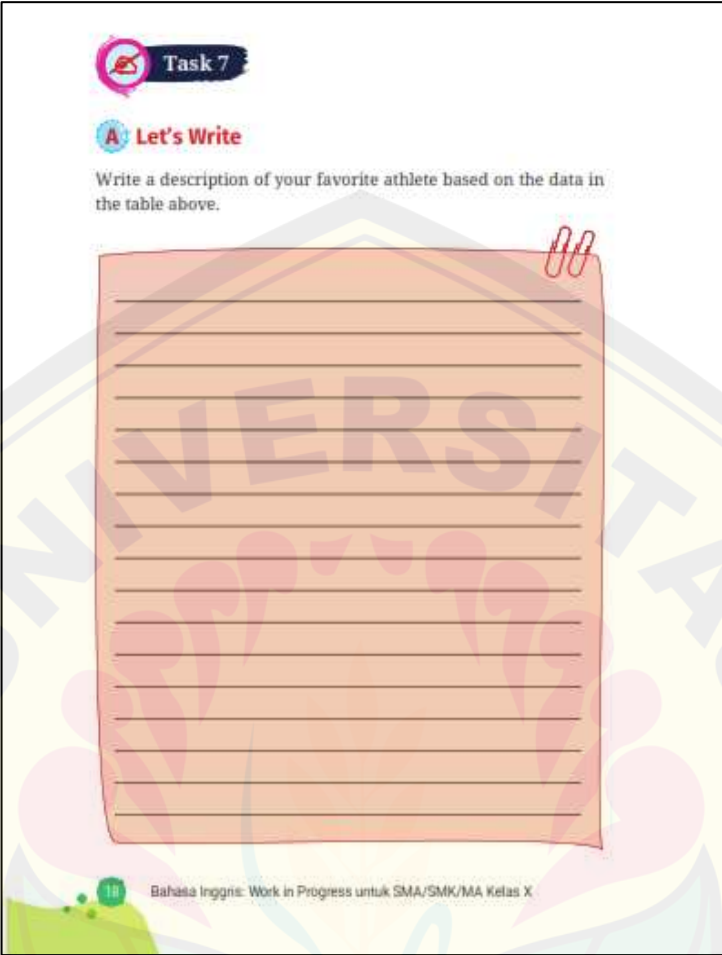
Figure 4.4 Chapter 1/Task 5/Page 16

Table 4.5 Analysis of Writing Task in Chapter 1/Task 5/Page 16

Writing Learning Outcomes	Writing Task in ELT Textbook	The Type of Writing Tasks Based on Raimes' Theory	Relevancy	Description
Students write fiction or non-fiction texts in the form of descriptive text, recount text, procedure text, expository text, and narrative text with consideration of purpose and audience. The students plan, write, and revise texts using daily vocabulary, verbs, self-correction strategies, and present information in print or digital formats.	C.1/T.5/P.16	Free Writing (Writing Based on the Topic)	✓	The writing task is relevant to the writing learning outcomes because students write a non-fiction text by following the instructions provided.

The writing task is relevant to the writing learning outcomes because the students write a non-fiction text based on the instructions provided in the writing task. They write about athletes by detailing their physical characteristics, personalities, and other information (such as their hometown and how he/she has inspired you). Through the writing task, students can express their ideas, use their own language by paying attention to punctuation, capitalization, and use daily vocabulary in their writing. Therefore, the writing task above is a type of writing task that supports the attainment of the writing learning outcomes in the emancipated curriculum.

To continue the analysis, the next data is described in the image below.



Task 7

A Let's Write

Write a description of your favorite athlete based on the data in the table above.

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Figure 4.5 Chapter 1/Task 7/Page 18

Table 4.6 Analysis of Writing Task in Chapter 1/Task 7/Page 18

Writing Learning Outcomes	Writing Task in ELT Textbook	The Type of Writing Tasks Based on Raimes' Theory	Relevancy	Description
Students write fiction or non-fiction texts in the form of descriptive text, recount text, procedure text, expository text, and narrative text with consideration of purpose and audience. The students plan, write, and revise texts using daily vocabulary, verbs, self-correction strategies, and present information in print or digital formats.	C.1/T.7/P.18	Free Writing (Writing Based on the Topic)	✓	The writing task is relevant to the writing learning outcomes because students write a non-fiction text in the form of descriptive text that describes their favorite athletes.

The writing task is relevant to the writing learning outcomes because students write a non-fiction text in the form of a descriptive text that describes their favorite athletes. It complies with the instructions in the writing task. Through the writing task, students can express their ideas, use their own language by paying attention to punctuation, capitalization, and use daily vocabulary in their writing. Therefore, the writing task above is a type of writing task that supports the attainment of the writing learning outcomes in the emancipated curriculum.

Further data on free writing is explained as follows:

Task 7

A Let's Write

Based on the information you have written in the table above, write a description of the sports event you attended or watched. Use the notes you have written to tell the event.



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Figure 4.6 Chapter 2/Task 7/Page 42

Table 4.7 Analysis of Writing Task in Chapter 2/Task 7/Page 42

Writing Learning Outcomes	Writing Task in ELT Textbook	The Type of Writing Tasks Based on Raimes' Theory	Relevancy	Description
Students write fiction or non-fiction texts in the form of descriptive text, recount text, procedure text, expository text, and narrative text with consideration of purpose and audience. The students plan, write, and revise texts using daily vocabulary, verbs, self-correction strategies, and present information in print or digital formats.	C.2/T.7/P.42	Free Writing (Writing Based on the Topic)	✓	The writing task is relevant to the writing learning outcomes because students write a non-fiction text in the form of a recount text by following the instructions provided.

The writing task is relevant to the writing learning outcomes because students write a non-fiction text in the form of a recount text. This writing task asked students to write about sporting events they have attended or watched. Through the writing task above, students must be able to choose the right words or sentences by paying attention to proper grammar. When students do the task, students can express their ideas, use their own language by paying attention to punctuation or capitalization, and use daily vocabulary in their writing. Therefore, the writing task above is a type of writing task that supports the attainment of the writing learning outcomes in the emancipated curriculum.

Further data explanation is described as follows:

B Draft a Text

Based on the writing prompt or health problems faced by students in general, create your own tips on how to maintain physical or mental health as students. Talk about what aspect of health you would like to write about, what you will need to do to maintain the health, the steps you will use to explain your tips, and how you think your tips will be concluded. When you have finished sharing with a partner, write your ideas on this organizer to help you plan your tips.

Title	
Purpose	
Steps	

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Figure 4.7 Chapter 3/Task 6/Page 68

Table 4.8 Analysis of Writing Task in Chapter 3/Task 6/Page 68

Writing Learning Outcomes	Writing Task in ELT Textbook	The Type of Writing Tasks Based on Raimes' Theory	Relevancy	Description
Students write fiction or non-fiction texts in the form of descriptive text, recount text, procedure text, expository text, and narrative text with consideration of purpose and audience. The students plan, write, and revise texts using daily vocabulary, verbs, self-correction strategies, and present information in print or digital formats.	C.3/T.6/P.68	Free Writing (Writing Based on the Topic)	✓	The writing task is relevant with the writing learning outcomes because students write a non-fiction text by writing tips on how to keep physical or mental health as students.

The writing task is relevant to the writing learning outcomes because students write a non-fiction text by writing tips on how to keep physical or mental health as students. It complies with the instructions in the writing task. Through the writing task, students can express their ideas, use their own language by paying attention to punctuation or capitalization, and use daily vocabulary in their writing. When students do the task, students must be able to know the part of the title, purpose, and steps. Therefore, the writing task above is a type of writing task that supports the attainment of the writing learning outcomes in the emancipated curriculum.

Below is an explanation of the free writing data.



Figure 4.8 Chapter 3/Task 7/Page 69

Table 4.9 Analysis of Writing Task in Chapter 3/Task 7/Page 69

Writing Learning Outcomes	Writing Task in ELT Textbook	The Type of Writing Tasks Based on Raimes' Theory	Relevancy	Description
Students write fiction or non-fiction texts in the form of descriptive text, recount text, procedure text, expository text, and narrative text with consideration of purpose and audience. The students plan, write, and revise texts using daily vocabulary, verbs, self-correction strategies, and present information in print or digital formats.	C.3/T.7/P.69	Free Writing (Writing Based on the Topic)	✓	The writing task is relevant to the writing learning outcomes because students write a non-fiction text in the form of procedure text about how to keep healthy.

The writing task is relevant to the writing learning outcomes because students write a non-fiction text in the form of a procedure text on how to keep healthy based on the draft they have prepared. It complies with the instructions in the writing task. The students must understand a procedure text first before completing the writing task. Through the writing task, students can express their ideas, use their own language by paying attention to punctuation or capitalization, and use daily vocabulary in their writing. Therefore, the writing task above is a type of writing task that supports the attainment of the learning outcomes of writing in the emancipated curriculum.

The next data is explained as follows:

 **Task 6**

Draft a Text

Complete the table below to make a draft of procedure text about how to eat healthily to maintain your health. You can use the ideas you shared in the previous task.

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Title	
Purpose	
Steps	1. 2. 3. 4. 5. (continue adding more steps as you need)

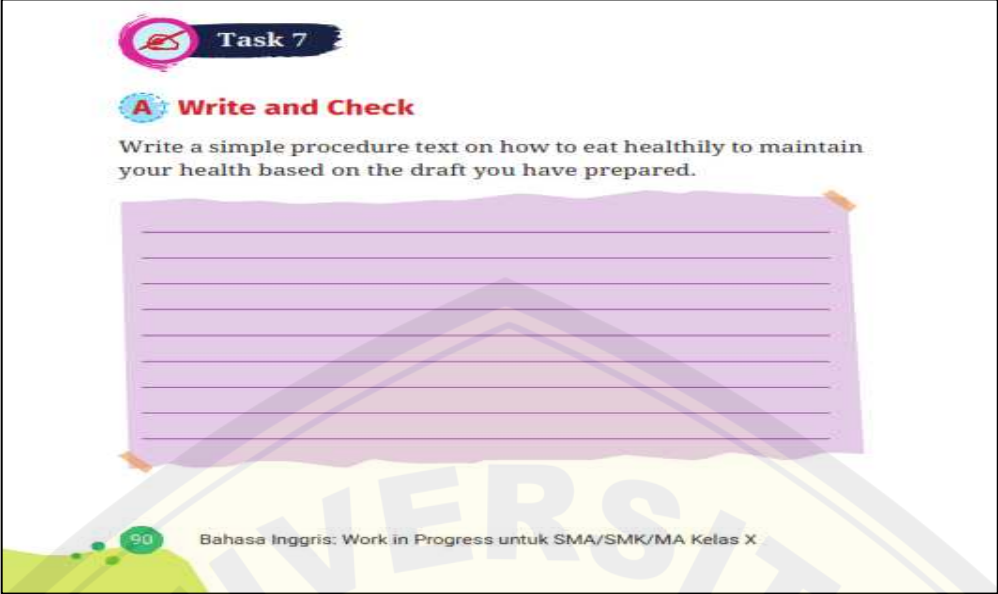
Figure 4.9 Chapter 4/Task 6/Page 89

Table 4.10 Analysis of Writing Task in Chapter 4/Task 6/Page 89

Writing Learning Outcomes	Writing Task in ELT Textbook	The Type of Writing Tasks Based on Raimes' Theory	Relevancy	Description
Students write fiction or non-fiction texts in the form of descriptive text, recount text, procedure text, expository text, and narrative text with consideration of purpose and audience. The students plan, write, and revise texts using daily vocabulary, verbs, self-correction strategies, and present information in print or digital formats.	C.4/T.6/P.89	Free Writing (Writing Based on the Topic)	✓	The writing task is relevant to the writing learning outcomes because students write a non-fiction text in the form of procedure text about how to eat healthy to keep their health.

The writing task is relevant to the writing learning outcomes because students write a non-fiction text in the form of a procedure text about how to eat healthily to keep their health. It complies with the instructions in the writing task. The students can use the ideas that they shared in the previous task, and they must understand a procedure text first before completing the writing task. Through the writing task, students can express their ideas, use their own language by paying attention to punctuation or capitalization, and use daily vocabulary in their writing. Therefore, the writing task above is a type of writing task that supports the attainment of the writing learning outcomes in the emancipated curriculum.

For further explanation, the free writing data is explained below.



Task 7

A Write and Check

Write a simple procedure text on how to eat healthily to maintain your health based on the draft you have prepared.

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Figure 4.10 Chapter 4/Task 7/Page 90

Table 4.11 Analysis of Writing Task in Chapter 4/Task 7/Page 90

Writing Learning Outcomes	Writing Task in ELT Textbook	The Type of Writing Tasks Based on Raimes' Theory	Relevancy	Description
Students write fiction or non-fiction texts in the form of descriptive text, recount text, procedure text, expository text, and narrative text with consideration of purpose and audience. The students plan, write, and revise texts using daily vocabulary, verbs, self-correction strategies, and present information in print or digital formats.	C.4/T.7/P.90	Free Writing (Writing Based on the Topic)	✓	The writing task is relevant to the writing learning outcomes because students write a non-fiction text in the form of procedure text about how to eat healthy to keep their health.

The writing task is relevant to the writing learning outcomes because students write a non-fiction text in the form of a procedure text on how to eat healthily to keep their health. It complies with the instructions in the writing task. The students must understand a procedure text first before completing the writing task. Through the writing task, students can express their ideas, use their own language by paying attention to punctuation or capitalization, and use daily vocabulary in their writing. Therefore, the writing task above is a type of writing task that supports the attainment of the writing learning outcomes in the emancipated curriculum.

To continue the analysis of free writing data, it is described as follows:

Let's Make a List

People always have different opinion about something, including Graffiti. Some people think that graffiti is art. Others think it is an act of vandalism. With your classmates, list in the table below reasons why people think graffiti is art or an act of vandalism.

Graffiti is Art	Graffiti is Vandalism
<i>Graffiti can decorate a community in some peoples' eyes</i>	<i>Graffiti makes an area look run-down</i>

Figure 4.11 Chapter 5/Task 5/Page 118

Table 4.12 Analysis of Writing Task in Chapter 5/Task 5/Page 118

Writing Learning Outcomes	Writing Task in ELT Textbook	The Type of Writing Tasks Based on Raimes' Theory	Relevancy	Description
Students write fiction or non-fiction texts in the form of descriptive text, recount text, procedure text, expository text, and narrative text with consideration of purpose and audience. The students plan, write, and revise texts using daily vocabulary, verbs, self-correction strategies, and present information in print or digital formats.	C.5/T.5/P.118	Free Writing (Writing Based on the Topic)	✓	The writing task is relevant to the writing learning outcomes because students write a non-fiction text by following the instructions provided.

The writing task is relevant to the writing learning outcomes because students write a non-fiction text in accordance with the instructions provided in the writing task. When students write the task, they can use their own opinion about graffiti. Through the writing task, students can express their ideas, use their own language by paying attention to punctuation or capitalization, and use daily vocabulary in their writing. Therefore, the writing task above is a type of writing task that supports the attainment of the writing learning outcomes in the emancipated curriculum.

The next data of free writing type is explained below.



Task 6

Think and Plan

Think about your position regarding graffiti. Explain your stance on graffiti. Consult the list you have made in **Task 5** to help you write your idea. Write your draft in the expository writing organizer below.

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Figure 4.12 Chapter 5/Task 6/Page 118

Table 4.13 Analysis of Writing Task in Chapter 5/Task 6/Page 118

Writing Learning Outcomes	Writing Task in ELT Textbook	The Type of Writing Tasks Based on Raimes' Theory	Relevancy	Description
Students write fiction or non-fiction texts in the form of descriptive text, recount text, procedure text, expository text, and narrative text with consideration of purpose and audience. The students plan, write, and revise texts using daily vocabulary, verbs, self-correction strategies, and present information in print or digital formats.	C.5/T.6/P.118	Free Writing (Writing Based on the Topic)	✓	The writing task is relevant to the writing learning outcomes because students write a non-fiction text in the form of an expository text about graffiti.

The writing task is relevant to the writing learning outcomes because students write a non-fiction about graffiti in the expository writing organizer. It complies with the instructions in the writing task. When students write the task above, they must understand an expository writing organizer. Through the writing task, students can express their ideas, use their own language by paying attention to punctuation or capitalization, and use daily vocabulary in their writing. Therefore, the writing task above is a type of writing task that supports the attainment of the writing learning outcomes in the emancipated curriculum.

To continue the analysis of the writing task data, it is explained below.

 **Task 6**

 **Make a Draft**

Choose one short story that you know. You can browse the internet to find the story. Make your draft of the changes that you want to make to the story. As a start you can make a change only to some of the elements of the story; only the setting, only the characters, or only the ending of the story. As you become more confident you can write a draft that rewrites the whole story. Follow the text organizer below.

Narrative Text Organizer

	Traditional version	My version (Fractured)
Title		
Characters		

Chapter 6 Fractured Stories 143

Figure 4.13 Chapter 6/Task 6/Page 143

Table 4.14 Analysis of Writing Task in Chapter 6/Task 6/Page 143

Writing Learning Outcomes	Writing Task in ELT Textbook	The Type of Writing Tasks Based on Raimes' Theory	Relevancy	Description
Students write fiction or non-fiction texts in the form of descriptive text, recount text, procedure text, expository text, and narrative text with consideration of purpose and audience. The students plan, write, and revise texts using daily vocabulary, verbs, self-correction strategies, and present information in print or digital formats.	C.6/T.6/P.143	Free Writing (Writing Based on the Topic)	✓	The writing task is relevant to the writing learning outcomes because students write a fiction text in the form of narrative text.

The writing task is relevant to the writing learning outcomes because students write a fiction text in the form of a narrative text. It complies with the instructions in the writing task. The students can use the ideas that they shared in the previous task, and they must understand a narrative text first before completing the writing task. Through the writing task, students can express their ideas, use their own language by paying attention to punctuation or capitalization, and use daily vocabulary in their writing. Therefore, the writing task above is a type of writing task that supports the attainment of the writing learning outcomes in the emancipated curriculum.

The latest data explanation is described below.

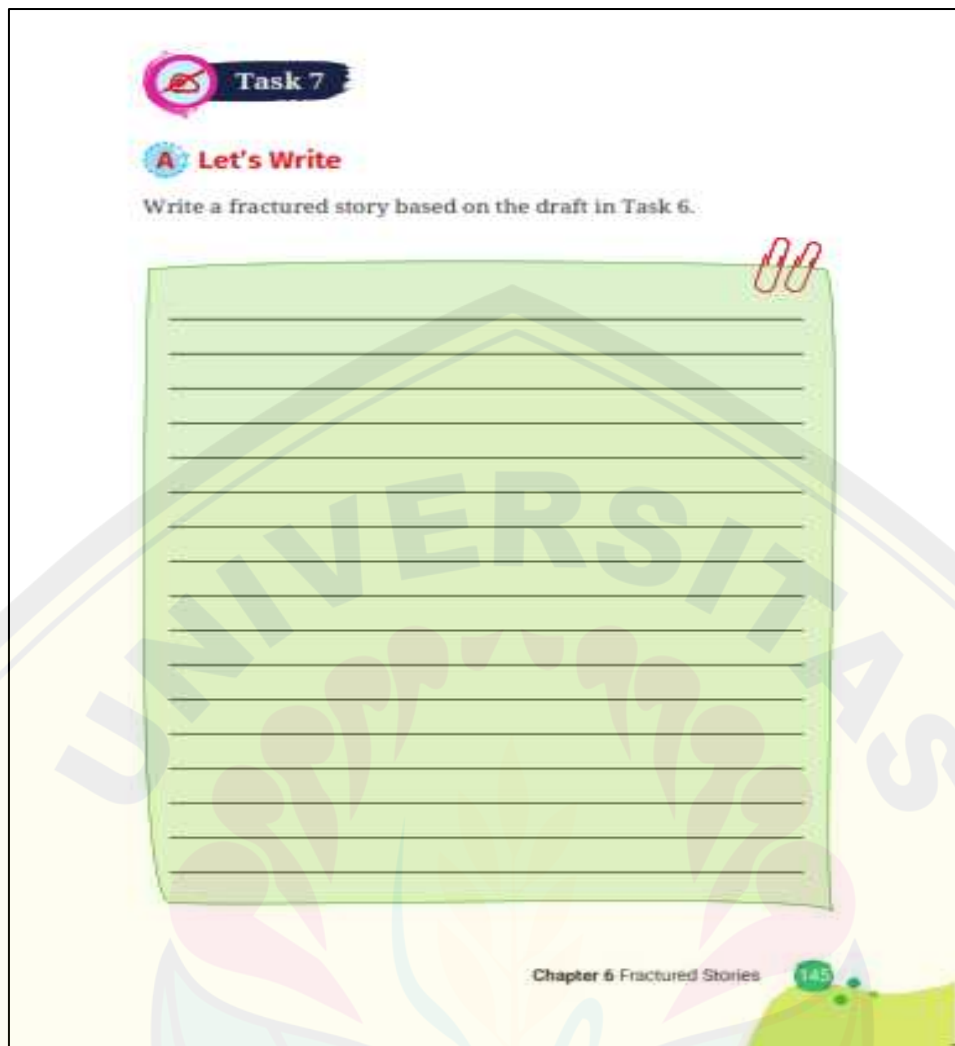


Figure 4.14 Chapter 6/Task 7/Page 145

Table 4.15 Analysis of Writing Task in Chapter 6/Task 7/Page 145

Writing Learning Outcomes	Writing Task in ELT Textbook	The Type of Writing Tasks Based on Raimes' Theory	Relevancy	Description
Students write fiction or non-fiction texts in the form of descriptive text, recount text, procedure text, expository text, and narrative text with consideration of purpose and audience. The students plan, write, and revise texts using daily vocabulary, verbs, self-correction strategies, and present information in print or digital formats.	C.6/T.7/P.145	Free Writing (Writing Based on the Topic)	✓	The writing task is relevant to the writing learning outcomes because students write a fiction text in the form of a narrative text.

The writing task is relevant to the writing learning outcomes because students write a fiction text in the form of a narrative text that comply with the instructions provided in the writing task. Through the writing task, students can express their ideas, use their own language by paying attention to punctuation or capitalization, and use daily vocabulary in their writing. Therefore, the writing task above is a type of writing task that supports the attainment of the writing learning outcomes in the emancipated curriculum.

4.3 Research Discussion

After analyzing the writing tasks, the researchers found that 2 of the 3 types of writing tasks, based on Raimes (1983) in Kobayakawa (2011), were represented in the ELT textbook: controlled writing and free writing. The data in this study included 14 writing tasks. The first type of writing tasks is controlled

writing. Controlled writing is a writing task that provides guidance or examples for students to follow so they can complete the tasks according to the instructions and examples provided. In controlled writing, two sub-types are found in chapter 2, namely question-answer and scrambled paragraphs. The question-answer task can help improve their writing skills. By answering these questions, students learn to organize ideas, think critically, and present more structured sentences. This is supported by the opinion of Adzana (2018) who stated that question-answer tasks can help students generate details about a topic and improve their writing skills in gathering ideas.

Furthermore, in this controlled writing, it was found that there was a scrambled paragraph task consisting of a collection of sentences arranged in no particular order. Thus, the collection of sentences must be reordered to become a good paragraph. To arrange it, students were asked to find the main sentence that contains the main idea, then order the other sentences logically by paying attention to the relationship between sentences using discourse markers. In line with this, Utami et al. (2018) stated that random sentences can help students to improve their writing skills, think creatively and logically by determining the right sentences as topic sentences, supporting sentences, and closing sentences. This can also build students' understanding of the structure of text types found in ELT textbook.

The second type of writing task is free writing. Free writing is a writing task that asks students to write a text using their own words while paying attention to correct structure. In ELT textbooks, freewriting is found in 12 writing tasks, presented in writing based on topic subtypes. These types of free writing tasks are spread widely from chapter 1 to 6 and are among the most frequently encountered compared to other tasks. Writing based on the topic tasks can help students express creative and imaginative ideas, develop their vocabulary, and understand text structure. Therefore, free writing tasks are highly effective in teaching and learning English writing (Isni, 2018).

Learning English for the tenth graders of senior high school students falls into phase E, which focuses on strengthening spoken and written language skills

with a CEFR B1 target. To meet the CEFR B1 target, students write simple, logically connected texts on familiar topics or personal interests. Anton and Yodi (2021) state that learning the CEFR B1 target refers to the independent use of language for relevant general and academic purposes at the intermediate level. Students are expected to be able to produce simple, coherent texts using their own language, paying attention to grammar, vocabulary, and punctuation. They can also describe experiences, events, desires, and aspirations, and briefly express opinions or explain plans. In English learning, the ELT textbook is a crucial aspect of teaching and learning process because it is designed to support the learning outcomes in the curriculum. The ELT textbook contains materials and tasks that facilitate students' writing skills. The writing tasks in this ELT textbook can be said to meet the learning outcomes of writing in the emancipated curriculum.

The results of this research are similar to previous research conducted by Putri (2019), Sari, Wennyta, & Silfia (2021), Sari, Andriani, & Fikri (2023), Yadav (2023) which revealed that writing tasks in ELT textbooks are beneficial for students in the learning process. Meanwhile, Solihat (2021) revealed that writing tasks in the textbook is inappropriate for students. The limitations in conducting this study are determining which ELT textbooks are still frequently used by students and looking for expert theories about writing tasks, so that the results of this study can be useful for teachers, writers, publishers, and researchers in the future. If the textbook is deemed inadequate, English teachers can provide varied writing tasks to make students more active and teachers must be more careful in choosing the right textbook for students. This is done so that students can easily achieve writing learning outcomes in the emancipation curriculum. Furthermore, textbook authors are advised to add varied writing tasks in ELT textbooks and incorporate more engaging images or illustrations to encourage students to learn. Finally, for future researchers, it is suggested that they use the results of this study as a reference to research the same topic by adding more expert opinions on writing tasks, using different research designs, and using English textbooks from different publishers and grade levels..