

CHAPTER 1. INTRODUCTION

This chapter discusses the point related to the introduction. The point is the research background discussed below.

1.1 Research Background

When learning English, students need to develop four English skills, namely reading, writing, listening, and speaking. Mastery of these four skills is essential for students to communicate with others effectively. Communication is very important in language development, and the learning process through writing skills (Nasser, 2016). However, English as a Foreign Language (EFL) in Indonesia is one factor contributing to students' writing difficulties. These difficulties include a lack of organizational skills, poor idea development, and inadequate grammar, vocabulary, and curriculum in writing instruction (Lubis & Afri, 2023). This problem is inseparable from the provision of teaching materials during the learning process in the classroom. To overcome this, teachers need to guide students and choose textbooks that include writing tasks that support writing learning outcomes in the emancipated curriculum. So students can achieve their learning targets effectively.

In this study, writing tasks refer to any structured activity or exercise within the textbook that requires the learner to produce written English, ranging from simple sentence manipulation to the creation of original, cohesive texts (Raimes, 1983). There are three types of writing tasks: controlled writing, translation, and free writing. Controlled writing tasks are "form-focused" tasks where the textbook provides the content and the linguistic structure. The student has limited choice, and the primary goals are grammatical accuracy and habit information (e.g., substitution drills or tense transformations). The tasks also provide a "scaffold" or a bridge between form and meaning. The textbook may provide an outline, a set of questions, or visual prompts, allowing the student to focus on organizing ideas while still being supported by a provided structure. Translation can help students understand word order and context. Free writing tasks are "meaning-focused" tasks in which students are given a prompt or topic

but have total autonomy over the content, vocabulary, and organization. The goal is communicative fluency and the "discovery of meaning."

In addition, the materials and tasks provided in the textbook must be able to support the language learning process (Tomlinson, 2011) and as a key component of the educational process in the classroom that supports teachers in presenting content for students that is in accordance with the curriculum (Astari, 2022). In line with this, the English Language Teaching (ELT) textbook is used for teaching and learning English, which contains many materials and tasks to develop students' English skills. The ELT textbook plays an important role in the learning process, supporting the implementation of the emancipated curriculum. Using the appropriate textbook for learning English in the classroom provides an advantage for students to understand the lesson more easily. In response to the emancipated curriculum learning program for the tenth graders of senior high schools. The Ministry of Education and Culture of Indonesia has published a textbook in accordance with the emancipated curriculum for tenth-graders in senior high school. This ELT textbook is easy to access online or offline and is presented using a text-based learning approach, both oral and written. The ELT textbook also includes various writing tasks that meet curriculum targets.

Several studies have reviewed the analysis of writing tasks conducted by five researchers (Putri, 2019; Solihat, 2021; Sari, Wennyta, & Silfia, 2021; Sari, Andriani, & Fikri, 2023; Yadav, 2023). In previous studies, researchers have conducted studies in Indonesia and Iran. In several previous studies, researchers analyzed writing tasks in English textbooks for grades eight, nine, eleven, and twelve. Previous researchers categorized writing tasks using the theories of Nunan, Hyland, and Nation, but their findings were not linked to the emancipated curriculum. Therefore, to fill the gap of previous researchers, this researcher focused on analyzing the types of writing tasks presented in the ELT textbooks for the tenth graders of senior high school using Raimes' (1983) theory in Kobayakawa (2011) to categorize the types of writing tasks, and to find out which types of writing tasks support the attainment of writing learning outcomes in the emancipated curriculum.

1.2 Research Questions

Based on the research background above, this research focuses on the following research questions:

1. What types of writing tasks are presented in the ELT textbook for the tenth graders of senior high school?
2. Which types of writing tasks support the attainment of the writing learning outcomes in the curriculum?

1.3 Research Objectives

Based on the research question above, this research focuses on the following research objectives:

1. To analyze the types of writing tasks presented in the ELT textbook for the tenth graders of senior high school.
2. To find out which types of writing tasks support the attainment of the writing learning outcomes in the curriculum.

1.4 Research Contributions

The results of this research are expected to give practical and empirical contributions.

1.4.1 Practical Contribution

The findings of this research are expected to provide important information for English teachers about the types of writing tasks that support the attainment of writing learning outcomes in the emancipated curriculum, and it is hoped that teachers will provide additional writing tasks that align with these learning outcomes in the emancipated curriculum. So, students can achieve the target learning outcomes well. Additionally, this research is expected to be useful for textbook writers in developing writing tasks in ELT textbooks for students that support the attainment of learning outcomes in the emancipated curriculum.

1.4.2 Empirical Contribution

The findings of this research are expected to be helpful for future researchers who will conduct research. In this research, 12 writing tasks were identified, including 2 controlled writing types and 12 free writing types. The number of writing tasks included in the free writing type is greater than the number of controlled writing tasks. This relates to the writing learning outcomes in the emancipated curriculum, which require students to be able to write various types of texts, such as descriptive text, recount text, procedure text, expository text, and narrative text. All types of writing tasks found in this ELT textbook support the writing learning outcomes in the emancipated curriculum. Thus, it may be used as an additional reference to conduct research on similar topics related to the analysis of writing tasks in ELT textbooks from different publishers and grade levels.