



**TYPES OF WRITING TASKS IN THE ELT TEXTBOOK
FOR SENIOR HIGH SCHOOL**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF EDUCATION
UNIVERSITY OF JEMBER**

2026



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Composed to Fulfill One of the Requirements to Obtain the S1 Degree
at the English Education Study Program, Language and Arts Department,
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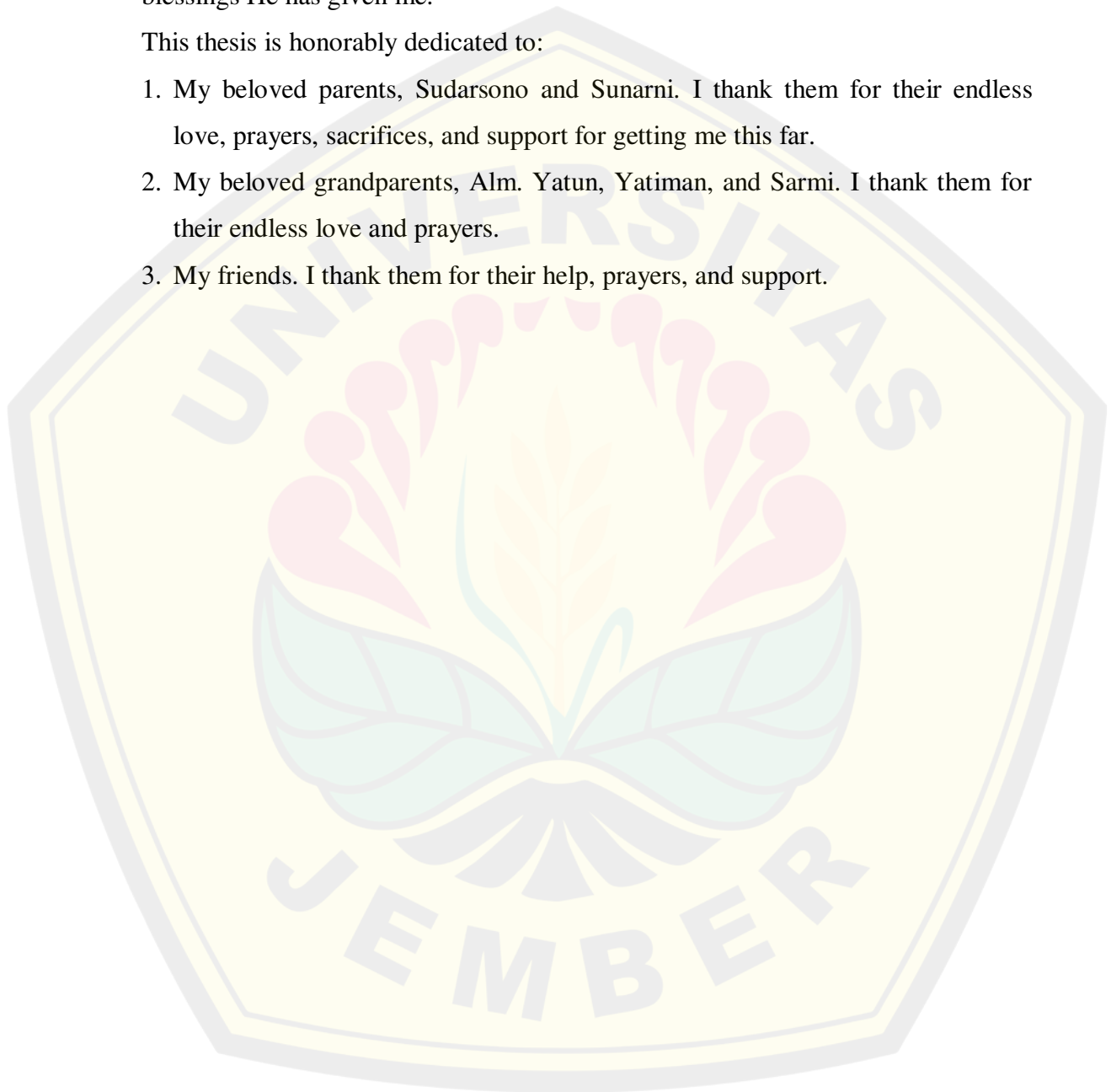
2026

DEDICATION

Praise and gratitude to Allah SWT, the Almighty, for His abundance of blessings He has given me.

This thesis is honorably dedicated to:

1. My beloved parents, Sudarsono and Sunarni. I thank them for their endless love, prayers, sacrifices, and support for getting me this far.
2. My beloved grandparents, Alm. Yatun, Yatiman, and Sarmi. I thank them for their endless love and prayers.
3. My friends. I thank them for their help, prayers, and support.



MOTTO

“Indeed, with every difficulty there will be ease.”

(QS. Al-Insyirah:6)



**STATEMENT OF THESIS
AUTHENTICITY**

I certify that this thesis is a genuine, original effort of my own. Every piece of content that was taken from secondary sources has been properly cited and referenced.

I also certify that the content of the thesis is the result of my own work, which has been carried out since the official commencement date of the approved thesis title. This thesis has not previously been submitted, in whole or in part, for any other academic award; ethical procedures and the university's and faculty's thesis writing rules have been followed.

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Jember, 4 January 2026

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TYPES OF WRITING TASKS IN THE ELT TEXTBOOK FOR
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2. The Chairperson of the Language and Arts Education Department.
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Jember, 4 January 2026

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SUMMARY

Types of Writing Tasks in the ELT Textbook for Senior High School; Shinta Prasetya Ningrum; 190210401118; 89 pages; English Education Program; Faculty of Education, University of Jember.

Writing skills are important for students to master when learning English. Writing can help students practice grammar, choose appropriate vocabulary and sentence structures, and express ideas (Raimes, 1983). This study aims to analyze the types of writing tasks presented in the ELT textbook for tenth graders in senior high school and to identify which types of writing tasks support the attainment of the writing learning outcomes in the emancipated curriculum. The researcher analyzed the writing tasks in the ELT textbook using content analysis, following the framework of Ary et al. (2010). In this research, documentation was used as a data collection method. Data were taken from the ELT textbook entitled "Bahasa Inggris Work in Progress" for the tenth graders of senior high school, published by the Indonesian Ministry of Education and Culture. This ELT textbook is a learning resource for students and part of the implementation of the emancipated curriculum. The book consists of 169 pages divided into 6 chapters written by Budi Hermawan, Dwi Haryanti, and Nining Suryaningsih. This study involved 3 steps in data analysis: familiarizing and organizing, coding and reducing, and interpreting and representing.

The analysis results found that there were 2 of the 3 types of writing tasks based on Raimes (1983) in Kobayakawa (2011), namely controlled writing and free writing. Controlled writing was found to include 2 tasks: 1 for question-answer and 1 for a scrambled paragraph. Free writing was found to include 12 tasks, which were based on the topic. Meanwhile, translation was not found. Thus, a total of 14 tasks were found in the ELT textbook. Based on the analysis results, it was also found that all types of writing tasks in ELT textbooks were relevant to the writing learning outcomes in the emancipated curriculum. All writing tasks were presented clearly and aligned with English learning topics, enabling students to achieve the writing learning outcomes in the emancipated curriculum.

Therefore, English teachers are advised to be more careful in choosing appropriate textbooks and to provide a variety of writing tasks if the writing tasks in ELT textbooks are less engaging. This is to ensure students can easily achieve the learning outcomes of writing in the emancipated curriculum. For textbook authors, it is suggested to include writing tasks in ELT textbooks and to add more engaging images or illustrations to enhance student learning. Moreover, for future researchers, it is recommended to use the results of this research as an additional reference when conducting research on the same topic using English textbooks from different publishers or grade levels.

