

CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter will present conclusion and suggestions related to the research findings and research discussions about the analysis results of the types of writing tasks in the ELT textbook for the tenth graders of senior high school. Each part will be presented in the following section.

5.1 Conclusion

After analyzing the data contained in the ELT textbook for the tenth graders of senior high school published by the Ministry of Education and Culture of Indonesia, it showed that there were 2 of the 3 types of writing task based on Raimes (1983) in Kobayakawa (2011), namely controlled writing and free writing. Controlled writing is a task that has guidelines or examples of work so that students can do the task by following the guidelines or examples provided. And free writing is a task that requires students to write text while paying attention to the correct structure. The research results found that the writing task based on Raimes (1983) in Kobayakawa (2011) presented in Chapter 1 until Chapter 6. The controlled writing type found that there were 2 sub-types, namely 1 for question-answer sub-type, and 1 for scrambled paragraph sub-type. The free writing type found that there was 1 sub-type, namely writing based on the topic sub-type with a total 12 writing tasks. All of the writing tasks presented in the ELT textbook for the tenth graders of senior high school were in accordance with the theme in each chapter and relevance with the learning outcomes of writing. The author concluded that there were two types of writing tasks, namely the controlled writing type and the free writing type presented in the ELT textbook for the tenth graders of senior high school that supported the attainment of the learning outcomes of writing in the emancipated curriculum.

5.2 Suggestions

Based on the results of this study, the author would like to provide suggestions primarily aimed at English teachers, textbook authors, and future researchers who wish to conduct similar research. For English teachers, it is

suggested that if the writing tasks contained in the ELT textbook are considered lacking. English teachers can provide varied writing tasks so that students practice more, and teachers must be more careful in choosing the right textbooks for students. This is done so that students can easily achieve the learning outcomes of writing in the emancipated curriculum. Next, for textbook authors, it is suggested to add more writing tasks in the ELT textbook, to add more interesting pictures or illustrations in the ELT textbook so that students are more interested in learning. And the last, 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.

