

CHAPTER 2. LITERATURE REVIEW

This chapter presents some points related to the literature review. These points include Writing and Writing Tasks, the ELT Textbook for Indonesian Learners, Writing Learning Outcomes as Expected by the Emancipated Curriculum, and Previous Studies on the Analysis of Writing Tasks.

2.1 Writing Skills

Writing is an activity to express feelings, thoughts, creation, knowledge, and experience. According to Elhabiri (2013), writing is also a form of communication and is considered a skill that needs to be learned, practiced, and developed. Writing ability is an important basic skill (Cole & Feng, 2015). Writing is able to develop students' creativity, skills, and thinking levels. Writing can help students practice grammar, choose the right vocabulary or sentences, and practice expressing ideas (Raimes, 1983). In addition, writing can help students in creating reports, proposals, scientific papers, official letters, personal letters, and so on. This writing activity is not easy, students must learn the target language well, arrange appropriate ideas to make it easier for readers to understand the contents of the paragraph. Richards & Renandya (2002) stated that writing is one of the skills that is difficult for students to master. The challenge lies not only in generating and organizing ideas, but also in transforming those ideas into coherent text. Writing skill is one of the language skill that students need to master. Because writing trains students to think critically, creatively, construct their ideas into writing that is easier to understand, and provide information to others.

To master the writing skill there are several things that must be learned such as vocabulary, grammar, and ideas. The writing tasks in the ELT textbook can be a source for developing students' writing skills. Therefore, the tasks must have clear objectives, refer to verbal, written, and visual data that will be done by students, determine the steps for students to complete the tasks, writing tasks for students must be in accordance with the chapter themes contained in the textbook, and must be in accordance with the writing learning outcomes in the emancipated curriculum.

2.2 Writing Tasks and Their Types

This part discusses the conceptual definitions and operational definitions of writing tasks. 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). According to Sari, Wennyta, & Silfia (2021) these writing tasks serve as a tool or exercises to develop and test students' writing skills based on direct understanding of the material. Thus, students need to have good writing skills in order to produce high-quality writing that is easy for readers to understand. In the field of English education, experts classify writing tasks not just by what the student produces, but by the degree of teacher control, the cognitive demand, and the communicative purpose. Here is how key experts classify writing tasks in textbooks:

1. Classification by Teacher Control (Scaffolding)

This is the most common classification found in ELT (English Language Teaching) textbooks. Experts like Byrne (1988) and Raimes (1983) emphasize a gradual release of responsibility:

- a. **Controlled Writing:** High teacher control, students focus on accuracy and habit formation.
Tasks: Substitution tables, sentence transformations, or "gap-fill" paragraphs.
- a. **Guided Writing:** Shared control. The textbook provides a framework (scaffold), but the student makes some language choices.
Tasks: Writing a paragraph based on an outline, answering questions to form a story, or "parallel writing" (modeling a new text on an existing one).
- b. **Free Writing:** Low teacher control. The focus is on fluency and expressing ideas.
Tasks: Narrative essays, journal entries, or creative responses to a prompt.

2. Classification by Performance Level (Brown's Model)

Brown (2004) offers a refined classification used frequently to evaluate textbook difficulty:

- a. Imitative: Basic mechanics (letters, words, punctuation).
- b. Intensive (Controlled): Producing appropriate vocabulary within a context or grammatical feature.
- c. Responsive: Connecting sentences into limited discourse (e.g., a short letter or a summary).
- d. Extensive: Managing all processes of writing for a full essay or project, focusing on purpose and organization.

3. Components of Tasks based on Nunan (2004).

a. Goals

These refer to what students are expected to produce in their own writing. Writing objectives should be set based on the learning outcomes listed in the curriculum.

b. Input

Input refers to written, oral, and visual data such as texts, films, images, lyrics, dialogues, personal experiences, and so on that students will use to complete the task.

c. Procedure

The steps that students must follow to complete the task, such as gathering information, organizing ideas, and revising their writing.

The types of writing tasks can develop their writing skills, creativity, and critical thinking. According to Kobayakawa (2011) there are four types, namely controlled writing, guided writing, translation, and free writing. In Kobayakawa (2011) guided writing type has the same sub-type with controlled writing type. Meanwhile, according to Raimes (1983) in Kobayakawa (2011) the types of writing tasks are divided into three types, these are controlled writing, translation, and free writing.

1. Controlled Writing: 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.

- 1) Dictation: listen to a dialogue, a story and then fill in the blank sentences.

Example: The teacher distributes text that has blank spaces in it, then the teacher pretends to be calling to invite his friend to a party. Students listen and fill in the missing parts in the text!

Oh, hello. This is _____. I tried to reach you _____, but you weren't home. I'm calling to _____ you to a party _____. There will be just _____ of us, and it will be very informal, so you can wear _____ clothes. Do you know my address? It is _____. I will expect to see you at about _____, then. Oh, by the way, this party is to celebrate my _____.

Source: Raimes (1983)

- 2) Conversion: the change or replacement of written text according to the command.

Example: Change "A young man" to "two young men" when you rewrite the text!

The sun is rising in the park. A man and his dog were walking. He bought a newspaper at the newsstand every day. The news vendor greets him. The man walks to a neighboring bench with his newspaper. He reads while sitting by himself. His dog runs in the trees.

Source: Raimes (1983)

- 3) Sentence combining: combine two or more simple sentences, compound sentences, and complex sentences by using a conjunction.

Example: Combine the two sentences!

- a. She did not watch the movie.
- b. The train was late.

Source: Raimes (1983)

- 4) Fill-in-the-blank without translation: types of questions or phrases with one or more words replaced with blank lines, and adding missing words.

Example:

Now, look at this paragraph that Kayla wrote:

- (1) My blouses, dresses, and shoes are too small for Naura.
 (2) However, I wear gloves the same size as hers. (3) I like wearing belts, but, unfortunately, Naura's belts are too big for me.

Rewrite the paragraph from Naura's point of view. Fill in the blanks below:

- (1) My blouses, dresses, and shoes are _____
 Kayla. (2) However, I wear gloves _____ as her. (3) I like wearing belts, but, unfortunately, Kayla's belts are not _____
 _____ me.

Source: Raimes (1983)

- 5) Question - answer: to answer some questions in the textbook, to be developed into good paragraphs.

Example:

- 6:00 wake up
 6:05 make the bed
 6:10 polish shoes
 6:20 put on uniform
 6:25 march to the dining hall
 6:30 breakfast
 6:45 do exercises

Write a paragraph that describes Billy's daily routine as a recruit by answering the following questions in complete sentences:

When does Billy wake up?

What does he do first?

What does he do next?

What does he do then?

When does he march to the dining hall?

What does he do there?

What does he do after breakfast?

Is the beginning of his day leisurely or very busy?

Source: Raimes (1983)

- 6) Sentence ordering: the process of arranging words in a logical order to form a good sentence.

Example: Read the sentences and rearrange them into good sentences!

(1) There were two living rooms and four bedrooms in our home.

(2) In front of the home was a sizable garden. (3) The garden was filled with flowers that my father had planted.

Source: Raimes (1983)

- 7) Addition: adding something or a word and a noun phrase.
8) Summary writing: make a summary of the text that contains important points.

Example:

After reading a brief newspaper or article, students think about which passages they would publish if they were the newspaper's editor and could only fit a few phrases. Then, students identify which part reveals the main idea of the text.

Source: Raimes (1983)

- 9) Scrambled paragraph: a random paragraph or paragraph that has random sentences to rearrange into good paragraphs.

Example:

- a) When Lincoln was eight years old, his father lost most of his land in Kentucky.
- b) Lincoln's mother died when he was nine years old.
- c) Lincoln's stepmother persuaded his father to let Abraham start going to school.
- d) Lincoln was born in Kentucky.

- e) He started school, but it soon closed.
- f) During their first winter in Indiana, they lived in a house with only three walls with the fourth side open for the fireplace.
- g) Lincoln was born on February 12, 1809.
- h) Just over a year later, Lincoln's father married again.
- i) Lincoln's family moved to Indiana from Kentucky.
- j) Two years later, Abraham attended a different school for a few weeks.

The story about Lincoln above is not arranged in sequence. Read the sentences carefully and rearrange into a good paragraph!

Source: Raimes (1983)

- 10) Cloze test: filling in the missing parts of words or syllables in a sentence or word.
- 2. Translation: a writing task that can help students understand word order and context.
 - 1) Direct translation of a whole sentence: Translate Indonesian sentence into English.
 - 2) Fill-in-the-blank with translation: Using Indonesian sentences as a guide to complete the sentences.
- 3. Free Writing: a writing task that asks students to write a text using their own words while paying attention to correct structure.
 - 1) Writing in free composition: writing texts based on their own desire.

Example:

Write freely descriptive text on any topic!

Source: Raimes (1983)

- 2) Writing based on the topic: writing texts based on predetermined topics.

Example:

Write instructions on how to get from school to home!

Source: Raimes (1983)

2.3 The English Language Teaching (ELT) Textbook for Indonesian Learners

The textbook is a resource utilized for instruction in the classroom. According to Akhmad, Saleh, and Pakaya (2022), textbooks are crucial to the learning process. Textbooks serve as the primary educational resource, providing English teaching materials for both students and teachers. Additionally, textbooks guide teachers when delivering lessons by offering a variety of practice models and examples that are appropriate to the material being taught (Ayu, 2020). It serves as an essential element of the language curriculum, providing a foundation for learning and practice for students in the classroom. In line with this, a textbook is a guidebook that contains materials and tasks to develop students' abilities and creativity and to support students' learning process in the classroom. The textbook plays a crucial role for both teachers and students in language lessons, and its function in language classes needs to be carefully organized and evaluated (Richards, 2014).

A learning process in the classroom requires an appropriate textbook that helps students grasp the material more easily. The materials and tasks provided in the textbook must be able to support the language learning process (Tomlinson, 2011), and as one of the main parts of the classroom learning process that helps teachers in delivering material according to the curriculum, and can also be a learning medium for students (Astari, 2022). Meanwhile, Susiati & Mufidati (2020) stated that the textbook serves as a resource of written content used in the classroom for learning English. The textbook is officially published by the Government and used for both teachers and students. Therefore, the researcher wants to analyze the ELT textbook entitled “Bahasa Inggris Work in Progress” for the tenth graders of senior high school because the ELT textbook was published by the Ministry of Education and Culture of Indonesia as part of the emancipated curriculum implementation, and it is easy to download for free via the internet.

The ELT textbook for the tenth graders of senior high school was written by Budi Hermawan, Dwi Haryanti, and Nining Suryaningsih. The ELT textbook consists of 169 pages divided into 6 chapters. The ELT textbook for the tenth

graders of senior high school is presented using a text-based learning approach, both oral and written. And also the ELT textbook has various types of writing tasks, it can improve students' writing skills. The ELT textbook is not only useful for students but also for teachers in the English learning process and the ELT textbook presents content that refers to a text-based learning approach, both oral and written.

2.4 Writing Learning Outcomes as Expected by the Emancipated Curriculum

The curriculum is a structured framework comprising plans and structures that include objectives, instructional materials, and serve as a guideline for educational activities in schools to attain learning objectives. It is a crucial component of Indonesia's educational system that can make a significant contribution to enhancing the quality of students' potential (Lestari, 2023). Moreover, the curriculum can be perceived as a framework or instrument to enhance students' cognitive engagement (Young, 2014). In the field of education in Indonesia, the curriculum is always developing to raise Indonesia's educational standards. The emancipated curriculum is a concept of educational transformation in Indonesia that aims to produce a better educational process (Lestari, 2023). The emancipated curriculum is developed as a more flexible curriculum framework that is designed for learning focused on essential material and project based learning (Nugroho & Narawaty, 2022).

In this emancipated curriculum, there are updates from the 2013 curriculum, namely basic competencies and core competencies are updated to become learning outcomes. These learning outcomes contain a set of material scopes that are arranged comprehensively in the form of one paragraph that includes the knowledge, attitudes, and skills to be achieved, as well as improving the competencies (Pratycia et al., 2023). These learning outcomes serve as learning competencies that students must attain at the end of each phase. In the implementation of the emancipated curriculum, there are six phases that must be passed, namely phase A for grades 1 and 2, phase B for grades 3 and 4, phase C

for grades 5 and 6, phase D for grades 7, 8, and 9, phase E for grades 10, and phase F for grades 11 and 12.

The English learning outcomes refer to the Common European Framework of Reference (CEFR) for learning, teaching, and assessment (Kemendikbud, 2022). The CEFR is a standard framework for testing and characterizing language abilities. These CEFR levels can be grouped into three categories: basic users (A1 and A2), independent users (B1 and B2), and advanced users (C1 and C2) (Council of Europe, 2020). 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 & 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. The following are the learning outcomes of writing in the English subject phase E for the tenth graders of senior high school:

Table 2.1 The Writing Learning Outcomes in the English Subject Phase E for the Tenth Graders of Senior High School in the Emancipated Curriculum

Writing and Presenting Elements
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.

Source: Kemendikbud (2022)

2.5 Previous Studies on Writing Tasks

This sub-chapter reviews several studies that have been conducted in various nations. In the last eight years, five studies dealing with the analysis of writing tasks in the English textbooks using different analysis tools. First, Putri (2019) has conducted a study that aimed to identify, calculate, and explain the types of writing tasks contained in the textbook that are in accordance with the types of writing tasks based on the Nation's theory. The researcher used a mixed

method, namely descriptive quantitative and qualitative content analysis. The results of this study indicate that there are 29 writing tasks in the textbook that meet the criteria for writing task types as suggested by the Nation's theory. From the 27 types of writing tasks as suggested by the Nation's theory, there are 7 types of writing tasks available in the textbook with a percentage of 25.92%.

Second, Solihat (2021) has conducted a study that aimed to find out the appropriateness of writing tasks in the English textbook. The criteria of the writing task in this research are based on Nunan's theory of task components (goal, input, procedure) and Hyland's theory of writing procedures (graphology, scaffolding, composing). The researcher used content analysis. The results indicated that the writing tasks in the textbook are inappropriate for students in Office Administration.

Third, Sari, Wennyta, & Silfia (2021) have conducted a study that aimed to find out whether the writing task in "Pathway to English" textbook is appropriate with the criteria of writing task as suggested by Nation's theory. There are four kinds of tasks based on Nation's theory, namely: experienced task, shared task, guided task, and independent task. This research used a qualitative content analysis method. The results of this study showed that some writing tasks met the criteria suggested by Paul Nation; this proved that the textbook meets the criteria suggested by Nation.

Fourth, Sari, Andriani, and Fikri (2023) have conducted a study that aimed to determine whether the writing tasks in the "English Rings a Bell" textbook meet the writing assignment criteria as proposed by Paul Nation's theory. The researchers used qualitative content analysis as the research method, employing Arikunto's quality classification model to calculate the percentage of each finding. This study identified 25 writing tasks in the textbook that met the criteria for writing tasks based on Paul Nation's theory. The dominant writing tasks in this English textbook were independent, accounting for 13 tasks (48.14%). Of the 27 writing task types suggested by Paul Nation's theory, 6 were available in the textbook, representing 22.22%.

The last, Yadav (2023), has conducted a study that aimed to identify and analyze writing tasks in eleventh-grade English textbooks. This study employed both qualitative and quantitative research designs. Data collection in this study utilized two sets of checklists. The data were processed using descriptive and statistical analyses. The types of writing tasks were counted and tabulated to determine their frequency and presentation. The analysis found that the writing tasks in the English textbooks were relevant, useful, and beneficial for students.

Based on the findings of the studies above, most researchers focused on writing tasks in English textbooks for grades 8, 9, 11, and 12. Previous researchers categorized writing tasks using the theories of Nunan, Hyland, and Paul Nation. Moreover, the findings of these researchers were not linked to the emancipated curriculum. Therefore, the 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 assignments, and to find out which types of writing tasks support the attainment of writing learning outcomes in the emancipated curriculum to fill this gap.