

## CHAPTER IV

### FINDINGS AND DISCUSSION

This research is about an English textbook entitled "Work in Progress" for class X with an analytical method. The purpose of this research is to find out the types of assessment on speaking and writing skills which are productive skills. The assessment kinds are modified in accordance with the Brown theory.

#### A. Findings

##### 1. Types of assessment of speaking skills in the Textbook "Work in Progress"

###### a. Intensive Speaking

###### Chapter I

###### Task 1 A: Look and Discuss



Figure 4. 1 Look and discuss

In this task, pictures of outstanding athletes in various sports are provided. Students will be given a number of trigger questions by the teacher which can help students to prepare their background knowledge. The teacher gives questions from close-ended to open-ended. Some examples of questions asked by the teacher:

- 1) What do you see in the picture?
- 2) Who are they?
- 3) What kind of sport do they play?
- 4) What makes them great at sports? Why do you think so?

Based on the instructions above, the task is included in the type of assessment of speaking skills, namely intensive speaking with the picture cued tasks technique, because the teacher uses pictures and several questions to get responses from students.

#### Task 4 A: let's play



**Task 4**

**Let's Play**

Move around the class and ask questions to find someone who ...  
Your teacher will give you an example. Write the names on each box. Ask as well the reasons using question words 'why/how'.

You can use the following to start off your conversation while going around the room.

Hi/Hello!

Who is your favorite Indonesian athlete?  
Why do you like him/her?

Thank you

Find someone who is a fan of ...

... Mohamed Salah	... Greysis Polli	... Valentino Rossi
... Lala Muhammad Zuhri	... Lionel Messi	... LeBron James
... Jonathan Christie	... Muhammad Ali	... Michael Jordan

Figure 4. 2 Let's Play

In this task, students will be performing a survey in this sort of project. The purpose of the survey is to gather information on students who fill up the table with the names of their favorite athletes. Students also explain why they picked these individuals as their favorite athletes. The students then perform a survey using the table given. Finally, the teacher instructs and demonstrates how to conduct a survey. The instructor also travels about to ensure that pupils utilize words, idioms, and sentence structures correctly and grammatically.

In this type of task, it can be categorized as intensive speaking with the direct response task technique, because in each answer to the question students are asked to answer and give reasons, taking into account grammatical.


## Chapter II

### Task 1 A: Look and Answer

**Task 1**


**A Look and Answer**

Look at the pictures and answer the questions.



Picture 2.1 Watching live sports event

1. What do you see in the picture? Tell the class.
2. How can you tell if someone is a loyal fan of a team or a player?
3. Which activity do you prefer? Why?



Picture 2.2 Watching sports event at home

Figure 4. 3 Look and Answer

Several images are supplied in task. Students are invited to look at the photographs and then explain what they see. Finally, the teacher asked students to select which activities they preferred and why. The following are some questions that get students thinking.

- 1) What do you notice in the image? Inform the class.
- 2) How can you determine whether someone is a die-hard supporter of a team or a player?
- 3) What is your favorite activity? why?

In accordance with the instructions above, this task can be categorized as an assessment of speaking skills, namely intensive speaking with the picture cued elicitation technique of response and description, because the stimulus are pictures cued that requires a description. The pictures provided not only identify specific information but how students are able to elaborate answers with their opinions.

#### Task 2 C: Let's Practice

The logo for 'Let's Practice' features a blue circular icon with a white gear-like pattern on the left, followed by the text 'Let's Practice' in a bold, red, sans-serif font.

Sit in pairs. Your teacher will give you two pictures of sports games.  
Decide in which activity they have more exciting experiences.  
Explain the reasons why.



Figure 4. 4 Let's Practice

In this task, students are asked to work in groups. Then, they were given two pictures of different sporting events for each group. Students were asked to rank the level of attractiveness of the experience of watching sports matches from the pictures they got. The results of the discussion will be conveyed by students in front of the class. Finally, the teacher listens to the results of student discussions and makes revisions if there are errors in grammar and pronunciation.

In accordance with the instructions, this is included in the type of assessment of intensive speaking skills using the picture-cued elicitation of response and description technique, because this technique is more open-ended with students giving their opinions based on the pictures provided.

### Task 3 B: Guess the Meaning

**B: Guess the Meaning**

Without using a dictionary, guess the meaning of these words/phrases from the text using context clues. Share with the class how you get to your answer.

Words/Phrases	Meaning
took place	
clashed	
scoreless	
opponent	
encouraging	
rough and tough	
fouls	

Figure 4. 5 Guess the Meaning

Students are instructed to focus on words and phrases in a table. Then, without consulting a dictionary, students read the text again, guessing the meaning of the words and phrases in the table and writing the meaning in the table. Students can include synonyms for words/expressions, explanations for words/expressions, or Indonesian in these expressions to convey the desired idea.

Based on this explanation, it can be categorized as a type of assessment of speaking skills, namely intensive speaking with the technique of translation of limited stretches of discourse, because students can write synonyms for words/expressions in Indonesian in these expressions.

### Chapter III

#### Task 1 A: Look and Answer

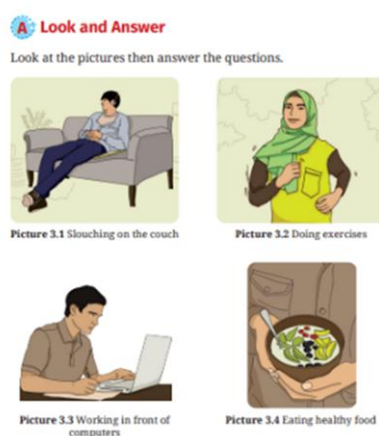


Figure 4. 6 Look and Answer

In this task, students pay attention to the available activity pictures. Then, students identify the activities shown in the picture. After that, students answered several questions. In this case, the teacher can provide input words/expressions, and provide revisions to students' sentences if necessary.

Based on the instructions from this task, it is in accordance with the type of assessment of speaking skills, namely intensive speaking with the picture-cued elicitation of responses and description techniques, because it uses pictures and several questions to get responses from students.

## Chapter IV

### Task 1 A: Look and Share



Figure 4. 7 Look and Share

- 1) Students are asked to pay attention to the pictures in the textbook.
- 2) Students answer questions related to the picture.

3) Words/expressions are very concerned so that the teacher can help provide revisions to students' sentences.

Based on the instructions in this task, it can be categorized as intensive speaking with the picture-cued elicitation of responses and description techniques, because it uses pictures and questions as a way to elicit student responses.

## b. Responsive Speaking

### Chapter III

#### Task 1 C: Take a Survey

 **Take a Survey**

Sit in small groups. Ask your classmates in the group how many times they do the following activities:

You can say:

How many times a week/a month do you ...?

Activities	Never	Sometimes	Often	Always
exercise				
eat healthy foods				
check your weight				
get 8 hours of sleep				
brush and floss your teeth				
wear sunscreen when you go outside				

Figure 4. 8 Take a Survey

- 1) In this task, students perform a class survey.
- 2) Students work in groups to review the task's table, which contains activities and frequency adverbs that they will use to perform the survey.



3) The survey is completed depending on the questions supplied.

How often do you workout every week/month?

How often do you weigh yourself in a month?

4) In groups, students discuss, develop questions, and practice.

5) The teacher can provide feedback on students pronunciation of words/expressions and phrases, which can then be corrected if necessary.

6) Student-generated questions will be forwarded to other groups.

Based on the explanation on the instructions in this task, it can be categorized as a type of speaking assessment, namely responsive speaking with the question and answer technique, because in this task students are asked to do a survey in groups with several questions that must be answered. Responsive speaking, especially Question and Answer, which consists of one or two questions from the interviewer in an oral interview, where responsive questions become referential questions, where test takers are given more opportunities to produce responses.

Task 2 C: Discuss and Share

**C Discuss and Share**

Discuss the answer to the following questions with a partner, then share it with the class

1. What would you do if you were in the same situation as Bahar?
2. Do you think the efforts Bahar has done will help him? Why/Why not.

Figure 4. 9 Discuss and Share

- 1) Students in pairs discuss the answers to the questions in the textbook.
- 2) Students are asked to share their answers to these questions with classmates
- 3) Students discuss, and the teacher listens to their discussions and provides input or revisions to the pronunciation of words and expressions and the use of grammar when necessary.

These instructions show that this task is included in responsive speaking with the question and answer technique, because students are given several problems about something and they are asked to respond.

Task 4 B: Let's Discuss

**B Let's Discuss**

How do you think the game help you understand the importance of self-care to maintain your health both mentally and physically?

Figure 4. 10 Let's Discuss

- 1) Students discuss the benefits of playing Self Care Bingo.
- 2) The teacher asks several questions to find out the opinions of students.

Based on the instructions explained in this task, so that it can be included in responsive speaking with the question and answer technique, because the teacher uses several questions to get responses from students.

## Chapter V

### Task 1 C: Let's Discuss

#### Let's Discuss

Discuss with your classmates which names of the objects in the table you consider the name of artwork. Be prepared to justify your opinions.

#### Figure 4. 11 Let's Discuss

- 1) Students are asked to give their opinion on what names and pictures they think are works of art.
- 2) Some questions asked by the teacher

Which names and pictures from the table do you consider an artwork?

Why do you think ... (name of the picture in the table) is an artwork?

This is included in the type of assessment of speaking skills, namely responsive speaking with the question and answer technique, because where students are asked to give their opinion about what names and pictures they think are works of art, but to trigger their answers, students are given several questions.

### c. Interactive Speaking

#### Chapter I

#### Task 1 B: Let's Play

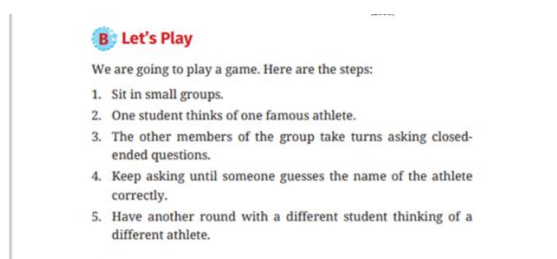


Figure 4. 12 Let's Play

In this type of task, the teacher first informs students about the game they are going to do. Then, students are divided into several groups and ask students in each group to think of one athlete. After that, students were asked to ask questions that were answered YES or NO by other students. Questions that can be asked by students are as follows:

1) Is he a Football player?

2) Is he tall?

3) Is she a good lifter?

This task is included in the type of assessment of interactive speaking skills using games techniques, because based on the instructions above the teacher uses games.

## Chapter II

### Task 5 B: Let's Share

#### **Let's Share**

Talk about your experience to your partner without looking at your notes. When you have finished sharing your experience to your partner, find another partner and talk about your experience again. Follow this until you have talked to 5 or more people in your class. Talk about your experience again. Change your partner again to do the same activity.

#### Figure 4. 13 Let's Share

In this task, students work in pairs to talk about their experiences watching sports matches they have seen. They gave each other opinions on the experiences they shared. Then, students were asked to use appropriate expressions to provide responses and opinions on their friends' experiences.

## Chapter III

### Task 4 A: Let's Play

### **A** Let's Play

We are going to play **Self-care Bingo**. Self-care means to practice things including hygiene, nutrition, etc. to keep yourself physically and mentally healthy. Here are the steps:

1. Have a blank bingo card. You may draw or your teacher may provide it for you.
2. See the list of self-care activities, write the ones you like to do for self-care on the tiles of your bingo card.
3. Your teacher will mention self-care activities from the list one by one randomly.



Figure 4. 14 Let's Play

- 1) In this task, students will play a Self-care Bingo game to practice conveying their ideas and opinions
- 2) In this game, teachers and students discuss types of activities that can be done as self-care to maintain physical and mental health.
- 3) Students are asked to write on the Bingo board about the types of activities that they think can be used for self-care in maintaining physical and mental health.
- 4) If the activity that the students have marked forms a vertical, horizontal or diagonal pattern, then the students shout the word Bingo which indicates they are the winner.
- 5) The teacher reads a list of activities that according to her can be used or can be done for self-care. Students are asked to listen to the activities mentioned by the teacher and mark the activities that are the same as the types of activities conveyed by the teacher.

Based on the instructions above, this task is included in the type of assessment of interactive speaking skills using games techniques, because the teacher uses games as an informal tool that directly involves language production. Based on the instructions above, this task is included in interactive speaking using discussion and conversation techniques.

### Task 5 A: Let's have a group Discussion

**A Let's Have a Group Discussion**

When you have done enough self-care, it is believed that you will be able to care for others. Let's play the following game to see how well you can help others to cope with the situation they are faced with by giving them sound suggestions.

**Steps:**

1. Form small groups.
2. Take turns spinning a pen on the game board.
3. Read the situation that the pen points at.
4. Give a suggestion of what to do in that situation.

Figure 4. 15 Let's have a Group Discussion

- 1) In this type of task, students play games in order to practice communicating ideas and thoughts.
- 2) This game is played in teams. Students become acquainted with the scenarios portrayed on the game board.
- 3) The game begins with the pen spinning alternatively on the playing board.

- 4) Students who take turns spinning the pen are invited to provide ideas based on the circumstances indicated by the pen.
- 5) In this scenario, the instructor listens to the students' recommendations and can offer help and adjustments to the students' phrases and pronunciation.

Based on the instructions above, it can be said that this includes interactive speaking with game techniques.

#### Task 5: B Let's Share

##### **Let's Share**

Everyone needs to make time to care for their own needs daily, so she/he has the strength and ability to care for others. From the game you have played, talk to your classmate whether you think you are the one who needs more advice or the one who can give advice?

#### Figure 4. 16 Let's Share

- 1) Students share and discuss with their friends about the situation mentioned on the game board, namely whether they have experienced a situation or have helped someone with the advice given.
- 2) In this task, the teacher can provide input words/expressions, as well as revise sentences and pronunciations made by students.

This is included in interactive speaking with discussion and conversation techniques, because students are asked to



discuss with their friends about the situations mentioned on the game board. In discussion and conversations it allows students to provide original and spontaneous answers, paraphrasing and others.

## Chapter IV

### Task 4 A: Let's Play

**Let's Play**

We are going to play THIS OR THAT. You need to choose between two options. Ask around the questions related to food preference. You may add more choices to the list.

Chapter 4 Healthy Foods



Picture 4.9 Choosing one of two options

This	That
Homemade food	Take away food
Local food	International food
Rice	Noodle
Mineral Water	Soft drink
Fried food	Steamed food
Fruit	Vegetable
Milk	Juice

Figure 4. 17 Let's Play

- 1) Students play the game THIS or THAT.
- 2) Students are asked to study the choices of food and drinks that are in the table in the puzzle book.

- 3) This game is carried out with the teacher going around asking students which foods and drinks they choose on the table and giving reasons.
- 4) Students play games, the teacher can go around listening to students, giving input on the pronunciation of words, phrases, sentences by students.

This task informally uses games which are directly capable of producing language. This is included in interactive speaking with games techniques.

#### Task 5: Let's Talk About it

##### Let's Talk About it

Here are the Dos and Don'ts to healthy eating. Talk with a partner about the activities you do for your own healthy eating habit based on the information on the table.

Dos	Don'ts
Drink plenty of water	Eat after 7 P.M.
Watch your portion sizes	Skip meals
Make healthy foods choice	Forbid yourself a particular foods
Only eat in certain settings (kitchen table)	Eat while you watch TV
Eat home-cooked meals	Eat sugary snacks
Eat slowly	Be a picky eater

Figure 4. 18 Talk About it

- 1) Students play the Dos and Don'ts game to practice effective communication in conveying ideas and opinions with simple reasons for procedures about healthy food presented in multimodal form.

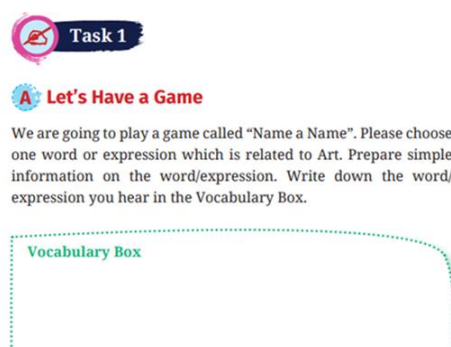
2) Students are also required to study the information in the table in pairs.

3) Students share with each other the ways they do and avoid it as a habit of consuming healthy food.

This task can be categorized as Interactive speaking with discussion and conversation techniques, because according to the instructions students are asked in pairs to discuss the ways they do and avoid what they make as a habit of consuming healthy food. In discussions and conversations are techniques that offer authenticity and spontaneity. In discussions and conversations they can ask each other questions, there are intonation patterns, body language and so on.

## Chapter V

### Task 1 A: Let's Have a game



**Task 1**

**A Let's Have a Game**

We are going to play a game called "Name a Name". Please choose one word or expression which is related to Art. Prepare simple information on the word/expression. Write down the word/expression you hear in the Vocabulary Box.

**Vocabulary Box**

Figure 4. 19 Let's Have a Game

1) Students play a game called "Name a Name".

2) Students are asked to choose a word or expression related to art. They were also asked to explain it simply.

3) Students who are asked must say the word they choose and provide information.

4) The questions used in this game are as follows

What are you?

I'm a gallery; People visit me to see paintings.

5) Students do this game by asking their friends.

6) The teacher pays attention to students when they play games and is also able to provide input and revisions on pronunciation and sentence structure.

Based on the instructions above, this is included in interactive speaking with game techniques, because in this type of task using game techniques where students play a game called "Name a Name" and they choose a word or expression related to art, and explain it simply.

Task 4 A: Let's Discuss



Figure 4. 20 Let's Discuss

Students play a board game. The purpose of this game is to train students in expressing opinions orally about graffiti. Based on this, this task is included in the type of assessment of speaking skills, namely interactive speaking with game techniques.

## Chapter VI

### Task 1 D: Let's Discuss

**D Let's Discuss**

With your classmates, discuss how the 'alternative' version of the story differs from the traditional version.

Figure 4. 21 Let's Discuss

In this task, students are asked to discuss in groups or in pairs to find and explain the differences between the "Alternative" and "Traditional" versions of Malin Kundang's story. This is included in

interactive speaking with discussion and conversation techniques, because students are asked to discuss in groups or in pairs to find and explain the differences between the "Alternative" and "Traditional" versions of Malin Kundang's story. Through the discussion task was able to obtain and observe the ability to clarify the differences between "Alternative" and "Traditional" versions.

#### d. Extensive Speaking

##### Chapter I

##### Task 4 B: Share the Result

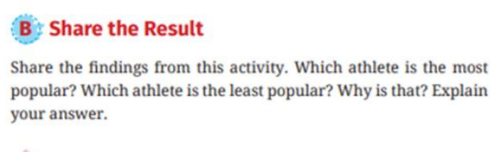


Figure 4. 22 Share the Result

Students are asked by the teacher to work in groups and do the results of their survey, noting the most popular and less popular athletes along with the reasons. Then, students presented the results of their reports. The teacher also listens to the results of student reports and corrects grammatical and pronunciation errors, but when students finish making presentations.

Based on these instructions, this is included in extensive speaking with oral presentation techniques, because in this task students are asked to report the results of their survey in groups, and what matters is grammar and pronunciation.

## Chapter II

### Task 4: Let's Play

#### Let's Play

Sit in small groups. Your teacher will give you sense-cards. Put the cards face-down. Imagine you watch the sports game in the picture. Take turns telling your imagined experience watching the sports game. Use the sense card you get as a guide.



Figure 4. 23 Let's Play

Students will work in groups on this task, students in this game discuss what the audience often perceives when watching sports competitions using the pictures supplied. The teacher then hands each group a set of sense-cards and instructs them to arrange them face down on their desks. This Sense-card serves as the participant's guide.

In accordance with the instructions, this includes extensive speaking with the picture-cued story telling technique, because it uses pictures as a stimulus for longer stories or descriptions.

## Chapter VI

### Task 4 A: Let's Get Together



#### A Let's Get Together

Your teacher is going to give you a part of a story. You have to retell the part you are given to your classmates and find classmates whose story parts relate to your part and make a complete whole story.

Figure 4. 24 Let's Get Together

In this case students are asked to retell a story randomly given by the teacher. Based on this, this includes extensive speaking with the technique of retelling a story, students retell a story.

## 2. Types of assessment of speaking skills in the Textbook "Work in Progress"

### a. Imitative Writing

#### Chapter I

#### Task 1 C: Let's Write

#### C Let's Write

As a group, write the traits of the athlete that were mentioned in the game. Add those traits to the Vocabulary Box.

Vocabulary Box

 A rectangular box with a green dashed border and rounded corners, intended for students to write vocabulary words.

Figure 4. 25 Let's Write



- 1) Students are facilitated by the teacher to find key words that appear during questions and answers about outstanding athletes.
- 2) Students are asked to write down the key words and phrases used to describe the characteristics of the athletes who are guessed in the vocabulary box.

Based on the explanation above, it is included in imitative writing with the technique of in (hand) writing letters, words, and punctuation, because students write down words or expressions in the vocabulary box.

#### Task 3 D: Take Notes

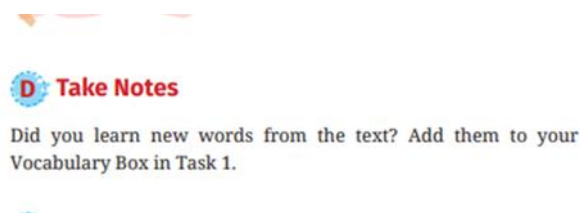


Figure 4. 26 Take Notes

Students are asked to write down the words and expressions they learn in the text, and write them in the vocabulary box. So that this task is included in the type of writing skill assessment, namely imitative writing with the technique of in (hand) writing letters, words, and punctuation, because students write words or expressions in the vocabulary box, and this becomes a basic skill task, because they only write words and pretty short phrase.

## Chapter II

### Task 1 B: Take Notes

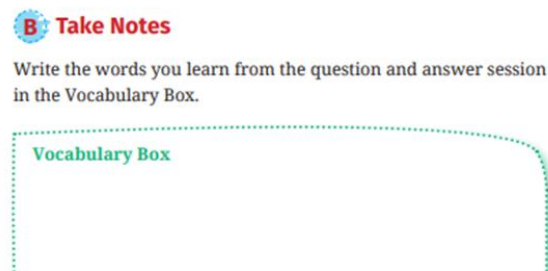


Figure 4. 27 Take Notes

In this task, students are asked to write down the words and expressions they just learned from the text they read, they will write them in the Vocabulary Box. This is included in imitative writing with the techniques of tasks in (hand) writing letters, words, and punctuation.

### Task 3 C: Take a Notes

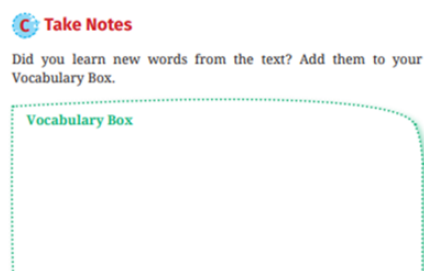


Figure 4. 28 Take Notes

In this task, students are asked to write down the words and expressions they just learned from the text they read, they write

them in the Vocabulary Box. This is included in imitative writing with the techniques of tasks in (hand) writing letters, words, and punctuation

### Chapter III

#### Task 1 E: Take Notes

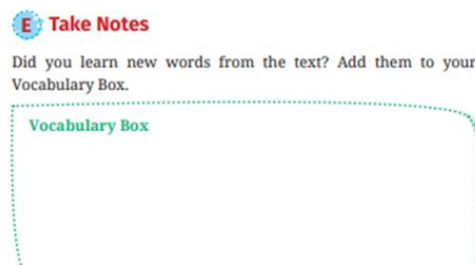


Figure 4. 29 Take Notes

Students write down the words and expressions they get from the text they read. This is included in imitative writing with the techniques of tasks in (hand) writing letters, words, and punctuation.

#### b. Intensive Writing

### Chapter I

#### Task 3 A: Look and Discuss

 **Task 3**

**A Look and Discuss**

Look at the following picture.



**Picture 1.6 Cristiano Ronaldo**  
Source: Ludovic Péron/flickr/CC-BY-2.0 (2011)

Figure 4. 30 Look and Discuss

- 1) Students view a picture of an outstanding athlete.
- 2) Students are asked to write down the information they already know about the athletes in the picture.
- 3) The teacher checks the sentences made by students and goes through revisions if necessary.

Based on the task instructions above, including intensive writing with the picture-cued task technique, because students write information based on the picture, so the picture becomes a way to get student responses through their writing.

c. Responsive and Extensive writing

Chapter I

Task 6: Think and Plan

**Think and Plan**

You are going to write a description of your favorite athlete that you have chosen in the previous tasks. Fill in the table with information about the athlete to help you write a description of him/her later. An example has been provided. You can add more columns if you think it is necessary.

<b>Name</b>	LeBron James Nicknamed "King James"
<b>Date of Birth</b>	December 30, 1984
<b>Personality/Virtues/values</b>	Confident, determined
<b>Name of sport</b>	Basketball
<b>Height/Weight/Hair/Skin tone</b>	193 cm/He is tall 113 kg/curly/dark-skinned
<b>Achievements</b>	- NBA Most Valuable Player Award - NBA All-Defensive Team - Best NBA player ESPY Award

Figure 4. 31 Think and Plan

In this task, students are asked to draft a more complete description of their favorite athlete based on the pieces of information they have received. In addition, this is included in responsive and extensive writing with strategic options techniques, because students make a more complete draft of writing, strategic options, namely where to outline, compile and revise so as to create an effective text.

### Task 7 A: Let's Write

#### Let's Write

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

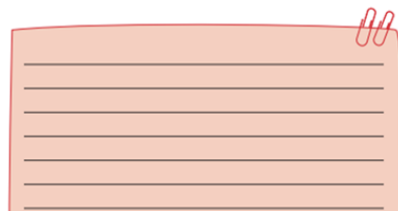


Figure 4. 32 Let's Write

The draft that has been made is then written into a complete paragraph. Based on these instructions, this is included in responsive and extensive writing, because students write drafts that they have made into good paragraphs.

### Task 7 B: Do a Review

**B Do a Peer Review**

Check your own writing by ticking the list below. Then ask your classmate to check your writing.


No	Aspects being checked	My Review	Peer Review
1.	A title is provided.		
2.	The writing is organized into paragraphs with only one topic in each paragraph.		
3.	The first paragraph introduces the sports event that is talked about.		
4.	The rest of the paragraphs include the topics on the location, companion, and the elements of what your five senses can experience.		
5.	Uses the words that are used to talk about events, and offers vivid adjectives to draw pictures in the reader's mind. The choice of words seems natural.		
6.	The spelling is accurate.		
7.	The text is between 100 to 200 words.		
8.	The text has used another mode (e.g. pictures).		

Figure 4. 33 Do a Peer Review

Students are asked to check each other's drafts of their writing in pairs. Checking the draft is done by using a list of questions in the textbook. Based on this, this includes responsive and extensive writing with paragraph construction task techniques.

## Chapter II

### Task 5 A: Think and Take Notes



**Task 5**

**A Think and Take Notes**

Think about the last sports event you watched. Write a short note about the situation using the following questions to guide you.

- What sports event did you go to/watch?
- When was it?
- Where did you watch it?
- Who did you watch it with?
- What do you think about the spectators and the game?


Figure 4. 34 Think and Take Notes

In this task, students make brief notes regarding what they talked about the sports event or match using the questions in the textbook. Based on the instructions in task 5 A, this is included in responsive and extensive writing with the guided question and answer technique, because several questions have been prepared, so the format of these questions encourages students to write in a variety of ways, the questions can be based on reading or previous discussion.

Task 6: Think and Plan

 Task 6
**Think and Plan**

Take your notes from the previous activity. You are going to tell the sports event by providing details about the event.

 Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X

Complete the table below by answering the questions that will help you with. Fill in the table with a sports event that will help with your writing task later.

What sports event did you attend?	
Is it your favorite sport?	
When did you watch it?	
Where did you watch it?	
Why did you choose to watch it on TV/live?	
Who did you watch it with?	
Why did you go with him/her/them?	

Figure 4. 35 Think and Plan

Students are asked to draft a simple recount text about sports matches. Students complete the question table. In addition, students are asked to draft a simple recount text about sports matches. The last, students complete the question table. Based on the instructions in task 5 A, this is included in responsive and extensive writing with the guided question and answer technique, because several questions have been prepared, so the format of these questions encourages students to write in a variety of ways, the questions can be based on reading or previous discussion.

### Task 7 A: Let's Write



**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.

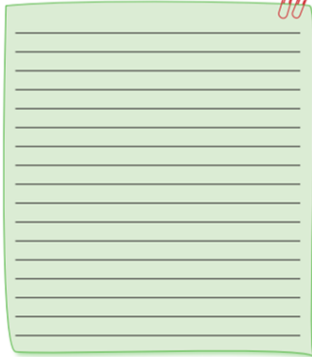


Figure 4. 36 Let's Write

In this task, the results of the table that they filled out in the previous assignment, will be written in the form of a written draft. This includes responsive and extensive writing with guided question and answer techniques, because students answer the questions that have been provided, these questions discuss what they have learned.

#### Task 7 B: Do a peer review

**B Do a Peer Review**

Check your own writing by ticking the list below. Then ask your classmate to check your writing.

No	Aspects being checked	My Review	Peer Review
1.	A title is provided.		
2.	The writing is organized into paragraphs with only one topic in each paragraph.		
3.	The first paragraph introduces the sports event that is talked about.		
4.	The rest of the paragraphs include the topics on the location, companion, and the elements of what your five senses can experience.		
5.	Uses the words that are used to talk about events, and offers vivid adjectives to draw pictures in the reader's mind. The choice of words seems natural.		
6.	The spelling is accurate.		
7.	The text is between 100 to 200 words.		
8.	The text has used another mode (e.g. pictures).		

Figure 4. 37 Do a Peer Review

- 1) Students are asked to work in pairs to check their drafts.
- 2) List of statements in the table in the textbook as a reference for students in checking their drafts
- 3) Students are asked to revise their own drafts of writing based on the input given to the sample drafts discussed.

Students are asked to check each other's drafts of their writing in pairs. Checking the draft is done by using a list of questions in the textbook. Based on this, this includes responsive and extensive writing with paragraph construction task techniques.

### Chapter III

#### Task 6 B: Draft a Text

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**B Draft a Text**

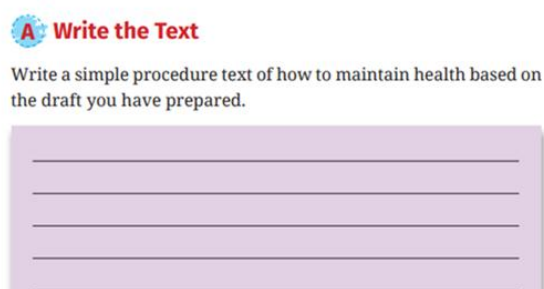
Based on the writing prompt or health problems faced by students in general, create your own tips on how to maintain physical or mental health as students. Talk about what aspect of health you would like to write about, what you will need to do to maintain the health, the steps you will use to explain 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.

<b>Title</b>	
<b>Purpose</b>	
<b>Steps</b>	

Figure 4. 38 Draft a Text

Students are asked to draft a Multimodal procedure text on how to maintain physical or mental health by paying attention to the context and purpose of writing. This is included in responsive and extensive writing.

#### Task 7 A: Let's Write



**A Write the Text**

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

Figure 4. 39 Write the Text

Students are asked to make a simple procedure text based on the draft they have made. This is included in responsive and extensive writing.

#### Task 7 B: Do a Review

### **Do a Review**

Work in pairs to do peer review. Check your own writing by ticking the list below. Then ask your classmate to check your writing.

No.	Aspects being checked	My Review	Peer Review	Suggestion
1.	You write the text title.	✓	✓	
2.	Your purpose is writing in clear sentences.			
3.	Your steps are clear and in correct order.			
4.	Your sentences are complete and easily understood.			
5.	The spelling and punctuation is correct.			
6.	The text is between 100 to 200 words.			
7.	Text uses another mode (picture).			

Figure 4. 40 Do a Review

Students are asked to check drafts of writing by using the list of statements in the table in the textbook as a reference in checking their writing.

## Chapter V

### Task 6: Think and Plan

#### **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.

Figure 4. 41 Think and Plan

Students will draft a simple exposition text about graffiti. Students will write their drafts on the Expository Writing Organizer. Based on these instructions, this is included in

responsive and extensive writing with strategic options techniques, because students outlining a draft.

#### Task 7 A: Let's Write

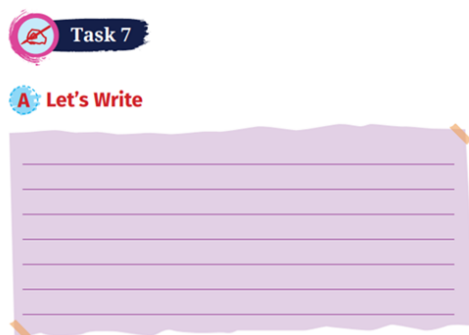


Figure 4. 42 Let's Write

In this task students are asked to change the draft in their Writing Organizer into paragraph form. In this task, the drafts that students have made are arranged in paragraph form, so this is included in responsive and extensive writing with strategic options techniques.

#### Task 7 B: Do a Review

**B Do a Review**

Self	Peer
My writing starts with an interesting statement to attract readers' attention.	
The main issue is at the beginning of the essay (Introduction).	
There are at least 3 parts – an introduction, argument, and conclusion.	
Facts are provided to support the arguments.	
Writing avoids repeating the same words over & over.	
Writing is edited for: a. Capitalization b. Punctuation c. Spelling	
Writing has a conclusion that wraps the passage as a whole.	
Writing consist of 200 to 250 words.	
My text uses another mode (picture).	

Figure 4. 43 Do a Review

Students were asked to check their writing and complete the review table in the textbook, and in pairs to check their friends' drafts. In writing it is important to re-analyze writing, and that is what students do in this task. Based on this explanation, this is included in responsive and extensive writing with paragraph constructions techniques.

## Chapter VI

### Task 2 B:Let's Alternate

**B Let's Alternate**

Look at the story you heard in **Task 2 Part A** again. In a group of two or three, think of an alternative ending to the story.

Figure 4. 44 Let's Alternate

Students are asked to look back at the stories they have read, then they work in groups to make alternative endings for their version of the story. Based on this, it includes responsive and

extensive writing with strategic options techniques, because in this task students are involved in comparing, and depending on two types of text genres in achieving the author's goals. The purpose of the students is to make an alternative ending of the story with a different version than before.

#### Task 4 A: Talk About it

##### **Talk About it**

Sit with those classmates and together rearrange the story into a complete meaningful story.

Discuss the text in terms of its structure, and intrinsic elements such as characters, plot and setting.

1. Why do you arrange the story like that?
2. What kind of clues do you find in each excerpt to help you make the arrangement?

#### Figure 4. 45 Talk About it

- 1) Students are asked to rearrange the pieces of the story into stories that are in the correct order and intact.
- 2) Students discuss the structure of the text, the intrinsic elements of the story and the guiding questions are discussed by the students.

Based on the explanation above, this is included in responsive and extensive writing with the guided questions and answer technique, because the format of the questions is provided to elicit student responses through writing.

## Task 5: Let's Have a Discussion

**Task 5**

**Let's Have a Discussion**

Discuss with your group the possibilities if you make some changes to the story. Follow the organization below.

- What if  
\_\_\_\_\_  
\_\_\_\_\_

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- What is next?  
\_\_\_\_\_  
\_\_\_\_\_
- Presenting - Storyboard  
\_\_\_\_\_  
\_\_\_\_\_

Figure 4. 46 Let's Have a Discussion

- 1) Students are asked to write down the changes they have made to the story according to the guidelines in the textbook and help them in making a story framework
- 2) Students develop a story framework into a complete story.

Based on this explanation, this is included in the type of writing skills assessment, namely responsive and extensive writing with strategic options techniques, because it is in accordance with this technique which can revise but also focus on the genre of writing and the expectations of the genre.

## Task 6 A: Make a Draft



**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

Figure 4. 47 Make a Draft

Students are asked to write a draft of a narrative text based on the story they choose by completing the tables in the textbook. Based on this, this is included in responsive and extensive writing with strategic options techniques, because students are able to draft a text.

#### Task 6 B: Put a Checklist

**B Put a Checklist**

No.	I have done the following	Yes	No
1.	Change a word in a familiar title.		
2.	Insert a new character or swap characters.		
3.	Change an important object.		
4.	Change the setting.		
5.	Change the point of view.		
6.	Change the story resolution.		
7.	Use another mode (picture) in my text.		

Figure 4. 48 Put a Checklist

Students are asked to check what changes they have made in the draft by placing a check in the YES or NO column.

Furthermore, this is included in responsive and extensive writing with the paragraph constructions task technique, because it re-analyzes what things must be in a paragraph, so that it makes the paragraph good.

#### Task 7 A: Let's Write

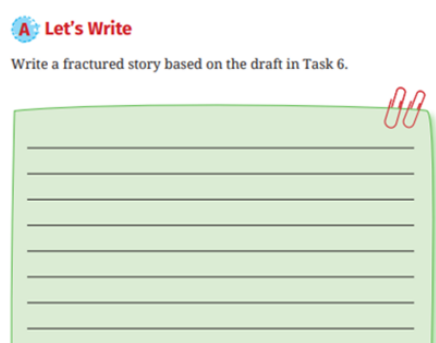


Figure 4. 49 Let's Write

Students are asked to make a Fractured Story based on the draft they have made. Furthermore, this is included in responsive and extensive writing with the strategic options.

#### Task 7 B: Let's Review

**B Let's Review**  
Do the review by putting the checklist.

No.	I have done the following	Yes	No
1.	Change a word in a familiar title.		
2.	Insert a new character or swap characters.		
3.	Change an important object.		
4.	Change the setting.		
5.	Change the point of view.		
6.	Change the story resolution.		
7.	Use another mode (picture) in my text.		

Figure 4. 50 Let's Review

Students are asked to re-check the text they have made with reference to the questions in the table in the textbook. Based on this, this task is included in responsive and extensive writing with strategic options techniques where students are able to write their paragraphs based on the draft they have made.

## **B. Discussion**

### 1. Types of Assessment of Speaking Skills in the Textbook "Work in Progress"

Based on the results of the research, the researcher found that there were intensive speaking, responsive speaking, interactive speaking, and extensive speaking in the types of speaking skill assessment. The basic types in designing assessment speaking are imitative speaking, intensive speaking, responsive speaking, interactive speaking, and extensive speaking (Abeywickrama, 2018). However, in this Grade X English textbook "Work in Progress", the researcher did not find any type of imitative speaking.

In each chapter, the researcher found quite a lot of intensive speaking with the technique that is often used is picture-cued elicitation responses, while for direct response tasks and translation of limited stretches of discourse there are still few. In intensive speaking there are

several techniques that can be used in designing assessment tasks, namely direct response tasks, read aloud tasks, picture-cued tasks, sentence/dialogue completion tasks and oral questionnaires, and translation (limited stretches of discourse) (Abeywickrama, 2018). In addition, things this is still in accordance with the explanation of the theory, it's just that the tasks in the English textbook "Work in Progress" do not contain all the techniques in this type of intensive speaking.

The researcher found that in responsive speaking there was still little in the assessment of speaking skills in this English textbook, the technique used was only questions and answers. In designing responsive speaking skill assessment task, one of the techniques that can be used is questions and answers (Abeywickrama, 2018). Thus, the responsive speaking assessment task in the English textbook "Work in Progress" is still relevant to what is conveyed in the theory, even though the implementation uses one technique, namely questions and answers.

Then, in interactive speaking, the researcher found that this type of assessment was often used in tasks and in each chapter. The technique used is games, discussion and conversations. In addition, games, discussions and conversations including tasks used in interactive speaking (Abeywickrama, 2018). This book applies the type of interactive speaking assessment task, but only two techniques are often used, namely Games, discussions and conversations.

Finally, the researcher found that the techniques used were story telling, oral presentation, and picture-cued story telling. In the design of the extensive speaking assessment task, namely retelling story, oral presentation, picture-cued storytelling, and translation (of extended process) (Abeywickrama, 2018).

Based on the researcher's analysis, most of the English textbooks "Work in Progress" have implemented types of speaking and writing skills assessment tasks which are in accordance with the theory.

## 2. Types of assessment writing skills in the Textbook "Work in Progress"

Based on the results of the analysis, the researcher found that there was imitative writing, intensive writing, responsive and extensive writing in the assessment of writing skills. In addition, in considering students' writing abilities, a teacher must have clarity about the ability to be assessed. Each ability can be assessed through various tasks (Abeywickrama, 2018). In the English textbook "Work in Progress" it is difficult according to the theory, that the types of assessment of writing skills have various categories, namely imitative writing, intensive writing, responsive and extensive writing.

Based on the analysis that has been done by the researcher, imitative writing with the techniques of tasks in (hand) writing letters, words, and punctuation, is almost often used as a task in each chapter.

Tasks in (hand) writing letters, words, and punctuation include tasks used to assess writing skills (Abeywickrama, 2018).

Then, the researcher found that intensive writing was indeed found in the textbook "Work in Progress". However, the researcher only found one task in assessing writing skills, namely the picture-cued task technique. Picture-cued tasks can be a technique for assessing writing skills, and it is one of the techniques for assessing intensive writing tasks (Abeywickrama, 2018).

Finally, based on the results of the researcher's analysis, the researcher found that responsive and extensive writing was widely used in the textbook "Work in Progress". The various tasks that appear are the questions and answers technique, strategic options, and paragraph construction tasks. In responsive and extensive writing there are various tasks that can assess writing skills, namely there are several techniques such as questions and answers, strategic options, and paragraph constructions (Abeywickrama, 2018).

Based on the researcher's analysis, English textbook "Work in Progress" Grade X, for each task in each chapter, has used types of writing skills assessment such as imitative writing, intensive writing, responsive and extensive writing through various tasks.