

A Content Analysis of Writing Tasks in the *English for Change* Textbook for Eleventh-Grade Students of Senior High School

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Abstract: This study analyzed the writing tasks in the English for Change textbook for eleventh-grade students based on Brown's (2004) theory of writing performance. It aimed to identify the types of writing tasks, determine the dominant type, and examine their distribution across chapters. A qualitative content analysis was employed, with the researcher as the key instrument and a checklist adapted from Brown's framework as the data collection tool. All writing tasks in the textbook were coded into four categories, namely imitative, intensive, responsive, and extensive writing, based on their instructions and expected outputs. The findings showed 36 writing tasks across the five chapters, representing 9 of Brown's 22 subtypes, while 13 subtypes were absent. Responsive writing was the most dominant category (50.00%), followed by intensive (25.00%), extensive (19.44%), and imitative writing (5.56%). The tasks progressed gradually but unevenly: intensive and responsive tasks dominated Chapters 1–2, imitative and extensive tasks appeared in Chapters 3–4, and Chapter 5 was again dominated by responsive tasks. The textbook scaffolds students from intensive to responsive writing but offers limited extensive writing. Additional extensive writing tasks are therefore recommended to meet the demands of the Kurikulum Merdeka.

Keywords: content analysis, writing tasks, English for Change, Brown's theory, Kurikulum Merdeka

INTRODUCTION

One of the language skills that must be taught at the senior high school level is writing. Writing is a productive skill that is crucial for students to master and develop (Mustika et al., 2020). According to Brown (2004), writing requires students to use their imagination, ideas, feelings, and opinions. In practice, writing involves constructing sentences, paragraphs, essays, reports, and creative pieces. Hyland (2003) argues that writing tasks are essential for developing writing skills because they help students internalise textual knowledge and practical strategies. Therefore, actively engaging students in the stages of planning, drafting, revising, and editing is vital for meaningful communication.

Analysing the design of writing tasks in English textbooks through content analysis is important because it allows teachers to verify alignment with curriculum objectives, examine the distribution and cognitive levels of tasks, and ensure students receive balanced practice. This evaluation is essential to prevent students from being limited to low-level mechanical exercises and to challenge them to produce complex texts independently. In this way, it supports their overall writing development and helps them achieve the expected English language proficiency. Without such analysis, teachers may unknowingly use textbooks that do not support curriculum goals, which can hinder students' writing development and their achievement of required competencies (Noor & Chaerani, 2022).

Textbooks play a significant role in the learning process as they present curriculum materials and help achieve educational goals. They offer convenience to both teachers and students, and serve as a key source of knowledge and learning resources that can be adapted to various teaching methods (Adilah et al., 2023). Textbooks are the main source and media in learning to achieve learning objectives that are developed from competency formulation in the applicable curriculum

(Zamzam et al., 2019). Analysing textbooks is therefore part of materials evaluation, which helps teachers judge whether the materials meet learners' needs (Tomlinson, 2011).

Tasks are an essential part of any textbook because they engage learners in comprehending, manipulating, and producing the target language (Nunan, 2004). Most English textbooks provide listening, reading, speaking, and writing tasks in each chapter; this study focuses only on the writing tasks. Hyland (2003) states that tasks are fundamental to learning to write because they help students develop both writing skills and an understanding of written texts. Since learners differ in how much planning they need, writing tasks should range from spontaneous writing with little planning to carefully structured writing with detailed outlines (Hedge, 2001).

Brown (2004) classifies writing tasks into four categories based on their complexity and the degree of learner autonomy: imitative, intensive, responsive, and extensive. Imitative writing emphasizes the replication of fundamental language structures, including letters, words, and sentences. Intensive writing offers controlled practice of specific linguistic elements at the sentence level. Responsive writing entails brief, meaningful responses at the paragraph level, such as summaries and reports. Extensive writing enables learners to independently produce longer texts, including essays and research reports. Collectively, these categories constitute a progression from guided to autonomous writing, corresponding to the development of learners' competence. Based on Brown's theory, a balanced textbook should include all four types of writing tasks. If it includes only imitative and intensive tasks, students may not develop the skills needed to write meaningful paragraphs or essays. If it only offers extensive tasks without scaffolding, students may struggle due to a lack of guided practice. Therefore, the proportion and distribution of tasks are key indicators of textbook quality.

In Indonesia, the Kurikulum Merdeka gives teachers and students flexibility in learning, focuses on essential content and character development through the Strengthening Pancasila Student Profile Project (P5), and promotes student-centred learning based on students' interests and talents (Fauzi, 2022). The English for Change textbook, published by the Ministry of Education, Culture, Research, and Technology in 2022, was designed for eleventh-grade students in Phase F under this curriculum. Because each chapter contains several writing tasks, it is important to examine what kind of writing practice these tasks offer. This study uses content analysis, a key method for making inferences from texts (Krippendorff, 2018), to evaluate how the writing tasks align with Brown's (2004) classification.

Several studies have analysed English textbooks in Indonesia. Noor and Chaerani (2022) analysed the writing tasks in the junior high school textbook *Think Globally, Act Locally* under the 2013 Curriculum using Nation's framework and found that guided tasks were dominant. Lase et al. (2026) analysed the Grade 8 textbook *English for Nusantara* using Tomlinson's theory, while Bimantoro et al. (2024) analysed *Pathway to English Phase E for Grade 10* using Cunningsworth's theory; both studies examined general textbook content under the Kurikulum Merdeka. Siregar et al. (2024) examined the writing materials in Indonesian high school English textbooks and reported that they mainly emphasized intensive and extensive writing tasks. However, none of these studies applied Brown's (2004) framework to the writing tasks in *English for Change* for Grade 11. Therefore, this study addressed three research questions: (1) What types of writing tasks are presented in the *English for Change* textbook based on Brown's (2004) theory? (2) What is the most dominant type of writing task? (3) How are the writing performance levels distributed across the chapters?

RESEARCH METHOD

Research Design

This study employed a qualitative content analysis design, with the textbook as the primary data. Content analysis is a systematic technique for making replicable and valid inferences from texts to the contexts of their use (Krippendorff, 2018). Because the coding categories were derived in advance from Brown's (2004) theory, the analysis followed a directed approach to qualitative content analysis (Hsieh & Shannon, 2005).

Data Source

The data source was the *English for Change* textbook for Grade 11, published by the Ministry of Education, Culture, Research, and Technology in 2022 for the Kurikulum Merdeka. The textbook consists of five chapters (Table 1). The data were all activities in the textbook that required students to produce written language.

Table 1

No	Title Subject Provided in the Textbook	Chapter	Page
1	Digital Literacies and My Identities	1	1-44
2	Love Your Environment	2	45-96
3	Healthy Life for a Healthy Future	3	97-136
4	Indonesian Environmental Figures	4	137-180
5	Personal Money Management	5	181-228

Data Collection

The researcher acted as the key instrument (Moleong, 2021), supported by a checklist adapted from Brown's (2004) theory of writing performance (Table 2). The checklist was designed to match the purpose of the analysis, as recommended by Cunningsworth (1995), and listed the 22 subtypes of Brown's four categories. Data were collected through document analysis in three steps: designing the checklist, recording and coding every writing activity in the textbook, and classifying the coded tasks to obtain their frequency and distribution.

Table 2. Writing Tasks Checklist Based on Brown's (2004) Theory

Writing Performance	Writing Tasks
Imitative Writing	Copying letters or words; Matching phonetics and symbols; multiple-choice techniques; Spelling; Listening cloze selection; Converting numbers and abbreviations into words; Form completion
Intensive Writing	Dictation and dicto-comp; Vocabulary assessment; Sentence completion; Ordering; Grammatical transformation; Short-answer tasks; Picture-cued sentence writing
Responsive Writing	Paraphrasing; Guided question-and-answer writing; Paragraph writing
Extensive Writing	Essay writing; Report writing; Story or narrative writing; Research paper writing; Article writing

Data Analysis

The data were analyzed through the four stages of content analysis proposed by Cohen et al. (2007, as cited in Ramadhanis, 2024): selecting, categorizing, analyzing, and inferring. First, all activities that explicitly required written output were selected, while activities that focused only on reading, listening, or speaking were excluded. Second, each selected task was categorized into one of Brown's (2004) four levels based on its instruction, expected output, degree of linguistic control, and degree of learner autonomy. Third, the frequency of each category was converted into a percentage using the formula $P = F/N \times 100\%$, where P is the percentage, F is the frequency of a category, and N is the total number of writing tasks (Arikunto, 2010). Finally, the results were interpreted to answer the three research questions. The same coding criteria were applied to all chapters to keep the analysis consistent (Elo et al., 2014).

RESULTS AND DISCUSSION

A total of 36 writing tasks were identified in the five chapters of the *English for Change* textbook. The findings are presented according to the three research questions and are followed by a discussion.

Types of Writing Tasks in the *English for Change*

Table 3 presents the writing tasks found for each of the 22 subtypes in Brown's (2004) framework.

Table 3. Checklist of Writing Task Types Based on Brown (2004) Theory

No.	Types of writing tasks suggested by Brown's theory	Writing Tasks Provided in the Textbook	Provided (✓)	Not provided (-)
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1.	Imitative Writing Tasks.	1. Copying Letters or Words Writing Tasks.			-
		2. Matching Phonetics and Symbols Writing Tasks.			-
		3. Multiple Choice Techniques Writing Tasks.	Chapter 3 p. 129.	✓	
		4. Spelling Writing Tasks.			-
		5. Listening Cloze Selection Writing Tasks.			-
		6. Converting Numbers and Abbreviations to Words Writing Tasks.			-
		7. Form Completion Writing Tasks.	Chapter 4 p. 170.	✓	
2.	Intensive Writing Tasks.	1. Dictation and Dicto-Comp Writing Tasks.			-
		2. Vocabulary Assessment Writing Tasks.			-
		3. Sentence Completion Writing Tasks.			-
		4. Ordering Writing Tasks.			-
		5. Grammatical Transformation Writing Tasks.	Chapter 3 p. 128.	✓	
		6. Short Answer Writing Tasks.	Chapter 1 p. 32. Chapter 1 p. 35. Chapter 2 p. 87. Chapter 2 p. 87. Chapter 3 p. 126. Chapter 3 p. 129. Chapter 4 p. 171. Chapter 5 p. 220.	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	
		7. Picture-Cued Sentence Writing Tasks.			-
3.	Responsive Writing Tasks.	1. Paraphrasing Writing Tasks.	Chapter 2 p. 90.	✓	
		2. Guided Question and Answer Writing Tasks.	Chapter 1 p. 34. Chapter 1 p. 35. Chapter 1 p. 36. Chapter 1 p. 36. Chapter 1 p. 37.	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	

			Chapter 1 p. 38. Chapter 1 p. 38. Chapter 2 p. 85. Chapter 2 p. 86. Chapter 2 p. 88. Chapter 4 p. 168. Chapter 5 p. 220.	✓ ✓	
		3. Paragraph Writing Tasks.	Chapter 2 p. 88. Chapter 2 p. 89. Chapter 3 p. 129. Chapter 5 p. 221. Chapter 5 p. 222.	✓ ✓ ✓ ✓	
4.	Extensive Writing Task	1. Essay Writing Tasks.	Chapter 3 p. 130. Chapter 3 p. 130. Chapter 3 p. 131. Chapter 4 p. 172. Chapter 5 p. 222.	✓ ✓ ✓ ✓ ✓	
		2. Reports Writing Tasks.			-
		3. Story or Narrative Writing Tasks.	Chapter 4 p. 172. Chapter 4 p. 173.	✓ ✓	
		4. Research Papers Writing Tasks.			-
		5. Articles Writing Tasks.			-
Total		22 subtypes.	36 writing tasks		

Of Brown's (2004) 22 subtypes, 9 were found in the textbook and 13 were not. In the imitative category, only 2 of the 7 subtypes appeared: one multiple-choice technique task (Chapter 3, p. 129) and one form-completion task (Chapter 4, p. 170). In the intensive category, 2 of the 7 subtypes appeared: one grammatical-transformation task (Chapter 3, p. 128) and eight short-answer tasks spread across all five chapters. All 3 responsive subtypes were found: one paraphrasing task (Chapter 2, p. 90), 12 guided question-and-answer tasks, and 5 paragraph-writing tasks, making this the most complete category. In the extensive category, 2 of the 5 subtypes appeared: 5 essay-writing tasks and 2 narrative-writing tasks, whereas report, research paper, and article writing were absent. Figures 1–4 show one example of each category and illustrate how the tasks were coded.

In Activity 5 of Chapter 4 (Figure 1), students work in pairs to complete tables of years, events, regular verbs, and irregular verbs taken from a text about an environmental figure. The format and content are fully controlled, and

students write words or phrases rather than sentences, so the task was coded as imitative writing (form completion).

Activity 5

Work in pairs. Together with your partner, complete the following tables based on the above text.

Events in Linear Narrative Text

Years	Events

Simple Past Tense in Linear Narrative Text

Regular Verbs	Irregular Verbs

Figure 1. Imitative writing: form completion (Chapter 4, Activity 5)

Activity 4 of Chapter 2 (Figure 2) asks students to write one sentence for each punctuation mark, with the first item given as an example. The task focuses on mechanical accuracy at the sentence level under high teacher control, so it was coded as intensive writing (short-answer task).

Activity 4

Work in a group of six. One person writes one sentence of each punctuation mark. Number one has been done for you.

1. We need to separate organic from inorganic waste.
2. _____
3. _____
4. _____
5. _____
6. _____

Figure 2. Intensive writing: short-answer task (Chapter 2, Activity 4)

In Activity 7 of Chapter 2 (Figure 3), students compare “Let’s eat grandma!” and “Let’s eat, grandma.” and explain how punctuation changes the meaning. The topic is given, but students must connect several sentences into a short paragraph, so the task was coded as responsive writing (paragraph writing).

Activity 7

Work individually. Look at these two sentences. Are they similar in meaning, or different? Share your thoughts in the provided space.

1. Let’s eat grandma!
2. Let’s eat, grandma.

Figure 3. Responsive writing: paragraph writing (Chapter 2, Activity 7)

Activity 6 of Chapter 3 (Figure 4) asks students to develop a graphic organizer into a draft of an analytical exposition text and to revise it through several drafts. Students

manage the content, organization, and style of a multi-paragraph text with little teacher control, so the task was coded as extensive writing (essay writing).

Activity 6

- a. Based on the graphic organizer that you have created, develop it into a draft of analytical exposition text by using text structures and appropriate language features.
- b. After finishing your first draft, ask other groups and your teacher to check and provide suggestions on your draft, vice versa, your group will check the draft of other groups and give input on their draft.
- c. After getting input from other groups and also your teacher, revise your first draft then rewrite it as your second draft. Ask for feedback from your teacher. Activities are carried out until your draft is perfect.

Figure 4. Extensive writing: essay writing (Chapter 3, Activity 6)

Dominant Types of Writing Tasks in the English for Change

Table 4 and Figure 5 show the frequency and percentage of each category of writing tasks.

Table 4. Percentage of Writing Task Types in the English for Change Textbook

No	Types of Writing Tasks.	F (Number of Tasks Found)	Calculation Method	P (Percentage)
1.	Imitative Writing Tasks.	2	$(2/36) \times 100\%$	5.56%
2.	Intensive Writing Tasks.	9	$(9/36) \times 100\%$	25.00%
3.	Responsive Writing Tasks.	18	$(18/36) \times 100\%$	50.00%
4.	Extensive Writing Tasks.	7	$(7/36) \times 100\%$	19.44%
Total		36	$(36/36) \times 100\%$	100.00%

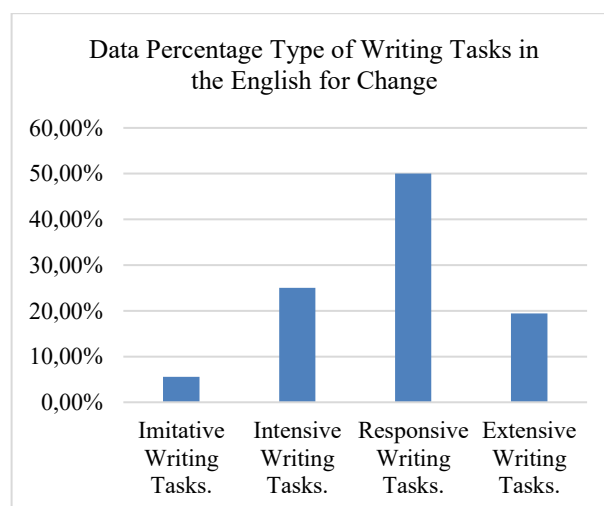


Figure 5. Percentage of writing task types in the English for Change textbook

Responsive writing was the most dominant category, with 18 tasks (50.00%), followed by intensive writing with 9 tasks (25.00%), extensive writing with 7 tasks (19.44%), and imitative writing with 2 tasks (5.56%). Within the responsive category, guided question-and-answer tasks were the most frequent (12 tasks). Thus, the textbook mainly asks students to connect sentences and produce short paragraphs with contextual meaning, rather than focusing on form alone or on free writing.

Distribution of Writing Performance Levels in the English for Change

Table 5 shows how the four categories were distributed across the five chapters.

Table 5. Distribution of Writing Task Types Across Chapters

Writing Types	Ch.1	Ch.2	Ch.3	Ch.4	Ch.5	Total
Imitative Writing Tasks	0	0	1	1	0	2
Intensive Writing Tasks	2	2	3	1	1	9
Responsive Writing Tasks	7	6	1	1	3	18
Extensive Writing Tasks	0	0	3	3	1	7
Total						36

The distribution was uneven. Chapter 1 (Digital Literacies and My Identities) contained 9 tasks, all intensive or responsive, which focused on writing subject questions for social media captions. Chapter 2 (Love Your Environment) contained 2 intensive and 6 responsive tasks on punctuation, capitalization, and descriptive writing. Chapters 3 (Healthy Life for a Healthy Future) and 4 (Indonesian Environmental Figures) were the most varied: they introduced imitative and extensive tasks and moved students from sentence-level practice to full analytical exposition and narrative texts. Chapter 5 (Personal Money Management) contained 5 tasks, mostly responsive paragraph writing on procedure texts, with only one extensive task. Overall, lower-level tasks appeared mainly in the earlier chapters and higher-level tasks in the later chapters, but the increase in extensive tasks was small.

Discussion

The dominance of responsive writing (50.00%) suggests that the textbook mainly trains students at the transitional stage between sentence-level production and paragraph-level discourse. Guided question-and-answer and paragraph-writing tasks give students a clear structure while asking them to connect ideas in their own words. This emphasis seems suitable for eleventh-grade students, who are expected to move beyond sentence-level writing, and the guidance it provides may help reduce students' writing anxiety. A similar pattern was reported by Noor and Chaerani (2022), who found that guided tasks were dominant (51.7%) in a junior high school textbook.

The small share of imitative writing (5.56%) is reasonable for this grade, since mechanical skills such as copying and spelling are usually mastered at earlier levels. Intensive writing (25.00%) remains useful because short-answer and grammatical-transformation tasks help students refine their grammatical accuracy. However, only two of the seven intensive subtypes were used, so students receive limited variety in controlled practice. This pattern differs from that reported by Siregar et al. (2024), whose analysis of Indonesian high school textbooks found a stronger emphasis on intensive writing tasks.

The main concern is the limited proportion of extensive writing (19.44%). Under the Kurikulum Merdeka, eleventh-grade students are expected to produce extended texts, yet extensive tasks appear only in Chapters 3–5, and report, research paper, and article writing are absent. Because extended writing requires students to plan, draft, and revise whole texts (Hyland, 2003; Weigle, 2002), the current proportion may not give students enough practice in independent and authentic writing. Teachers may therefore

supplement the textbook with extensive tasks, such as reports or articles linked to each chapter's theme, to foster students' autonomy, critical thinking, and creativity.

CONCLUSION

This study analyzed the writing tasks in the English for Change textbook for eleventh-grade students based on Brown's (2004) theory of writing performance. First, 36 writing tasks were found, representing 9 of Brown's 22 subtypes; all three responsive subtypes appeared, whereas most imitative, intensive, and extensive subtypes were absent. Second, responsive writing was the most dominant category (50.00%), followed by intensive (25.00%), extensive (19.44%), and imitative writing (5.56%). Third, the tasks progressed gradually but unevenly across the chapters: intensive and responsive tasks dominated Chapters 1–2, imitative and extensive tasks appeared in Chapters 3–4, and Chapter 5 was again dominated by responsive tasks. Overall, the textbook scaffolds students well from intensive to responsive writing, but it offers limited extensive writing. Teachers are encouraged to supplement the textbook with extensive writing tasks, and textbook developers may consider rebalancing the composition of writing tasks to better meet the demands of the Kurikulum Merdeka. Future studies could compare several textbooks, apply other frameworks, or examine how these tasks affect students' actual writing performance.

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