

The Analysis of Writing Assessment Types in Textbook *English for Nusantara Grade 7*

Yenny Teriana¹, Ira Maisarah²

¹² University of Bengkulu, Indonesia

¹yennytriana76@guru.smp.belajar.id, ²iramaisarah@unib.ac.id

Abstract

Writing assessment is essential for improving student' writing skill, but thorough studies of how it is implemented in widely used national textbooks are limited. This study aims to identify the types of writing assessment tasks presented in the *English for Nusantara Grade 7* textbook and to examine how these tasks align with established writing assessment frameworks. Utilizing qualitative content analysis, all writing activities throughout five chapters were assessed and classified according to Brown's (2004) taxonomy of imitative, intensive, responsive, and extensive, as well as performance-based assessment standards. The findings show a planned evolution of writing assessments. The first chapters are primarily made up of imitative and demanding exercises (for example, matching, filling tables, and listing terminology). These serve as a scaffold for responsive writing tasks (such as concise description or organizational paragraphs) that demand connected discourse. Extensive writing tasks (whole, cohesive paragraphs) are less common, but they do occur in the following sections and enrichment activities. Pre-writing exercises provide valuable support but do not directly test writing abilities. Overall, the textbook aligns moderately with known paradigms, while possibilities for comprehensive writing are inadequate. These results provide insights for enhancing writing assignments in EFL textbooks and point to the need for more study comparing writing assessments throughout materials and investigating the experiences of learners using each assessment type.

Keywords: *assessment frameworks; Brown's taxonomy; EFL textbook*

INTRODUCTION

Assessment is a crucial part of language learning since it shows how well students are doing and informs instructional decisions (Brown, 2004; Richards & Schmidt, 2010). As stated by Maulida and Adani (2023), assessment is a significant topic concerning education and the process of learning since it requires the teacher to evaluate the students' improvement, capability, and accountability. Students' language development is greatly aided by writing assessment, particularly in early secondary school. Teachers can use suitable assessment to categorize and assess the students, provide suggestions, and arrange their lessons appropriately (Maulida and Adani, 2023). Providing suitable and well-structured writing evaluations is important for ensuring that teachers can effectively evaluate children' progress and promote overall development of language.

Using textbooks is one of the most important aspects of learning English. In Indonesian classrooms, textbooks are a crucial source of information for classroom instruction and learning English. Textbooks are crucial for learning English. Textbooks serve as a source of organized content and offer instructors and students a clear framework for organizing and carrying out the process of learning (Charalambous, 2011; Mizbani & Chalak, 2017). Students can access well-structured content and educational

resources through textbooks. The curriculum and established standards for studying English are referred to in the textbook, allowing students to study appropriate topics and progressively improve their language proficiency. The tasks and assignments provided in the textbook are intended to help students improve their speaking, reading, writing, and listening abilities (Damanik & Zainil, 2019; Surtikanti et al., 2020). These tasks assist students develop their verbal communication abilities, gain a better comprehension of grammar and vocabulary, and actively practice using English (Dewantara et al., 2022; Fitriah & Muna, 2019).

The national textbook *English for Nusantara* Grade 7 contains a number of writing exercises designed to enhance students' writing skills in order to assist learning under the *Kurikulum Merdeka*. This book makes reference to the Merdeka Curriculum, which offers educational materials and programs flexibility to implement the curriculum with the objective of variety that is compatible with the particular circumstances of the school, the community capacity, and learners (Pendidikan et al., 2022). Swastika et al. (2020) claimed that an English textbook is a book that contains English materials and its functions as an instructional resource for teachers and students during lessons in the classroom.

Textbooks have been utilized over numerous years in Indonesia. Considering that textbooks serve as the primary learning resource in most Indonesian classrooms (Tomlinson, 2011), an examination of how writing assessment is operationalized within them is essential. Meanwhile, Ayu & Indrawati (2018) declared the benefit of utilizing a textbook in the classroom is that it is necessary for students' psychological well-being since it allows the teacher to concretely monitor student development and achievement. The five chapters in this book cover a variety of topics with characteristics of Indonesian culture. This book's chapters are divided into multiple units, each of which offers exercises to improve students' proficiency in the four English language abilities. The assessment of writing abilities will be the main emphasis of this study.

In *English for Nusantara* Grade 7, a variety of exercises are created to both teach writing skills and assess students' development using various methods. It's critical to comprehend these evaluation styles because they each represent unique objectives, cognitive demand levels, and methods for gauging students' written communication skills. In a textbook, writing assessment includes assessing students' interpersonal ability to convey ideas logically and effectively in writing. The concept of written communication as a cognitive act, involving the content, structure, vocabulary, syntax, and method, must be represented in a proper writing evaluation, asserted by Weigle (2002). Instead of concentrating only on grammatical accuracy, communicative assignments for writing should enable students to create meaningful texts for real-world contexts. This aligns with contemporary process-oriented writing pedagogy emphasizing drafting, revising, and reflective learning (Harmer, 2007; Hyland, 2003). Therefore, successful writing assessments should not only examine the accuracy of language but also the ability of students to create meaningful, cohesive, and contextually relevant compositions that reflect authentic communication requirements.

English for Nusantara aims to provide worldwide equivalency for students in junior high school in Indonesia. *Kurikulum Merdeka* emphasizes education that promotes both language skills and moral character by way of *Profil Pelajar Pancasila*. Writing assignments are considered for encouraging thinking critically, teamwork, and creative thinking. Hyland (2003) asserts that writing is a practice that fosters critical thinking and clear concept communication in students. While creative writing exercises foster students' creativity and imagination, collaborative writing assignments help students build teamwork abilities. Writing assessment tasks are frequently included in Nusantara

English textbooks to assess students' written communication skills. The *English for Nusantara* textbook collection supports this idea by providing contextual, communicative learning goals tied to local and global themes. According to Richards (2006), communicative language instruction promotes students to use language for real-world requirements, such as written communication. In this sense, students are frequently required to generate texts that are pertinent to their everyday life, such as description, procedures, or individual opinions, as part of writing assessment tasks found in textbooks. Assessment in the Kurikulum Merdeka framework focuses not only on the finished product but also on the learning process, where students show that they are able to arrange information, communicate their ideas, and utilize proper language features in everyday situations (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022).

Previous research on both global and Indonesian EFL textbook analyses frequently reveal a large number of product-oriented writing assignments (one-draft, concise composition, organized tasks) and comparatively few process-oriented assignments that specifically call for preparation, editing, correction, and revising. Textbook assessments frequently advocate more detailed scaffold for the writing process, precise evaluation criteria (or rubrics), and the implementation of formal evaluation chances to enhance writing progress. This pattern has been widely noted in international textbook studies as well (Reinders & Lewis, 2009; Nguyen, 2022). As consequently, analyzing the textbook's combination of end result and process-oriented writing exercises is critical to comprehend how well it promotes students' overall improvement in their writing. Process-oriented exercises, which directly guide students through preparing, reviewing, rewriting, and reflecting, have become fewer common. Scholars of textbook evaluation frequently urge for additional scaffolding, analytic and holistic guidelines, clearer criteria for assessment, and more chances to do formative assessment to enhance the writing process (Cunningsworth, 1995; Lestari, 2020). Such patterns highlight the need to examine how English for Nusantara combines between product and process-focused assignments, as well as whether this balance promotes significant progress in students' written skills.

This study is necessary because of a number of research gaps. First, despite the widespread use of *English for Nusantara* throughout Indonesia, little research has been done on its writing evaluation components. Studies that have already been conducted typically concentrate on text types, cultural appearance, or skill integration; systematic assessments of writing assessment types are still rare (Emilia, 2011; Lestari, 2020). Second, there have been underexplored that examine how this textbook's writing assignments fit into well-known assessment frameworks, including Brown's (2004) categorization of classroom writing assessments or the fundamentals of performance-based assessment (O'Malley & Valdez Pierce, 1996). Third, there has been underexplored enough study done to determine whether the textbook's writing assignments which include planning, composing, rewriting, and generating final texts meaningfully promote students' writing development. These gaps show that a thorough examination of the textbook's conceptualization and operationalization of writing assessment is necessary.

Considering these limitations, the goal of this study is to identify the types of writing assessments presented in *English for Nusantara* Grade 7 and to evaluate how effectively they support students' writing development. Investigating the types of assessment is essential because different forms of writing assessment reflect distinct learning objectives, levels of cognitive demand, and opportunities for students to engage in the writing process. Without a clear understanding of these assessment types, it is difficult to determine whether the tasks adequately promote meaningful learning or

merely assess surface-level skills. This study is expected to provide insights that can contribute to improving textbook design, classroom assessment practices, and policy decisions related to writing instruction within the context of Kurikulum Merdeka. In addition, the findings may enrich the broader body of research on writing assessment in English as a Foreign Language contexts, particularly in relation to process-oriented instruction and performance-based assessment.

The analysis attempts to shed light on the textbook's advantages and disadvantages as a tool for directing efficient writing assessment processes in junior high schools in Indonesia. This study aims to identify the types of writing assessment tasks presented in the *English for Nusantara Grade 7* textbook and to examine how these tasks align with established writing assessment frameworks. The following research questions serve as a guide for this study:

1. What types of writing assessments are provided in the textbook English for Nusantara Grade 7?
2. How do these writing assessment types align with established writing assessment frameworks?

METHOD

This study employed a qualitative content analysis design to examine the writing assessment types contained in the textbook *English for Nusantara Grade 7*. Content analysis is a method for analyzing textual, visual, or other forms of qualitative data. It involves coding and categorizing patterns to identify themes, trends, or relationships in the data (Cresswell, 2012). This is in line with Fraenkel et al., (2019), content analysis is suitable for methodically finding patterns, classifying educational resources, and assessing alignment with theoretical frameworks (using predefined theoretical categories, the analysis concentrated on extracting, categorizing, and interpreting writing assignments and evaluation components from the textbook).

The national English for Nusantara Grade 7 textbook, provided by the Indonesian Ministry of Education, Culture, Research, and Technology within the Kurikulum Merdeka framework, served as the only source of data for this study. To guarantee correctness and consistency, the Ministry's textbook online (buku.kemendikdasmen.go.id) offered the officially approved digital edition. Every task and activity in writing part of each unit in the textbook were investigated.

The textbook was carefully studied from Chapter 1 to Chapter 5 to find any assignments that required students to generate written work, such as process-based assignments, fill-in-the-blank exercises, guided writing, short responses, and paragraph construction. The tasks were categorized using performance-based characteristics outlined Brown's (2004) categories of writing assessment, which include imitative, intensive (controlled), responsive, and extensive writing. In collecting the data, the writer used the following procedures: 1) looking at reading for the textbook, 2) observing the writing assessment in the textbook, and 3) analyze the writing assessment based on Brown's theory. The data were examined using the following phases of qualitative content analysis:

1. Initial Coding: including task descriptions, types of assessment, and instructions given for each task. The collected data will be analyzed descriptively to identify the types of assessment included in the writing tasks.
2. Interpretation: the data were analyzed to examine how the writing assignments in the textbook align with established writing assessment categories.

RESULTS AND DISCUSSION

RESULTS

There are five chapters that can be learned by the students in the textbook English for Nusantara Grade 7. Every chapter has different theme and learning objectives. Every theme has three units and four sections for English skills task or activity including writing section as an assessment. The textbook also includes language focus, enrichment, and learning reflection activities. This study focuses on analyzing the types of writing assessment utilizing in this textbook based on Brown's theory (2004). There are five types of writing performance that can be found in the textbook based on Brown's (2004) categories of writing assessment namely Imitative Writing, Intensive (Controlled) Writing, Responsive Writing, Extensive Writing, Display vs Real Writing.

Chapter 1

The first chapter has a theme About Me, which includes Introducing Myself, Greeting and Saying Goodbye for Unit 1 entitled Galang from Kalimantan, Introducing Others and Describing hobbies in Unit 2 entitled I Love Fishing, Describing People and Describing Daily Activities in Unit 3 entitled My Friends and I. In this chapter, there are some writing tasks for the assessments. In section 2 of writing on page 41, the students are able to describe people's physical traits by completing the table provided with the words related to personality traits. After that, the students write the description about Galang and his friends. In part (a) of section 1, it belongs to Imitative Writing task which focus on words related to personality traits. Meanwhile in part (b) belongs to Intensive (Controlled) Writing task which focus on grammar, vocabulary, and sentence level accuracy. Additionally in part (a) of section 6 of your turn writing task on page 49, the students are able to think of one friend and then list the words to describe his/her friend by completing the table provided. Next task is in part (b) on page 50, the students make an outline of his/her paragraph using the structure available in the table. Furthermore. in part (c) on page 51, the students write their descriptive paragraph. These tasks belong to Responsive Writing which focus on writing short paragraphs. Additionally for enrichment activity on page 52, the students write once more regarding a popular person (choose one either singer, actor, actress, gamer, or youtuber) and then the students write a descriptive paragraph. Finally, they ask their friend to guess who are being described and see if he/she guess it correctly. This activity also belongs to Responsive Writing which focus on writing short paragraphs

Chapter 2

The second chapter has a theme about Culinary and Me, which includes Describing One's Favourite Food, Drink, Snack, Texture and Taste for Unit 1 entitled My Favourite Food, Asking and Giving Information about Food and Ingredients in Unit 2 entitled My Favourite Snack, Identifying Tools and Ingredients and also about Making a Sequence of Cooking Step in Unit 3 entitled Secret Recipe. In this chapter, there are also some writing tasks for the assessments. In section 6 of writing in part (a) on page 91, the students match the pictures with the phrases correctly. Next task is in part (b) on page 92, the students write the process of making banana fritters by using the sequence words to indicate the order. Part (a) belongs to Pre-Writing (Recognition and Matching task) to prepare students for the writing task in part (b). The task checks comprehension of vocabulary and visual recognition, not writing ability. Meanwhile in part (b) belongs to Responsive Writing, students produce connected sentences to describe a process by using sequence words (first, then, next, finally) to show order. This requires organizing ideas and writing meaningfully but not yet an extended composition like a full multi-paragraph text. This fits responsive writing in Brown's (2004) terms, where learners create short, connected texts (e.g., descriptions, instructions, procedures).

The next tasks are in part (a), (b) and (c) of section 7 of your turn writing task on page 93 to 94, the students are able to write a recipe or procedural steps for making sweet potato fritters with suitable action words or verbs provided. These tasks belong to Responsive Writing which focus on writing short paragraphs. The students produce a coherent procedural text using action verbs and sequence. Additionally in part (a) and (b) for enrichment writing activity on page 95, firstly the students think the vegetables that they want to cook and other ingredients that may need. Then, they also think about the utensils needed and steps of making it. Next activity is outlining and drafting, the students write the outline and draft into the table provided. Finally in part (c), the students write a procedural text. In part (a) belongs to Intensive or Controlled Writing. Students produce lists of words or short phrases (*e.g., carrot, oil, pan, boil*). Meanwhile, in part (b) belongs to Responsive Writing. Students begin to organize ideas into an outline with a clear structure. This task requires planning, sequencing, and logically arranging the parts of the procedure. The last in part (c) belongs to Extensive Writing. Students produce a complete and coherent procedural text.

Chapter 3

The third chapter has a theme about Home Sweet Home. This chapter discusses about Galang's House, My House Chores and Let's Clean Up. In Unit 1 Galang's House talking about rooms in a house and things in the rooms. In Unit 2 My House Chores learning about what people do and use to clean up a house. In Unit 3 Let's Clean Up discussing about giving instructions how to do something.

In this chapter, there are some writing tasks for the assessments as well. In section 5 of viewing and writing in part (a) on page 138, the students are asked to look at the process of recycling tissue paper, then draw an arrow from one picture to another to show the correct order. They show understanding of the *process* by organizing pictures into the correct order. This is typically considered a Pre-Writing Skill or Supporting Task that helps students structure ideas before writing, not a direct assessment of writing ability. It checks comprehension of a sequence, not linguistic accuracy. In other words, there's no written language is produced but it focuses on understanding process sequence. Still on the same page in part (b), the students write the materials and equipment needed to recycle tissue paper in the list provided. It is a Controlled or Intensive Writing Assessment focused on vocabulary accuracy. The students write specific vocabulary items. In part (a) of section 6 of your turn writing task on page 140 to 141, the students are going to make a pencil case using a used plastic bottle. They write materials and equipment needed to make it in the column provided. This task belongs to *Controlled or Intensive Writing assessment*, focusing on vocabulary accuracy and limited production. Next activity in part (b) on page 142, the students complete the sentences with the correct action words or verbs to describe the steps. This activity belongs to *Intensive or Controlled Writing assessment* focusing on accurate use of action verbs in a structured format. The students are not asked to describe the process in their own words but they only write the correct action words or verbs (focus on grammar and correct linguistic forms). In other words, the task requires them to provide the correct verb, not create whole sentences independently.

Chapter 4

The fourth chapter has a theme about My School Activities. This chapter also consists of three units. Unit 1 My Class Schedule talking about class schedules and school subjects. Unit 2 My Online Class talking about online learning tips. Unit 3 My Study Habits

describing someone's study habits. There are also some writing tasks for the assessments for this chapter. In section 6 of your turn writing in part (a) on page 196 is planning and brainstorming task. The students write their study habits that they do and do not do in the table provided. Then in part (b) on page 197, the students write down any relevant adverbs of frequency that they will use in their paragraph. Still on the same page in part (c) is outlining and drafting task. The students make an outline of their paragraph using the structure given in the column. The structure consists of identification (a general orientation to the topic) and description (feature 1 to feature 5). Finally in part (d) on page 197 is writing and editing task. The students write their descriptive paragraph. In part (a) belongs to Intensive or Controlled Writing, the students write short phrases, The task focuses on producing short, controlled linguistic items, not full sentences or extended text. In part (b) belongs to Imitative and Intensive Writing. The students produce individual words or short phrases such as always, often, sometimes, and so on. This type assesses accuracy of vocabulary and form at the word level. In part (c) belongs to Responsive Writing. The students produce content meaningfully. They create outline with given structure but not yet an extended paragraph. In part (d) belongs to Extensive Writing. The students write full descriptive paragraph with an orientation and multiple features. This requires idea development, vocabulary use, coherence, and unity. For enrichment activity, the students are asked to write once more into five parts of task. In part (a) on page 198, the students choose a friend who is good at studying, then they ask him/her to answer some questions given. This part belongs to Pre-Writing or Data Gathering Task. Students collect information orally or interview a friend, not produce written language. This pre-writing activity will support later writing. Still on the same page in part (b), the students identify his/her study habits by using some examples provided. This part belongs to Intensive/Controlled Writing. Students write short, controlled phrases based on given examples. Meanwhile in part (c), the students give the checklist for some study habits given and also write adverb of frequency. This part belongs to imitative and intensive writing. focusing on vocabulary accuracy. he checklist itself is not writing, but the task also requires students to write adverbs of frequency (word-level items).

The task in part (d) on page 199 asks students to make an outline of their paragraph using the structure given in the column. This part belongs to Responsive Writing. Students plan and organize ideas following a structure (identification and description). In other words, students create outline using structure or organizing ideas; planning writing. The last task in part (e) on page 199 is writing and drafting. The students write their descriptive paragraph into the table provided. This part belongs to Extensive Writing, students produce a full descriptive paragraph. This is extended, independent writing that evaluates cohesion, content, and paragraph unity.

Chapter 5

The last one is the fifth chapter which has a theme about This is My School. This chapter discussing about School Building for Unit 1, Extracurricular Activities for Unit 2, and A School Festival for Unit 3. The students learn about Asking for and Giving Directions in Unit 1, talking about Extracurricular Activities in Unit 2, and Describing a School Festival in Unit 3. There are some writing tasks as well for the assessments in this chapter. In section 4 on page 237 is viewing and writing task. In part (a) and (b) on this page, the students are given the picture in a big room and then complete the chart based on the picture. In part (c) on page 238, the students write the details about the room using the structure given in the column. The structure consists of identification (the name of the room) and description (feature 1 for the size, feature 2 for the object and feature 3 for the

activity). In part (a) and (b) belong to Intensive or Controlled Writing. Students fill in a chart based on what they see in the picture. Their writing is limited to short phrases or single words such as big, bookshelf, and studying. Meanwhile, in part (c) belongs to Responsive Writing. Students use a provided structure (identification and three descriptive features) to write a short descriptive text.

In section 5 your turn writing in part (a) on page 238 is the task of planning and brainstorming. The students are asked to think of one room at school and then list the words to describe the room. They write them into the table provided which consists of the name of the room, the size, the object, and the activity. This part belongs to Intensive/Controlled Writing. It functions as pre-writing, but in assessment terms it fits intensive writing because it focuses on accuracy of vocabulary and controlled production. In part (b) on page 239 is outlining and drafting task. The students make an outline of paragraph using the structure given in the column. This part belongs to Responsive Writing, students organize ideas into an outline following a fixed structure (identification and description). This is characteristic of responsive writing, which involves organization, coherence, and purposeful idea development without producing a full text yet. In part (c) on page 240 is writing and editing, the students write their descriptive paragraph. This part belongs to Extensive Writing. Students produce a complete paragraph with multiple features. It assesses coherence, unity, development, and editing skills.

Based on the analysis, it was found that the textbook contains various types of writing assessment which can be classified into imitative writing, intensive (controlled) writing, responsive writing, extensive writing, and display versus real writing. Imitative writing appears in tasks that require students to produce language at the word or phrase level, such as writing personality traits or adverbs of frequency. These tasks mainly focus on the accurate reproduction of linguistic forms. Intensive or controlled writing is the most dominant type found in the textbook. It is reflected in activities such as completing tables, filling in blanks, writing lists of materials or tools, and supplying correct verbs in sentences. These tasks emphasize grammatical accuracy, vocabulary use, and sentence-level control rather than idea development.

Responsive writing is also frequently identified in the textbook. This type involves tasks where students produce short meaningful texts, such as writing descriptive paragraphs, composing simple procedural steps, or developing outlines. In these tasks, students begin to organize ideas and express meaning, although still within a guided structure. Furthermore, extensive writing appears in several “Your Turn” and enrichment activities where students are required to write full paragraphs, such as descriptive or procedural texts. These tasks demand greater independence, coherence, and development of ideas. However, the number of extensive writing tasks is relatively limited compared to controlled writing activities. In addition, most writing tasks in the textbook fall under the category of display writing, where students demonstrate their knowledge of language forms in response to structured instructions. Only a few tasks can be categorized as real writing, particularly in enrichment activities that involve more communicative purposes, such as describing a favorite person and asking peers to guess. Besides the main categories, the textbook also includes several supporting or pre-writing activities, such as matching pictures, ordering sequences, brainstorming ideas, and listing vocabulary. These tasks function as preparation for writing but do not directly assess students’ writing ability.

In terms of suitability, the findings indicate that the types of writing assessment in the textbook are generally aligned with the framework proposed by Brown (2004). The textbook reflects a progression of writing skills from basic to more advanced levels,

starting from imitative and intensive writing, moving to responsive writing, and culminating in extensive writing. This progression shows that the assessment tasks are designed in a scaffolded manner, allowing students to gradually develop their writing ability from form-focused to meaning-focused production. Moreover, the integration of writing tasks with stages such as brainstorming, outlining, drafting, and editing supports the process of writing development. Overall, it can be concluded that the *English for Nusantara Grade 7* textbook has incorporated various types of writing assessment in accordance with Brown's (2004) framework.

DISCUSSION

The findings reveal that the textbook includes a range of writing assessment types, namely imitative, intensive (controlled), responsive, and extensive writing. However, these types are not evenly distributed. Imitative and intensive writing dominate most of the activities, as reflected in tasks such as completing tables, listing vocabulary, filling in action verbs, and matching images. This confirms that the textbook places strong emphasis on form-focused writing. These types of tasks are appropriate for beginner EFL students because they help develop accuracy at the word and phrase levels. This finding supports Brown (2004), who states that imitative and intensive writing are essential at early stages of language learning. Nevertheless, the dominance of controlled writing indicates that the textbook prioritizes linguistic accuracy over communicative competence.

In contrast, responsive writing appears quite frequently and serves as a bridge between controlled and more independent writing. The findings show that students are often required to write short descriptive and procedural paragraphs, as well as develop outlines before writing. These activities indicate a gradual progression from form-focused tasks to meaning-focused production. According to Brown (2004), responsive writing allows learners to combine linguistic elements into meaningful texts while still receiving structural support. This makes it suitable for lower secondary EFL learners. Furthermore, the presence of planning, outlining, and drafting stages reflects an attempt to implement a process-based writing approach, as suggested by Harmer (2007) and Hyland (2003). However, based on the findings, this approach is not fully implemented, as students are still highly guided and have limited opportunities for independent writing.

A key finding of this study is the limited presence of extensive writing tasks. The analysis shows that extensive writing appears only in a few activities and is generally restricted to a single paragraph of descriptive or procedural text. This indicates that students are given minimal opportunities to engage in sustained and independent writing. This finding is significant because Brown (2004) and Weigle (2002) emphasize that extended writing is crucial for developing higher-order writing skills such as idea development, coherence, organization, and audience awareness. Without sufficient exposure to extensive writing, students may remain at a basic level of text production and struggle to produce more complex and meaningful compositions. This imbalance between controlled and extended writing tasks is also consistent with previous studies. For instance, Nguyen (2022) found that EFL textbooks tend to emphasize product-oriented and controlled writing tasks rather than process-oriented writing. Similarly, Reinders and Lewis (2009) highlight that textbook tasks often focus on short, structured activities, limiting opportunities for longer and more meaningful writing. This suggests that the pattern identified in this study reflects a broader trend in EFL textbook design.

Overall, the findings demonstrate that the textbook follows a clear scaffolding model, moving from pre-writing activities to controlled writing, then to guided

(responsive) writing, and finally to limited independent (extensive) writing. This structured progression is beneficial in helping students organize ideas and develop initial writing skills. However, the findings also indicate that the scaffolding tends to stop at the guided stage, with insufficient extension toward independent writing. Therefore, although the textbook is aligned with theoretical frameworks, it does not fully support the development of communicative and advanced writing skills. Based on these findings, it can be argued that additional writing opportunities are necessary to complement the textbook. Teachers should provide more authentic and real-world writing tasks that encourage students to write longer texts and express ideas more freely. Increasing the proportion of extensive writing activities would help students develop not only linguistic accuracy but also fluency, coherence, and communicative effectiveness in writing.

CONCLUSION

The investigation of English for Nusantara Grade 7 indicates that the textbook incorporates a variety of writing assessment styles that are consistent with Brown's (2004) theoretical framework. Through the five chapters, the writing assignments evolve systematically from controlled, structure-oriented exercises to more independent, meaning-focused writing. Imitative and intensive writing exercises are typically utilized in the beginning phases of each section to improve word choice and structural ability, especially when listing in order matching, filled in tables, and providing activity verbs for action.

The middle parts frequently contain responsive writing activities that require students to write brief, cohesive paragraphs for example the descriptions, process explanations, and procedure texts. Extensive writing activities, though less common, appear later in the chapters when students write whole paragraphs with better structure, cohesiveness, and ideas improvement. Pre-writing tasks which include picture sequencing, generating ideas, gathering information, and writing an outline provide valuable framework throughout each chapter. These exercises help students prepare and organize their ideas, but they do not directly evaluate their writing competence.

Based on the results of this study, the next investigation should evaluate how writing evaluation varieties in English for Nusantara textbooks compares with those employed within other English textbooks for English learners to establish alignment with standards for the curriculum. Furthermore, student views and obstacles associated with each style of writing assessment should be evaluated to have a better understanding of their usefulness for early secondary English as a foreign language.

ACKNOWLEDGMENT

The author would like to express gratitude to teacher colleagues and lecturers whose strengthened the structure and clarity of this study. The author also acknowledges the encouragement from family and close friends, whose provided the motivation to complete this study.

REFERENCES

- Ayu, M., & Indrawati, R. (2018). EFL textbook evaluation: The analysis of tasks presented in the English textbook. *TEKNOSASTIK*, 16(1), 21–25.
<https://doi.org/10.33365/ts.v16i1.87>
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Longman.

- Charalambous, A. C. (2011). *The role and use of course books in EFL*. Online Submission, May. <https://files.eric.ed.gov/fulltext/ED524247>
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.
- Cunningsworth, A. (1995). *Choosing your coursebook*. Heinemann.
- Damanik, S. N. H., & Zainil, Y. (2019). The analysis of reading comprehension questions in English textbook by using high order thinking skill at grade X of SMAN 2 Padang. *Journal of English Language Teaching*, 8(1), 249–258. <https://doi.org/10.24036/jelt.v8i1.103501>.
- Dewantara, K. A. Artini, L. & Wahyuni, L. G. (2022). Reading related activities in English textbook and how the texts are exploited in the classroom. *Journal of Education Research and Evaluation*, 6(3), 378–386. <https://doi.org/10.23887/jere.v6i3.48583>.
- Emilia, E. (2011). *Pendekatan genre-based dalam pengajaran bahasa Inggris: Petunjuk untuk guru*. Rizqi Press.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). *How to design and evaluate research in education* (10th ed.). McGraw-Hill.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Longman.
- Hyland, K. (2003). *Second language writing*. Cambridge University Press.
- Hyland, K. (2019). *Teaching and researching writing* (3rd ed.). Routledge.
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). *English for Nusantara. SMP/MTs Kelas VII*.
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). *Panduan pembelajaran dan asesmen Kurikulum Merdeka*.
- Lestari, I. (2020). Textbook analysis in EFL classrooms: A review of writing tasks in Indonesian textbooks. *Journal of English Language Teaching and Linguistics*, 5(2), 233–246. <https://doi.org/10.21462/jeltl.v5i2.396>
- Maulida, N., & Adani, S. (2023). An analysis of assessment used in the English textbook of merdeka belajar curriculum for the first-year students of junior high school. *Nusantara Hasana Journal*. 3(2), 1–7. <https://nusantarahasana.id/index.php/journal/article/view/844>
- Mizbani, M., & Chalak, A. (2017). Analyzing listening and speaking activities of Iranian EFL textbook prospect 3 through Bloom's revised taxonomy. *Advances in Language and Literary Studies*, 8(3), 38. <https://doi.org/10.7575/aial.v8n.3p.38>.
- Nguyen, T. M. (2022). An analysis of writing tasks in EFL textbooks: A process-product perspective. *ELT Journal*, 76(1), 45–55. <https://doi.org/10.1093/elt/ccab042>
- O'Malley, J. M., & Valdez Pierce, L. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. Addison-Wesley.
- Reinders, H., & Lewis, M. (2009). *Task-based language learning and teaching*. Pearson Longman.
- Richards, J. C. (2006). *Communicative language teaching today*. Cambridge: Cambridge University Press.
- Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). Pearson.
- Simatupang et al. (2013). An analysis on speaking materials of a student textbook. *Jurnal Pendidikan dan Pembelajaran Untan*, 1(7). <https://jurnal.untan.ac.id/index.php/jdpdp/article/view/3091>
- Surtikanti, M. W., Hertanto, M. A., & Agung, A. S. S. N. (2020). Developing HOTS-based critical reading textbook for Junior high schools in Ngabang. *Metathesis: Journal of*

English Language, Literature, and Teaching, 4(2), 205–216.

<https://doi.org/10.31002/metathesis.v4i2.2784>.

Swastika, P. A., Miranti, R. R., Rauuf, M., & Nur, O. (2020). The Analysis of speaking assessment types in textbook “ When English rings a bell grade VII .” 3(2), 167–173. <https://journal.unesa.ac.id/index.php/language-horizon/article/view/9156>

Tomlinson, B. (2011). *Materials development in language teaching* (2nd ed.). Cambridge University Press.

Weigle, S. C. (2002). *Assessing writing*. Cambridge University Press.