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**GRAMMAR FOCUS ANALYSIS IN ENGLISH TEXTBOOK FOR SENIOR  
HIGH SCHOOL ON TENTH GRADE STUDENT'S: A SYNTAX  
PERSPECTIVE**

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***Abstract***

*Grammar is one aspect in studying English. It is a must for the learners to master grammar. But there are a lot of aspects in grammar that should be mastered not only by the students but also the teachers. The aspects in grammar sometimes confuse not only the students but also the teachers. Some ways are used as the teaching media to support the English teaching learning process. English textbook is one of them. Grammar is one of the aspect that is discussed in English textbook. There are a lot of aspects of grammar that is discussed. Grammar relates to syntax. They are connected because there are many aspects in Syntax. This research analyzes about grammar focus in textbooks used by senior high school, English Zone and English book. The reason why this topic is chosen since the curiosity demands to know whether the textbooks used in school is fulfilled or not in terms of grammar. The problems discussed are how grammar focus in English Zone and English book are revealed. In order to find out the answer, grammar focus in English textbook for senior high school on tenth grade student is used. The participants of this research were the grade tenth students in senior high school. To do the research they were asked to Based on the analyses, it is found that the aspects of grammar focus are revealed in every word.*

***Keywords:*** English Textbook, Grammar Focus, Syntax Perspective

***Abstrak***

Tata bahasa merupakan salah satu aspek dalam mempelajari bahasa Inggris. Merupakan suatu keharusan bagi pembelajar untuk menguasai tata bahasa. Namun ada banyak aspek dalam tata bahasa yang harus dikuasai tidak hanya oleh siswa tetapi juga guru. Aspek dalam tata bahasa terkadang membingungkan tidak hanya siswa tetapi juga guru. Beberapa cara digunakan sebagai media pengajaran untuk mendukung proses belajar mengajar bahasa Inggris. Buku teks bahasa Inggris adalah salah satunya. Tata bahasa merupakan salah satu aspek yang dibahas dalam buku teks bahasa Inggris. Ada banyak sekali aspek tata bahasa yang dibahas. Tata bahasa berhubungan dengan sintaks. Mereka terhubung karena ada banyak aspek dalam Sintaks. Penelitian ini menganalisis tentang fokus tata bahasa pada buku teks yang digunakan oleh SMA, English Zone dan buku bahasa Inggris. Alasan topik ini dipilih karena rasa penasaran menuntut untuk mengetahui apakah buku teks yang digunakan di sekolah sudah terpenuhi atau tidak dari segi tata bahasa. Permasalahan yang dibahas adalah bagaimana fokus tata bahasa di Zona Bahasa Inggris

dan buku Bahasa Inggris terungkap. Untuk mengetahui jawabannya digunakan fokus grammar pada buku teks Bahasa Inggris untuk SMA pada siswa kelas XI. Partisipan penelitian ini adalah siswa kelas X SMA. Untuk melakukan penelitian diminta untuk melakukan penelitian. Berdasarkan analisis, ditemukan bahwa aspek fokus tata bahasa terungkap pada setiap kata.

**Kata Kunci:** Buku Teks Bahasa Inggris, Fokus Tata Bahasa, Perspektif Sintaksis

## **I. INTRODUCTION**

**E**nglish language is a tool to communicate with other people, to share an idea or thought, feeling, and opinion.

English language is also a system that has a symbol or signal consist of sound, word sentences, and discourse. From those symbols, people make agreement at the meaning of word, learn together that words and use it to communicate with other people in exchanging the information in economics, politics, education and others important aspects.

Concerning on the description of the language itself, (Kumaravadivelu, 2006) stated that a definition of language is always implicitly or explicitly, a definition of human being in the world (2006). That is because language permeates every aspect in human experience, and creates as well as reflects images of that experience, It is almost impossible to imagine human life without it.

He also added that, from one perspective, a study of language is basically a study of its system and subsystems. Chomsky who has persuasively demonstrated that language as

system is amenable to scientific analysis and, in doing so, he has elevated our ability to deal with language as system to a higher level of sophistication.

English is increasingly being used as a tool for interaction among non-native speakers. Well over one half of the one billion English speaker of the world learned English as a second (or foreign) language. Most English language teacher across the globe are non-native English speaker, which means that the norm is bilingualism. English has become a tool for international communication in transportation, commerce, banking tourism, technology, diplomacy, and scientific research. English language is usually valued highly as a tool for upward mobility. But in many countries, English is a required subject in secondary schools and higher education institutions. In Indonesia, English has an important role that is to be the foreign language. Since it is a foreign language, English is only taught in schools or in other educational institutions such as English courses. The community does

not use English as a means of communication. Therefore access to this language is limited.

In English classroom, textbooks are used in different ways in language programs. For example, a reading textbook might be the basic for a course on reading skills, providing both a set of reading texts and exercises for skills practice (Richards, 2001). The students learn English grammars and skills from the book as the source. Additionally, they learn how to use the language in a context. An English textbook has an important role in the classroom.

Textbooks should be so designed and organized that a great deal of improvisation and adaptation by both teacher and class possible. Moreover, since language is an instrument for generating what people need and want to say spontaneously, a great deal must depend on spontaneous, creative interaction in the classroom. Textbooks can help to bring this about. Whether one believes that textbooks are too flexible and biased to be used directly as instructional material or that they actually help teaching and learning, there can be no denying the fact that textbooks still maintain enormous popularity and are most definitely here to stay.

Another reason for using that the textbooks we had selected for the course was their appearance and the quality of their presentation. In Indonesia, English textbook for senior high school student is based on schools-based curriculum dealing with four skills, listening, speaking, reading, and writing, and components, vocabulary, spelling grammar, and pronunciation. Those skills and components are learned by the students in the class through a textbook.

One of the language component discussed in English textbook is grammar. In this research, there are two English textbooks that provide grammar for senior high school in learning English are *English* and *English Zone* book. The *English* book consists of 312 pages with 10 units. It has description of the skills and language components. Each unit consists of 3 grammatical items that are connected to the topic. Each grammatical item is provided in table for an explanation. There are grammar exercises for students in every unit and grammar reviews in every five units.

The book is written by Utami Widiati, M. A, Ph.D (Ed), she is an English lecturer of literary Faculty in Universitas Negeri Malang. English book is published in 2009 and used by many senior high schools over the cities. This

book is also be a best seller because it contents of many aspects, such as; listening, pronunciation, speaking, grammar focus, reading, suffix, prefix, and writing.

The *English Zone* book consists of 181 pages with 6 units. It has description of the skills and language component. Each unit consists of 2 until 3 grammatical items that connected to the topic. Each grammatical item is provided in table for an explanation. There are exercises for students and grammar review in every unit. The book is written by Eka Mulia Astuti, she is an English teacher and trainer. The book is published in 2006. It contains of reading text types, gambits, cross cultural understanding, grammar and opportunities to develop writing skills.

This research focuses on how the aspects of grammar focus in *English* book and *English Zone* book. The sequence that explained in *English* book are about To Be , The simple present tense, The present continuous tense, The future continuous tense, The simple future tense ‘will/shall’, The simple future tense ‘going to’, The simple past tense, The past continuous tense, Imperative, Verb of perception, Singular and plural nouns, Question tags, Pronouns, Reflexive pronouns, The present perfect tense, The present perfect

continuous tense, Adjective order, Degree of comparison, Modal (present), and Modal (past). The sequence that explained in *English Zone* book ate about Possesive form, WH-Question, Modals, Simple past tense, Past continuous tense, Imperative sentences, Adverbs of manner, Comparisons, Past perfect tense, Past forms, Adjectives, Order of adjectives, Reported speech, and Reported question.

Based on my observation, conducting by curriculum dealing with four skills; listening, speaking, reading, and writing which consist of many aspects that must be studied further so that the student understands of those aspects can be more understandable.

In Indonesia, English textbook for senior high school students is based on school – based curriculum dealing with four skills; listening, speaking, reading and writing, and components; vocabulary, spelling, grammar, and pronunciation. Those skills and components are learned by the students in the class through a textbook.

## **II. LITERATURE REVIEW**

### **The Concept of Textbook**

In language teaching, each lesson in the textbook should stand for a set of skills, a set of language patterns, and associated vocabu-

lary first learnt in speech and then tested and exercised in the reading of a text and in the attached exercises. To make the best use of time in the classroom and to avoid unintended repetition or neglect of essential language patterns, the teacher is wise to have a textbook.

The component of textbook, they are: tasks, practical exercises, examples, reading texts and grammar focus. Majority of textbooks provided are in accordance with current curricula and syllabuses. Textbooks are available for almost all grades and subjects (with the exception of certain technical and vocational areas).

Textbook plays an important role in English Language Teaching (ELT), particularly in the English as a foreign language (EFL) classroom where it provides the primary form of linguistics input. They also add that textbook can also be used as a tool to initiate learning activities both the teacher and the student.

The writer of the textbook has to condense; he cannot print everything in his book which the teacher should teach, it would become too thick and unmanageable; and in any case, he can never forecast what will happen in this or that class, or what the circumstances of a particular lesson will be. Since

textbook holds important functions in language teaching, it should provide learners with the access of an extended usage of the target language.

Book is essential as teacher's role in the classroom. Book is a backbone of the materials. It is the media of subjects that student learn and apply their thinking abilities through knowledge and activities. By using the data and materials, students get a deeper understanding of the basic ideas that drive theories of the discipline.

There are two factors that involved in the development of commercial textbooks: those representing the interests of the author, and those representing the interests of the publisher. The second basic reason for using the particular textbooks we had chosen was that the books made it possible for learners who, for various reasons, had missed the lessons to catch up. They also made it possible for the class to prepare in advance for lessons. In my opinion it is important that textbooks should be so designed and organized that a great deal of improvisation and adaptation by both teacher and class is possible.

The third reason for using the textbook we had selected for the course was their appearance and the quality of their presenta-

tion. This is still one of the least discussed reasons for using textbooks. Textbooks can at best provide only a base or a core of materials. They are the jumping-off point for teacher and class. They should not aim to be more than that. Textbooks, if they are to provide anything at all, can only provide the prop or framework within which much of this activity occurs.

The same opinion comes from Brown about textbook. Student often feel more positive about textbook than some teachers. For them, the textbook is reassuring, it allows them to look forward and back, to give them a chance to prepare for what is coming and reviews what they have done. Now that, books tend to be much more colorful than in the old days, students enjoy looking at the visual material in front of them.

English textbook should have a natural sequence of subject or lesson so that the student could comprehend and learn easily. Moreover, it is not only students but also teachers need a textbook. For teachers, textbooks have many advantages. In the first place, textbooks have a consistently syllabus and vocabulary will have chosen with care. Good textbooks have a range of reading, listening material and grammatical items to back them

up. They have dependable teaching sequences and, at the very least, they offer teachers something to fall back on when they run out of ideas of their own.

Textbook, like any other medium, have inherent limitations. The authors of textbooks must make it clear what those limitations are: for example, whether or not the textbook is intended as a self-study tool or aid, or for classroom use by a teacher and a group of learners. Most of all, the authors and creators of textbooks must abandon any claim that their products are anything more than basic tools.

The differences between past and current trends in English language textbooks are textbooks are used in different ways in language program. For example, a grammar textbook might serve as a reference book and provide examples as well as exercises to develop grammatical knowledge.

While (Richards, 2003) adds the argument of principal advantages on the use of textbook:

1. They provide structure and a syllabus for a program.
2. They help standardize instruction.
3. They maintain quality.

4. They provide a variety of learning resources.
5. They are efficient.
6. They can train teachers.
7. They are visually appealing.
8. They can provide effective language models and input.

Textbooks make it possible for students to review and prepare their lesson that textbooks are efficient in term of time and money, and that student can and allow for adaptation in improvisation. Materials have a hidden curriculum that includes attitudes toward knowledge, attitudes towards teaching and learning, attitudes toward the role and relationship of the teacher and student, and values and attitudes related to gender, society, etc.

From these arguments, a conclusion can be made. The use of textbooks provides a lot of advantages both for the teachers and the learners of the language. Textbook not only has functions in assisting the teaching learning process, but it also has another purpose to facilitate the teachers and learners to make the most of the target language.

Understanding and realizing the importance and the crucial roles of textbook for EFL classroom, textbook itself should be good and appropriate to use. According to Berry, the

textbook should consist of the authentic language forms. It means that in English textbook, it should consist of the authenticity of language use in conversation.

He adds that research into the adequacy of textbook to teach communication practices that are reflective of authentic conversation has found that ELT textbook rarely include adequate or comprehensible explanations of how conversation works in English. It aims to help the learners to gain input on the exact situations where the language forms is used.

(Kitao, 1997) says a textbook should cover the cultural and information of the target language. He says that the cultural information included in English textbooks should be correct and recent. It should not be biased and should reflect background cultures of English. The purpose of cultural information included in English textbook is to give knowledge to the learners of the cultural information, do that it can provide a reference on why the language forms are used.

Brown says that textbook is one type of text, a book for use in an educational curriculum. Whether a curriculum or textbook is billed as functional, communicative, structural, or whatever, grammar and grammar sequencing is an issue. Grammar is the system of

rules governing the conventional arrangement and relationship of words in a sentence. The components of words (prefixes, suffixes, roots, verb, and noun endings, etc) are indeed a part of grammar. Technically, grammar refers to sentence-level rules only, and not to rules governing the relationship among sentences.

Grammar is one of three dimensions of language that are interconnected. Grammar gives the form or the structures of language, but those forms are literally meaningless without a second dimension. In other words, grammar tells us how to construct a sentence (word order, verb and noun systems, modifiers, phrases, clauses, etc). In such a view, grammar is a dynamic process and learners are called on to engage in what she called “grammaring”.

### **The Nature of Grammar**

Grammar as the rules that show how words are combined, arranged, or changed to show certain kinds of meaning. Swan suggests that the teaching of grammar should be determined by the needs of the students. Grammar is a method to make a good sentence and coherence each word, through arrange a word, phrase, and clause until to be a good sentence, but not only about to arrange a good

sentence it is describe about sound and pronouncing too. Good pronunciation reflects good understanding of listener, it means good in pronouncing word to word in articulation, saying sentence structure and using of tenses. English has developed as a language on its lines and cannot be forced to conform to any earlier language rules. Ultimately, the only purpose of grammar is to serve to conveyance of meaning. (Thornbury, 1999), Grammar is partly the study of what forms or structures are possible in a language. Therefore, a grammar is a description of the rules that govern how sentences are formed.

(Aarts, 2011) said, “Grammar is concerned with the structure of words (morphology) and of phrases and clauses (syntax).” Grammar is a process of forming words from the small unit, then to be phrases and also clauses until to be a higher form that unit of sentence.

Meanwhile (Lobeck, 2010) quote, “Grammar is a complex system of rules that governs how speaker organize sounds into words and words into sentences.” In this theory, the grammar is not only explained about word formation into a sentence, but also about pronunciation the recite can produce the words or sentences with good and fluent. Until the listener can understand of speaker mean.



The writer quotes from Hopper in (Brisard, 2009), "Grammar is discrete set of rules which are logically and mentally presupposed by discourse." According to Hopper, grammar is the way to make word, phrase, clause, and sentence structure properly, presence of interconnected between one word with another word which make the text acceptable and easily understood by the reader.

In the other theory, (Raman, 2006) said, "Grammar is a method, the method of language and its rules are its line of projection by which it links language to reality in the use of language." This theory explains that grammar is a method of relation between the words which is arranged in the context, with speaker pronounces appropriately. Thus, what is written can be expressed with the pronunciation in the context availability to avoid misunderstanding in the text to the context used.

According to (Lieber, 2005), "A grammar can be defined as the set of principles that distinguish the possible morpheme combinations, words combinations, and sound combinations in a language from the impossible one." It means that grammar is a distinguishing element in the grammar itself. For example in a sentence are morphemes, words, phrases, clauses and till to be a

sentence. To distinguish equality form, it is to be required combination of some words with another like conjunction. Thus forming a phrase or clause and to be a sentence, and with the differences in formation and corporation of the words can avoid common errors, misunderstanding in interpreting, writing, or translating.

Grammar is the subconscious internal system of the language user linguist' explicit codification of this system to reflect the structural organization of the language, normally up to the level of the sentence. Grammar is the system of the language master in grammar to reflect the structural organization of a language. It is important for everyone because a sentence with a correct grammar will bring the reader understands to what the writer or speaker means on that sentence.

### **The Nature of Syntax**

In linguistics, syntax the study of the rules that govern the ways in which words combine to form phrases, clauses, and sentences. Syntax is one of the major components of grammar. Syntax also studies about the principles and processes by which sentences are constructed in particular languages. Syntactic investigation of a given language has as its goal the construction of a grammar that can be

viewed as a device of some sort for producing the sentences of the language under analysis”.

Todd stated that British linguists often use the term ‘grammar’ for the same level that is referred to as ‘syntax’ in many Americans. The differences in terminology will become clear when various models of grammar are examined. Syntax commonly studies about the phrase, the clause and the sentence.

Murthy (2003:209) said that:

- a. The phrase is a group of words which does not make complete sense.

In the east                      with love and care

- b. The clause is a group of words which forms a part of a sentence and contains a subject and a verb.

Where she was born              when I saw him

- c. The sentence is a group of words which makes complete sense

Honesty is the best policy what are you doing?

Sentences have to follow the certain structural rules in order to make it sense. Syntax has some rules in sentence structure: combining words into phrases and phrases into sentence, describe the relationship between meaning of a particular group of words and the arrangement of those words, and specify the grammatical relations of a sentence.

### **III. METODOLOGY**

Method is specific research technique. The method used in this research is the qualitative descriptive method. The research describes and analyses how the aspect of grammar focus in English Zone and English textbook are revealed for senior students.

Besides, to justify the differences from those books, the writer also uses the theory of triangulation in order to see the result in making sure about the data. The purpose of triangulation theory in qualitative research is to increase the credibility and validity of the results. Several scholars have aimed to define triangulation throughout the years.

- (Manion, 2000) define triangulation as an “attempt to map out, or explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint.”
- (Altrichter et al., 2008) contend that triangulation “gives a more detailed and balanced picture of the situation.”
- According to (Punch, 2003), triangulation is a “method of cross-checking data from multiple sources to search for regularities in the research data.”

The aim of descriptive study is to make a description and a picture in a systematic and

accurate manner on conclusion which is applied in real life. Kumar states, “The study is classified as qualitative if: the purpose or aim of the study is primarily to describe a situation, phenomenon, problem or event; the information is gathered through the use of variables measured on nominal or ordinal scales (qualitative measurement scales). In this case, the research method used in this research is qualitative study to obtain data from an English textbook titled.

In qualitative research, the researcher is the primary research instrument. First, researchers themselves collect the data, by directly observing or interviewing the participants, for example. They can also collect a wide range of data and begin to think about it immediately, allowing them to clarify ideas promptly for accuracy of interpretation.

The researcher took the data from the book of English book and English Zone for senior high school first grade student. The English book is composed by Utami Widiati, M.A, Ph.D. (Ed), published by Bumi in 2009. It consists of 10 units and each unit consists of 2 grammar focus. The English Zone book is composed by Eka Mulia Astuti, published by Erlangga in 2010. It consists of 6

units and each unit consists of 2 grammar focus.

After reading the data sources, the aspect of morphological structures from the content of the books are noted down by analyzing the words in grammar focus and reading texts as parts of the morphological structures concerning on the derivational and inflectional. Then, the details of this aspect in morphology focus are listed in the explanation.

The following are the steps to analyze the data:

- a. The data which have been listed are compared for analyzing the aspect of grammar focus;
- b. After that, the data are viewed from the sources to identify how grammar focus is revealed; and
- c. From this analysis, how the grammar focus is revealed could be explained.

#### **IV. FINDING AND DISCUSSION**

There are some tenses found in English Zone textbook. Then they classified based on the tenses, the results are:

Unit	Grammar Focus
Unit 2	Simple Past Tense
	Past Continuous Tense
Unit 3	Imperative Sentences
	Adverb of Manner
Unit 4	Comparisons
	Past Perfect Tense
	Past Tense

Table 4.1 Grammar Focus in English Zone

book.

Unit	Grammar Focus
Unit 1	To be
	Simple Present Tense
Unit 2	Present Continuous Tense
	Future Continuous Tense
Unit 3	Simple Future Tense
	Will/Shall and Going to
Unit 6	Singular and Plural Nouns
	Question Tag
Unit 7	Pronouns
	Reflexive Pronouns

Table 4.2 Grammar Focus in English book

## V. CONCLUSION

After analyzing the data, it can be concluded that In Indonesia, English textbook for senior high school student is still based on school – based curriculum dealing with four skills; listening, speaking, reading, and writing, and components; vocabulary, spelling,

grammar, and pronunciation. Those skills and components are learned by the students in the class through a textbook.

Grammar is still included in English textbook both in English Book and English Zone Book. It means that grammar is needed to make the learners' or students' comprehension of four English skills get better than before.

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