

## Grammatical Analysis of “One Stop English Learning” Textbook Grade 6

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### ABSTRACT

An English textbook is needed by the learners to study the materials presented by the teacher or learn independently. A textbook must contain fewer errors, especially in grammar, because they can confuse the students and influence the outcome of their learning process. This descriptive quantitative research is aimed at investigating the types of grammatical errors and determining whether the book is applicable or not for teaching sixth-grade students. The grammar inside the book was analyzed by Depraetere and Langford as well as Azar's theories. The data sources were derived from the sixth-grade elementary school textbook entitled "One Stop English Learning", which was published by Edutama Mulia in 2018 and written by Bashori Alwi. This book has been widely used by elementary schools in rural and urban areas. The researchers found 6 grammatical errors in unit 1, and 1 error in unit 2. Those errors were related to tenses, plural nouns, and subject-verb agreement. Since the grammatical errors in this book were less than 50%, the book is still considered good enough to be used as a learning source. However, teachers and students must be more careful with these small errors.

**Keywords:** grammatical error, textbook analysis, English for elementary school

### INTRODUCTION

One of the issues in learning or teaching English is grammar, which is important in the education field. Emelia (2014) defines grammar as a way of describing how language works to make meaning within a particular culture. Grammar can be studied by learners anywhere. We can learn grammar through a textbook. A textbook is needed by the learners to study the materials presented by the teacher or taught independently. According to Teachervisionstaff (2021), the advantages of textbooks are that they arrange units of work, provide knowledge in balanced, chronological order,

and serve as a resource for both teachers and students. Not only the learners but also the teachers need textbooks to decide the materials that will be taught, giving facility to the students in order to learn and understand the material.

Elementary school teachers commonly use and spend much time in the classroom explaining and exercising English material by using a textbook in the teaching-learning process. Textbooks will undoubtedly continue to play a significant part in language teaching, serving as a valuable resource for both teachers and students (Richards, 2019). The English textbook seems to play an important role in the teaching and learning development in which the material is delivered in the classroom. Therefore, the textbook becomes a learning guidance that has material to explain to the students in the classroom.

A textbook is one of the teaching aids that contribute to the effectiveness of the English teaching and learning process by providing appropriate assistance to teachers in the classroom (Fidian and Supriani, 2018). They also assist pupils in locating sources of knowledge during the learning process. Both the teacher and the student will benefit from using an English textbook to learn more about English grammar. The context of a good and appropriate textbook, such as clear book content, consideration of linguistic aspects, coherent book structure, motivating readers, and so on, will lead to more efficient and effective learning, yet there is an English textbook for some public elementary schools that still has common mistakes like grammatical problems. The textbook is still available in the Bojonegoro bookstore, and there has been no progress with this English textbook. As a teacher, like teachers in schools, I must be more careful and thorough in choosing textbooks for my students. If there is a mistake, the teachers can give instructions to students and mark the part where there is an error.

In line with this, a selection procedure is required to pick textbooks for use in an educational unit. Considerations made by educators are one of the procedures that can be chosen. The applicability of the subject, its presentation, the use of language and its legibility, the quality of the exercises and questions offered, and textbook accessibility are all factors to evaluate.

Greene and Petty (1971), as cited in Tarigan (1986), state that the textbook should consider the linguistic aspect so it will be suitable for the learner's ability. Linguistics is the study of the nature of language (Laxmi, 2021). Linguistics and grammar are inextricably linked because grammar is part of linguistics. Grammar may analyze a text that contains letters, words, phrases, and clauses in terms of linguistics. Linguistics is a branch of science that deals with the structure of languages. Syntax (the formation of sentences) and Morphology (the formation of words) are two areas of grammar analysis covered in textbooks.

Apart from examining the criteria for a good textbook, the researcher will concentrate on the grammar analysis in the textbook "One Stop English Learning" in order to obtain more specific information. In order for teachers and students to avoid material misconceptions, the content put down in the textbook must employ good and accurate grammar. According to Richards (2012), grammar refers to the understanding of parts of speech, tenses, phrases, clauses, and syntactic structures that are used to generate grammatically sound sentences in English. Grammar refers to the principles that govern how words are joined, structured, or modified to convey specific meanings. To put it another way, grammar instructs us on how to form a sentence (word order, verb and noun systems, modifiers, phrases, clauses, etc.). Grammar, in this view, is a dynamic process in which learners are encouraged to engage in "grammatical maring."

According to Depraetere and Langford (2015a), there are three basic things going on during English grammar analysis, namely: level, label, and function. Level 1 means that it is made of sounds, words, phrases, sentences, paragraphs, and even more complex pieces such as essays, chapters, and books. The various levels are given labels based on their functions in the context. We shall only be concerned with three levels of grammatical labeling: word, phrase, and clause. We'll utilize phrases that are often referred to as "parts of speech." The components of a part of speech have their own function or a word's position in a sentence, not by inflection (or word endings).

According to Depraetere and Langford (2015), in analyzing grammar, the researcher also used the theory of Betty Schramper Azar in her book entitled *Understanding and Using English Grammar in the Second Edition* (1989a). She divided the grammar unit into 4 units: Unit A covered basic grammar terminology, including parts of speech, subject, object, linking verb, and contraction; Unit B covered questions, including yes/no and information questions; Unit C covered negatives, including using negative words and beginning a sentence with a negative word; and Unit D covered articles, including basic article usage and general guidelines for article usage. She summarizes them in the chapter supplemental grammar units.

There are still several inaccuracies in English textbooks that can cause students to become confused while learning and also affect the outcome of their learning process. The English textbook for elementary school is unsuitable for studying since it contains several flaws, including grammatical errors. If the error is fatal, then the book will not be worthy of publication. Before the book is published, it must go through several procedures in order to pass circulation, but human error can occur at any time, even though the book has been carefully examined.

The aims of the study are to investigate types of grammatical errors and determine whether the book is applicable or not to be used in teaching sixth-grade students. The reason is to find grammar errors in the textbooks

so that teachers and students can know what and where the errors are, so they can avoid and sort out the right books for teaching materials in the classroom. Besides teachers and students, in this study, the author of the book can improve and use this as a reference to be more thorough in the future.

## **METHOD**

This descriptive quantitative research designs are used in this study to inspect the content of the textbook. The researcher employs book analysis in terms of grammar to gather essential data, which concentrates on analyzing textbooks based on Greene and Petty (1971) as cited in (Tarigan, 1986), who stated that the textbook should consider the linguistic aspect so it will be suitable for the learner's ability, as well as grammar based on Depraetere and Langford (2015) in their book *Advance English Grammar*. To test the credibility of the data, the researcher collects data using triangulation techniques. Triangulation is defined as a different data collection technique to obtain data from the same source (Sugiyono, 2015). Therefore, the researcher adds aspects of grammar analysis by Azar (1989) through the supplementary Grammar Unit in her book entitled *Understanding and Using English Grammar*. Researchers got the data sources from the sixth-grade elementary school textbook entitled "One Stop English Learning," which was published by Edutama Mulia in 2018 and written by Drs. Bashori Alwi, M.Pd. The data that is taken from the book is focused on the content, including the use of grammar and erratum in the first semester (units 1-2) and second semester (units 5-7). Therefore, the textbook will be analyzed in detail based on reliable theories.

The data collection was carried out through extensive reading and detailed observing by paying attention to grammar based on Depraetere and Langford (2015) and Azar (1989). Then, researchers reviewed and explored the text that had grammatical errors in units 1-2 of the first semester and 5-7 of the second semester. When grammatical errors have been found, the researcher presented the results of the analysis of grammatical errors in descriptive form. Then, the researcher made the initial data coding system to apply some categorized errors and presented them in percentages.

## **FINDINGS AND DISCUSSION**

The following is the outcome of applying Depraetere and Langford (2015) and Azar (1989) theories to a textbook entitled "One Stop English Learning" by focusing on units 1 and 2 in the first semester and units 5, 6, and 7 in the second semester. They are What are you doing? ", sub-theme of Unit 1 Unit 2 sub-themed "What is your hobby?" "I enjoy going to the beach." Unit 6 sub-themed "I'll go to Jakarta" on the Unit 7 sub-themed "I like the old story." Here is the following picture of sub-themes in the book entitled "One Stop English Learning".

Figure 1:  
Sub-Themes

<b>Semester I</b>	
<b>Unit 1 (What are you doing ?)</b> .....	<b>1</b>
<b>Unit 2 (What is your hobby ?)</b> .....	<b>13</b>
<b>Unit 3 (I like modern games)</b> .....	<b>23</b>
<b>Unit 4 (Going to Suramadu)</b> .....	<b>35</b>
The Final Test For Semester I .....	45
<b>Semester II</b>	
<b>Unit 5 (I like visiting to the beach)</b> .....	<b>48</b>
<b>Unit 6 (I'll go to Jakarta)</b> .....	<b>58</b>
<b>Unit 7 (I like the old story)</b> .....	<b>68</b>
<b>Unit 8 (Once upon a time)</b> .....	<b>79</b>
<b>Unit 9 (I am from Indonesia)</b> .....	<b>89</b>

The researcher found 7 grammatical errors in unit 1. The explanation of the analysis of these 6 errors was explained first using the theory of Depraetee and Langsford (2015), where they divided 3 elements of grammar analysis, namely level, label, and function. The researcher focuses at once on these three elements. Then, it was continued by using Azar (1989) theory with her 4 unit elements. They are Unit A for Basic Grammar Terminology that presented parts of speech, subject, object, linking verb, and contraction; Unit B for Questions that presented the form of yes/no and information questions; Unit C for Negatives that presented using negative words and beginning a sentence with a negative word; and Unit D for Articles that presented basic article usage and general guidelines for article usage. The grammatical errors that were found by the researchers are shown in the following pictures:

Figure 2:  
Grammatical Error 1

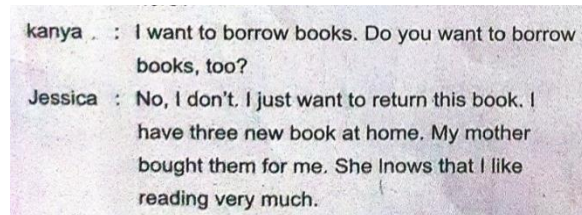
Beni : Hi, Aldo. I'm doing English Exercise.  
Aldo : Oh.. so am I. How if are do it together?  
Beni : Fortunately I need...

"How if" is a phrase used at the beginning of a sentence to suggest or talk about possibilities. After the phrase "How If", it must be followed by tenses (simple present, simple present continuous, and others). The sentence "How if we do it together?" is followed by simple present continuous, which after to be (is/am/are) must be verb-ing and before to be must have a subject. It has no subject in an interrogative sentence. Based on Depraetere and Langford (2015), sentences have two essential



parts, namely: a complete subject and a predicate, even though the sentence is an interrogative sentence. In Azar's theory, the word "How" is a question word, and after the phrase "How if," it must be followed by the next words. The correct sentence for that error sentence is "How if we are doing it together?"

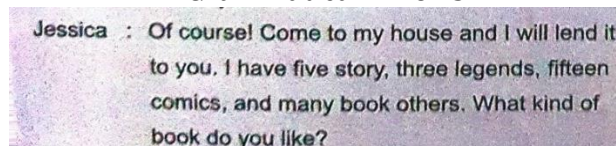
Figure 3:  
Grammatical Error 2



kanya : I want to borrow books. Do you want to borrow books, too?  
Jessica : No, I don't. I just want to return this book. I have three new book at home. My mother bought them for me. She Innows that I like reading very much.

In picture 3, there are 2 errors in the sentences: "I have three new book at home" and "Shelknows that I like reading very much." The first sentence and the phrase "three new books" have plural noun errors. The word "three" shows a plural, then the noun that is followed must have the letter s behind the noun. The correct sentence is, "I have three new books." The second error is the word "Innows," which has no meaning, so this shows that there is an error outside the existing theory. This error is called typography. The correct sentence is "She knows that I like reading very much."

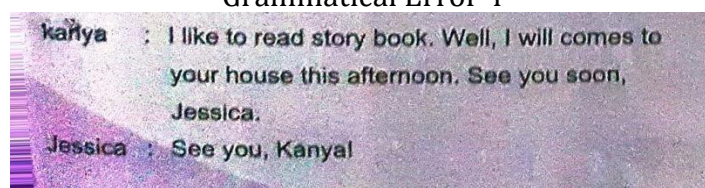
Figure 4:  
Grammatical Error 3



Jessica : Of course! Come to my house and I will lend it to you. I have five story, three legends, fifteen comics, and many book others. What kind of book do you like?

An error is found in Jessica's part in the second sentence, "I have five story," which has an error in the plural noun. The word "five" indicates plural and the word "story" implies noun. If they become phrases, the noun must be put s/es behind its word. In that sentence, there are no s/es in the word "story." "Story" must be changed into "stories" because there are five stories told by Jessica. The exact sentence is, "I have five stories."

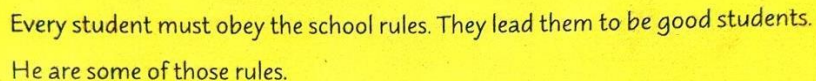
Figure 5:  
Grammatical Error 4



kanya : I like to read story book. Well, I will comes to your house this afternoon. See you soon, Jessica.  
Jessica : See you, Kanya!

In the second sentence, there is an error that reads "I will comes to your house this afternoon." The sentence is identified as a simple future tense in which the structure of its sentence must consist of "will," which is always followed by verb1. "I will come" is totally wrong, and the word "will" is followed by a verb. They are only used for the simple present in a singular subject. The correct sentence is "I will come."

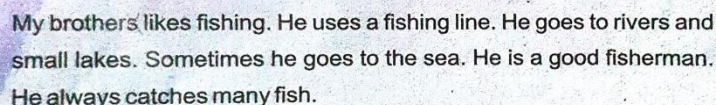
Figure 6:  
Grammatical Error 5



Every student must obey the school rules. They lead them to be good students.  
He are some of those rules.

The sentence reads, "He are some of those rules." This shows an error in subject. The word "he" indicates a man, but the statement "some of the rules" implies many things and no explanation about a person (man). "He" actually must be changed into "there", because the sentence will mention the rules. Therefore, "There are some of those rules" in Bahasa means "there are some of those rules."

Figure 7:  
Grammatical Error 6



My brothers likes fishing. He uses a fishing line. He goes to rivers and small lakes. Sometimes he goes to the sea. He is a good fisherman.  
He always catches many fish.

An error is found in the first sentence, which reads, "My brother likes fishing." The word "brothers" indicates the subject of the sentence in which the word is behind it. It means plural noun, but the verb after the subject is verb s, and the following sentence uses "he" as a pronoun for my brother. The tense used is simple present tense, in which the structure of the sentence must consist of subject and verb1 or verb s/es. Therefore, the word "my brothers" is totally wrong. The correct one is "My brother likes fishing."

As a result, the book has eight grammatical errors. The grammar problems do not exceed 50% of the total 108 book pages, compared to only 7 grammar errors. Therefore, the English textbook can still be used as a learning tool in the classroom.

## CONCLUSION

From the analysis data that has been presented, it can be concluded that the textbook entitled "One Stop English Learning" is good enough to be used as a media guide or a learning guide in the classroom, although there are some grammatical errors. Therefore, the teachers can mark and tell their students about the errors in the book. Then, teachers and students make corrections to the error together.

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