ANALYSIS OF ERRORS FOUND IN ENGLISH TEXTBOOKS
FOR ELEMENTARY SCHOOL STUDENTS IN SALATIGA

PUBLICATION MANUSCRIPT

Submitted as a Partial Fulfillment of the Requirements for the Master Degree in Language Studies at Muhammadiyah University of Surakarta

By
Ika Sulistyarini
NIM. S 200 100 026

GRADUATE PROGRAM IN LANGUAGE STUDIES
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2012
ADVISOR APPROVED

ANALYSIS OF ERRORS FOUND IN ENGLISH TEXTBOOKS
FOR ELEMENTARY SCHOOL STUDENTS IN SALATIGA

Written by

IKA SULISTYARINI

This publication manuscript has been accepted by advisors

Advisor I
Prof. Dr. Joko Nurkamto, M.Pd

Advisor II
Drs. Sigit Haryanto, M.Hum.

GRADUATE PROGRAM IN LANGUAGE STUDIES
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2012
ABSTRAK


Penelitian ini dilakukan dengan tiga tujuan: mengidentifikasi jenis-jenis kesalahan yang ditemukan dalam buku-buku teks bahasa Inggris untuk siswa sekolah dasar di Salatiga, mengetahui jumlah dan frekuensi dari setiap jenis kesalahan, dan menjelaskan penyebab atau sumber dari kesalahan-kesalahan tersebut.

Penelitian ini adalah penelitian kualitatif yang menganalisa kalimat-kalimat yang salah dalam buku-buku teks yang digunakan oleh siswa sekolah dasar di Salatiga pada semester 1 dan 2. Kesalahan-kesalahan tersebut dianalisa dengan menggunakan prosedur analisa kesalahan, yaitu: identifikasi kesalahan, gambaran kesalahan, dan penjelasan kesalahan.

Analisa kesalahan mengungkapkan bahwa ada sejumlah kesalahan yang ditemukan dalam buku-buku teks bahasa Inggris untuk siswa sekolah dasar di Salatiga. Kesalahan-kesalahan tersebut meliputi kesalahan pada bentuk jamak, kata ganti, artikel, kata kerja, to be, kata kerja bantu do, tensis, preposisi, konjungsi, dan kosa kata. Terkait dengan jumlah dan frekuensi tiap jenis kesalahan, temuan-temuan tersebut adalah: Pertama, pada Start With English, penulis buku teks tersebut membuat 18 kesalahan. Kesalahan-kesalahan tersebut digolongkan ke dalam tujuh jenis kesalahan yang terdiri dari kesalahan pada bentuk jamak, kata ganti, artikel, kata kerja, to be, kata kerja bantu do, dan preposisi. Dia membuat kesalahan pada bentuk jamak dengan 4 kesalahan (22,22%), kata ganti dengan 3 kesalahan (16,67%), artikel dengan 2 kesalahan (11,11%), kata kerja dengan 2 kesalahan (11,11%), to be dengan 3 kesalahan (16,67%), kata kerja bantu do dengan 2 kesalahan (11,11%), dan yang terakhir preposisi dengan 2 kesalahan (11,11%). Kedua, pada Logika, penulis buku teks tersebut membuat 22 kesalahan. Kesalahan-kesalahan tersebut digolongkan ke dalam lima jenis kesalahan yang terdiri dari kesalahan pada bentuk jamak, kata ganti, tensis, preposisi, dan konjungsi. Dia membuat kesalahan pada bentuk jamak dengan 8 kesalahan (36,36%), kata ganti dengan 7 kesalahan (31,82%), artikel dengan 3 kesalahan (13,64%), tensis dengan 2 kesalahan (9,09%), dan preposisi dengan 2 kesalahan (9,09%). Ketiga, pada ETAS, penulis buku teks tersebut membuat 123 kesalahan. Kesalahan-kesalahan tersebut digolongkan menjadi sembilan jenis kesalahan yang terdiri dari kesalahan pada bentuk jamak, kata ganti, artikel, kata kerja, to be, kata kerja bantu do, preposisi, konjungsi, dan kosa kata. Dia membuat kesalahan pada bentuk jamak dengan 34 kesalahan (27,64%), kata ganti dengan 25 kesalahan (20,33%), artikel dengan 19 kesalahan (15,48%), kata kerja dengan 12 kesalahan (9,76%), to be dengan 18 kesalahan (14,63%), kata kerja bantu do dengan 6 kesalahan (4,88%), preposisi dengan 4 kesalahan (3,25%), konjungsi dengan 2 kesalahan (1,63%), dan kosa kata dengan 3 kesalahan (2,44%). Selain itu, hasil analisa menunjukkan bahwa ada tiga sumber kesalahan, yaitu: (1) Faktor interlingual yang terdiri dari transfer struktur, (2) faktor intralingual yang terdiri dari overgeneralisasi, pengabaian batasan-batasan aturan, penerapan aturan-aturan yang tidak lengkap, dan konsep yang salah, dan (3) faktor penulis dan faktor proses penulisan yang terdiri dari kegunaan bahasa target yang jarang digunakan, deadline yang terburu-buru, tidak adanya editor dan tidak adanya korektor, tidak pernah mendapatkan pelatihan penulisan buku teks, dan tidak pernah mempunyai pengalaman dalam menulis buku teks sebelumnya.

Kata Kunci: Analisa Kesalahan, Buku Teks
ABSTRACT


This research was conducted with three purposes: identifying the types of errors found in the English textbooks for the elementary school students in Salatiga, knowing the total number and the frequency of each type of errors, and explaining the causes or sources of those errors.

This research was a qualitative research which analyzed the erroneous sentences in the textbooks used by the students of elementary schools in Salatiga in the 1st and 2nd semester. The errors were analyzed by using the procedure of error analysis, namely: error identification, error description, and error explanation.

The analysis of the errors revealed that there were a number of errors found in the English textbooks for the elementary school students in Salatiga. The errors included errors on plural forms, pronouns, articles, verbs, to be, auxiliary do, tenses, prepositions, conjunctions, and vocabularies. Related to the total number and the frequency of each type of errors, the findings were: First, in Start With English, the author of the textbook made 18 errors. The errors were classified into seven types of errors that consisted of errors on plural forms, pronouns, articles, verbs, to be, auxiliary do, and prepositions. He made errors on plural forms with 4 errors (22.22 %), pronouns with 3 errors (16.67 %), articles with 2 errors (11.11 %), verbs with 2 errors (11.11 %), to be with 3 errors (16.67 %), auxiliary do with 2 errors (11.11 %), and lastly prepositions with 2 errors (11.11 %). Second, in Logika, the author of the textbook made 22 errors. The errors were classified into five types of errors that consisted of errors on plural forms, pronouns, articles, tenses, and prepositions. She made errors on plural forms with 8 errors (36.36 %), pronouns with 7 errors (31.82 %), articles with 3 errors (13.64 %), tenses with 2 errors (9.09 %), and prepositions with 2 errors (9.09 %). Third, in ETAS, the author of the textbook made 123 errors. The errors were classified into nine types of errors that consisted of errors on plural forms, pronouns, articles, verbs, to be, auxiliary do, prepositions, conjunctions, and vocabularies. She made errors on plural forms with 34 errors (27.64 %), pronouns with 25 errors (20.33 %), articles with 19 errors (15.48 %), verbs with 12 errors (9.76 %), to be with 18 errors (14.63 %), auxiliary do with 6 errors (4.88 %), prepositions with 4 errors (3.25 %), conjunctions with 2 errors (1.63 %), and vocabularies with 3 errors (2.44 %). Besides, the results of the analysis showed that there were three sources of errors, namely: (1) interlingual factor made of transfer of structure, (2) intralingual factor made of over-generalization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized, and (3) author factor and the process of writing factor because of the lack of exposure to the target language, rush deadline, no editor and no proofreader, never getting training of writing textbook, and never having experience in writing textbook before.

Keywords: Error Analysis, Textbooks

Introduction

Indonesia is one of the nations which decides English as foreign language to be taught at elementary school to university. In order not to be left behind by other developing countries, Indonesian government has decided that English has to be put into the subject matter in the
educational system in Indonesia. It is taught and learnt as a compulsory subject at junior high school to university. While at the elementary school, English is a part of a local content which is taught from the fourth grade. English teaching for elementary schools in Salatiga applies a local content curriculum which is stated in Keputusan Kepala Dinas Pendidikan Pemuda dan Olahraga Kota Salatiga (Decree of Education, Youth, and Sport Department of Salatiga), Number 423.5/4863, Year 2010.

“The decree means that in order to increase the quality of education in Salatiga, the Education, Youth, and Sport Department of Salatiga requires elementary schools in Salatiga to apply a local content curriculum which may include batik, ethnic music, environment awareness, plant cultivation, culinary, and English taught from the fourth grade. However, most of elementary schools in Salatiga opt for English as their local content subject. This may be that teaching English in elementary schools is considered important because it will provide students the basic knowledge of English, so that they will be more ready and confident in learning English at the higher school levels. Besides, teaching English motivates them to learn English. Having high motivation, of course, could influence the success of English teaching learning process.

The success of English teaching learning process will also run well if it is supported by the use of teaching material. Teaching material is a key component in most language programs. One of the materials in an education institution is created material. According to Richards (2001:252), “created materials refer to textbooks and others specially developed instructional resources.” He adds that textbooks are created materials that are generally built around a graded syllabus and hence provide a systematic coverage of teaching items. Brown (1994:145) states that “the most obvious and most common form of material support for language instruction comes through textbooks.”
Textbooks possess several roles. According to Cortazzi and Jin (1999:199), a textbook has the role as a teacher. Here the textbook is not seen as only a compilation of papers but also as one subject. Textbook as a teacher gives the students knowledge from its content. Textbooks, in this case the English textbooks, contain material that the students need to acquire skills in studying English. A textbook also plays the role as a resource of learning. Students may also hope that they can find useful skills or knowledge in it. Textbook as a resource of learning also means that it contains appropriate and useful materials and activities. Teachers and students can build and develop their competence better if they use quality textbooks which provide and support the materials needed.

In fact, in the process of teaching and learning, textbook is one factor that cannot be neglected. Sadker and Zittleman (as cited in Blumberg, 2008) states that, “students spend as much as 80 to 95 percent of the classroom time using textbooks and that teachers make a majority of their instructional decisions based on the textbooks.” So, textbooks have become one of the tools or media in teaching and learning process in schools. Unfortunately, some textbooks contain errors. Since textbooks have very important roles, they should be free of errors. Brown (1980:165) defines that “an error is a noticeable deviation from the adult grammar of native speaker, reflecting the interlanguage competence of the learner.”

This research analyzes errors in the English textbooks for the elementary school students in Salatiga. They are Start With English, Logika, and ETAS. The researcher chooses the textbooks because the books are widely used in most elementary schools in Salatiga and use a KTSP curriculum. Besides, English produced by the authors of the textbooks contain a number of errors, as shown in the following sentences:

1. My brothers’ name are Andi and Anton. (SWE)
2. Fesya : What are girls doing? (Logika)
3. It has a one door and four windows. (ETAS)

The above examples reveal that they have been confronted with a number of errors in their effort to express the intended meaning in English. The textbook authors’ language system is neither that of first nor the target language. Their language system contains elements of both the native language as well as the target language.
This research aims to identify the types of errors found in the English textbooks for the elementary school students in Salatiga, know the total number and the frequency of each type of errors, and explain why the errors occur.

**Research Methodology**

This research was conducted from August 2011 to September 2012. This is a qualitative research. The objects of the research were errors taken from the textbooks used by the students of elementary schools in Salatiga in the 1st and 2nd semester. Here, only the erroneous sentences were taken to be classified and analyzed.

The data of this research were the erroneous sentences in textbooks used by the fourth grade elementary school students in Salatiga. There are three English textbooks used as the sources of the data. The three textbooks are as follows:


Elicitation method was used in this research to get the data accurately. In this research, the researcher tried to elicit the textbook authors to procedure language by analyzing their writing compositions in the textbooks. Beside that, interviews to the authors of the textbooks were done to get further information on the data.

In analyzing the data, the researcher used the procedures of error analysis suggested by Brown (1980), namely: error identification, error description, and error explanation.

1. Error Identification

The researcher read each of sentences in the textbooks’ compositions and then identified the erroneous sentences.

2. Error Description

Two steps were used by the researcher in error description, namely: classifying errors into categories and finding out of the frequency of each error.

(a) Classifying errors into categories

The researcher used linguistic category completed with surface strategy taxonomy.
(b) Finding out the frequency of each error

The frequency of errors found in the English textbooks was calculated using the following formula:

\[
\text{Percentage of errors} = \frac{\text{number of errors}}{\text{total of errors}} \times 100\% 
\]

3. Error Explanation

In error explanation, the researcher attempted to explain how and why such errors occurred. In other words, the researcher discussed what might be the sources or causes of errors which exist in the textbooks under research.

**Research Finding and Discussion**

The error recordings and analyzing results for *Start With English*, *Logika*, and *ETAS* are as follows:

<table>
<thead>
<tr>
<th>Error Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plural form</td>
<td>22.22%</td>
</tr>
<tr>
<td>Pronoun</td>
<td>6.67%</td>
</tr>
<tr>
<td>Article</td>
<td>11.11%</td>
</tr>
<tr>
<td>Verb</td>
<td>11.11%</td>
</tr>
<tr>
<td>To Be</td>
<td>16.67%</td>
</tr>
<tr>
<td>Auxiliary Do</td>
<td>11.11%</td>
</tr>
<tr>
<td>Preposition</td>
<td>11.11%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Error Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plural form</td>
<td>36.36%</td>
</tr>
<tr>
<td>Pronoun</td>
<td>31.82%</td>
</tr>
<tr>
<td>Article</td>
<td>13.64%</td>
</tr>
<tr>
<td>Tense</td>
<td>9.09%</td>
</tr>
<tr>
<td>Preposition</td>
<td>9.09%</td>
</tr>
</tbody>
</table>

Percentage of errors = \( \frac{\text{number of errors}}{\text{total of errors}} \times 100\% \)
From the research findings, it can be concluded that there are basically three sources of errors: interlingual factor, intralingual factor, and author factor and the process of writing factor.

The first possible cause of the errors is interlingual factor. It is in line with Dulay, Burt, and Krashen’s theory (1982) which points out that errors occur because of the interaction between mother tongue and the language being learned. The authors of the textbooks are Indonesians and their native language influences the process of foreign language learning. It is a fact that Indonesian systems/rules are highly different from English systems/rules. These lead into problems when the authors of the textbooks attempted to write sentences in English because they are accustomed to their native language which has not many rules as English has. The authors of the textbooks wrote the words or sentences from Indonesian into English without good consideration because they referred to what they use in Indonesian. It can be said that the language they are familiar with is their own language so they transferred Indonesian rules into the target language and made errors.

As we know that in Indonesian there are no two-word verbs (phrasal verbs) so it makes the authors of the textbooks not to be really familiar with English two word verbs. As a result, when they wrote the sentences, they just literally translated acceptable Indonesian sentences into English. For instance, they wrote Fill the table with your course schedule instead of Fill in the table with your course schedule.
Interlingual factor can be also clearly seen in fragment-related errors. A fragment is an incomplete utterance. The authors of the textbooks probably considered that as long as the intention of the sentences is understandable, subjective pronouns and objective pronouns are not needed. They eliminated the subjective pronouns and objective pronouns in the sentences. They just mentioned the intention of the sentences straight forward. For example, they wrote *What day is today?* instead of *What day is it today?* and *Now make your own dialogues in pairs and practice in front of the class!* instead of *Now make your own dialogues in pairs and practice them in front of the class!*

Article-related errors are also caused by interlingual factor. Indonesian doesn’t have various of article rules. However in English, there are many rules that must be obeyed. In English when there is a single noun, it must be preceded by an article. The authors of the textbooks seem to neglect the articles since they are not used to use articles in Indonesian. For example, in *We use pencil to write.* Article ‘a’ should be used in the sentence since the noun begins with a consonant. Another example is found in *Fesya: What are girls doing?*. Article ‘the’ should be used in the sentence because the listener knows which specific girls the speaker is talking about.

Interlingual factor also caused errors on *to be* and auxiliary *do*. These errors probably happened because there is no *to be* and auxiliary *do* in Indonesian, so that the authors of the textbooks assumed that as long as the intention of the sentences is understandable, *to be* and auxiliary *do* are not needed. In Indonesian, we can directly say *ada lima pensil yang berwarna hijau dan orange, empat bolpen yang berwarna hitam, dan tiga bolpen yang berwarna merah.* But in English, we must put *to be* after the subject and before the noun. Furthermore, in Indonesian we can directly say *bagaimana mereka pergi ke sekolah?*. However in English we must put auxiliary *do* after 5WH and before the subject of the sentence. It is very understandable since the authors of the textbooks are still influenced or interfered by their mother language (Indonesian). In other words, their first language still influences their writing style.

Interference from the textbook authors’ first language is not the only reason for committing errors. Intralingual factor is the second possible cause of the errors. It is in line with the theory of Richards (1990) that over-generalization, ignorance of rule restrictions, incomplete application of rules and false concepts hypothesized are the aspects that may also caused the authors of the textbooks produce errors. Unlike the previous factor that is related to the textbook authors’ L1, these errors seem to happen within the language being learned. The authors of the
textbooks have learned the rules, but noticeably they still got confused or misunderstood that resulted in L2 errors.

One of the intralingual errors comes from over-generalization. Over-generalization occurred when the authors of the textbooks created deviant structures on the basis of other structures in the second language (Richards (1990). Example of over-generalization found in this research includes disagreement of subjects and verbs. With regard to subject-verb agreement, the authors of the textbooks made the wrong combination of a subject and a verb. The endingless verb is generalized for all persons. They did not pay attention that a verb in a singular third person subject in the present tense needs an –s ending. They tended to make the singular third person subject with the plural verb (zero verbal ending) like in Robert answer, “Good afternoon and see you tomorrow.”

Using more than one verb in one sentence can also lead to sentence structure errors. It is also an over-generalization. From the findings, it is clear that the authors of the textbooks made errors on it. The examples of the errors are Who are go to Sriwedari zoo? and I have are elder brother. The authors of the textbooks should change the structure of the sentences so that there is only one verb in one sentence. To be ‘are’ in the middle of the sentences is not needed.

The second intralingual errors come from ignorance of rule restriction. According to Richards (1990), ignorance of rule restrictions involves the application of the rules to the context where they must not be applied. The authors of the textbooks have serious problems with plural forms. Such errors are due to intralingual factor which is ignorance of rule restriction of plural forms in the form of adding or omitting –s/-es in plural like in The rabbit eats this vegetables and Spell these name below. Since the noun is preceded by a determiner ‘this’ that indicating a singularity, the noun has to be followed by a singular noun. Meanwhile, the noun preceded by a determiner ‘these’ that indicating a plurality has to be followed by a plural noun.

Another possible ignorance of rule restriction is in the use of articles. The authors of the textbooks failed to observe restrictions in article usage. For example, in Inna: Do you eat an pear? and a ashtray. They applied the articles wrongly in the sentences. Article ‘a’ is used wrongly in place of article ‘an’ and vice versa.

Auxiliary do becomes a problem when the authors of the textbooks have to make negative and interrogative sentences. It is probably caused by the ignorance of rule restriction. The authors of the textbooks ignored restrictions in the use of the auxiliary do. It seems that they did not pay
attention to the use of auxiliary *do* when the sentences are in the forms of negative and interrogative sentences. For instance, in *She don’t like spinach* and *Do your sister like ...?* They applied auxiliary *do* improperly in place of auxiliary *does*.

The ignorance of rule restriction also occurred in the inappropriate use of *to be*. The authors of the textbooks made such errors. For example, in *Yes, they is and This blanket are brown*. They applied to be ‘is’ inappropriately in place of to be ‘are’ and vice versa.

Parallel structure-related errors are also caused by the ignorance of rule restriction. Parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance. This can happen at the word, phrase, or clause level. The usual feature of parallel structure is the use of coordinating conjunction such as *and* or *or*. The authors of the textbooks used Verb-ing instead of V-s in a parallel structure sentence which indicates a daily activity like in *Every morning and afternoon, he always takes care of his friends and also watering them*. They clearly did not apply the correct structure in the sentence.

Another problem of ignorance of rule restriction is about the use of the causative verb ‘*make*’. Discussing causative verb, there is an exception. The word ‘*make*’ is always used with bare infinitive (infinitive without ’to’). This exception is something that the authors of the textbooks tended to forget or even was ignored. They used gerund instead of the base form of the verb such as in *We can make millions of words using them*.

The last problem of ignorance of rule restriction is about the usage of pronouns like the use of subjective pronouns in place of possessive pronouns. For example, in *Rusid: Do you friends eat a ...?*.

Errors conducted by the authors of the textbooks are also caused by the incomplete application of rules. According to Richards (1990), incomplete application of rule involves a failure to develop a structure such as omitting the necessary item in an acceptable structure. The errors occurred when the authors of the textbooks failed to fully develop structures which are misspelling errors in the sentences and the absence of possessive pronouns. The authors of the textbooks committed misspelling errors whereas the difference in one letter can cause different meanings. The error that they made for example when they wrote *These are rules* instead of *These are rulers*. Besides, they eliminated possessive pronouns like in *What does mother do in the kitchen?* whereas they are very basic and important to comprehend sentence meanings. The most appropriate possessive pronoun is *her*. 
The next reason why the authors of the textbooks committed the errors is because of false concept hypothesized. It arises when a learner does not completely comprehend the distinction of rules between the first language and the second language (Richards, 1990). It refers to errors derived from faulty understanding of target language distinction. What they thought the correct answer was actually not the correct answer. They did not fully comprehend prepositions. For instance they had false concept between in vs at like in this sentence, Look in your book!. The correct sentence is Look at your book!

Apart from interlingual factor and intralingual factor, this research also found author factor and the process of writing factor, which contributed to the authors’ deviant forms. The first one is the authors of the textbooks rarely used the target language. The authors of the textbooks confessed that they rarely use and practice English, thus they made errors. The author of ETAS has English educational background, but because she is a civil servant from her SPG, she doesn’t teach English at all. It means that she doesn’t have chance to use English in a real teaching. She also admitted that she rarely consumes and uses English in her daily life, and doesn’t have a native speaker partner that can help her to apply English rules correctly and so does the author of Logika.

The second factor is rush deadline. It is in line with IKAPI claim that one of causes of textbook authors made errors is because of rush deadline. They are much more likely to make serious errors when hurrying to complete rush deadlines. Findings from the interviews with the authors of the textbooks show that they made errors because they were in a hurry and working to deadlines.

The third factor is because there are no editor and proofreader in the completion of the textbooks. It is appropriate with IKAPI claim that one of causes of errors contained in textbooks is because the absence of editor and proofreader. IKAPI argues that for the sake of efficiency, the authors also often serve as editors. Consequenty, there are a number of errors found in the textbooks. From the interview results with the authors of the textbooks, it can be known that they did not use editor and proofreader services whereas the editor and the proofreader can help them for the manuscript to improve the quality of the authors’ textbooks. The authors of the textbooks said that they edited their writings in their textbooks by themselves and did not involve proofreader in their textbooks. They also said that they account for the content of the textbooks.
The fourth factor is because the authors of the textbooks never get training of writing textbook. Based on the interview results with the authors of the textbooks, it is revealed that they have never got training of writing textbook until now. The researcher’s finding is in line with IKAPI research finding. Since there are a number of errors, IKAPI thinks to take concrete steps to maximize the authors’ skills in writing by providing training of writing especially in the field of writing and editing.

Never having experience in writing textbook before is the last factor why the authors of the textbooks committed the errors. However, experience in writing a textbook can influence the quality of a textbook that they make. It’s proven that the author of Logika who has had more experiences in writing textbooks has better quality textbook with minimum errors compared to the author of ETAS who has never had experience in writing textbook. IKAPI mentions that a writing experience of a textbook is a valuable teacher for the authors of the textbooks in writing the textbook because the previous textbooks can be used as references for them in writing other textbooks.

Conclusion

The researcher comes to the conclusion that basic but significant errors are still found in the English textbooks for the elementary school students in Salatiga. Based on the result of the analysis, the author of Start With English made 18 errors which could be classified into seven types of errors. The errors include errors on plural forms, pronouns, articles, verbs, to be, auxiliary do, and prepositions. Based on the use of plural forms, the author of the textbook made 4 errors or 22.22 % of errors in this area. The author of the textbook made 3 errors or 16.67 % of errors on pronouns, 2 errors or 11.11 % of errors on articles, 2 errors or 11.11 % of errors on verbs, 3 errors or 16.67 % of errors on to be, 2 errors or 11.11 % of errors on auxiliary do, and 2 errors or 11.11 % of errors on prepositions.

Meanwhile, the author of Logika made 22 errors which could be classified into five types of errors. The errors include errors on plural forms, pronouns, articles, tenses, and prepositions. The author of the textbook made 8 errors or 36.36 % of errors on plural forms, 7 errors or 31.82 % of errors on pronouns, 3 errors or 13.64 % of errors on articles, 2 errors or 9.09 % of errors on tenses and 2 errors or 9.09 % of errors on prepositions.

Apart from the first and second authors mentioned, the author of ETAS made 123 errors which could be classified into nine types of errors. The errors include errors on plural forms,
pronouns, articles, verbs, to be, auxiliary *do*, prepositions, conjunctions, and vocabularies. The author of the textbook made 34 errors or 27.64 % of errors on plural forms, 25 errors or 20.33 % of errors on pronouns, 19 errors or 15.48 % of errors on articles, 12 errors or 9.76 % of errors on verbs, 18 errors or 14.63 % of errors on to be, 6 errors or 4.88 % of errors on auxiliary *do*, 4 errors or 3.25 % of errors on prepositions, 2 errors or 1.63 % of errors on conjunctions, and 3 errors or 2.44 % of errors on vocabularies.

Interlingual factor, intralingual factor, and author factor and the process of writing textbook are the sources of errors found in the English textbooks for the elementary school students in Salatiga. This research reveals that only transfer of structure is found as the interlingual factor caused by the interference from the textbook authors’ first language. In intralingual factor, it comprises general characteristics of rule learning which are over-generalization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized. Author factor and the process of writing textbook involve rarely using the target language, rush deadline, no editor and no proofreader, never getting training of writing textbook, and never having experience in writing textbook before. In conclusion, the textbook authors’ language system visibly contains linguistic elements of both from Indonesian (their native language) as well as English.

When the authors of the textbooks wrote the sentences into English without applying English systems/rules, the result may be erroneous. The errors that they committed are basically grammatical. They committed errors in applying sentence structure rules in English. Thus, it can be concluded that they still have problems in acquiring grammatical rules in English. The result of this research also shows that plural forms constitute the most problematic area for the authors of the textbooks. The errors on plural forms appeared because the authors of the textbooks ignored the rule restrictions of plural forms. Related to the total number of errors contain in the three textbooks, the best textbook is *Start With English* since it has the least errors.

Since the textbooks contain a number of errors, they must be revised. In the light of the results of the research, group pedagogical implications can be presented. First, it is very crucial for the authors of English textbooks to comprehend English rules well. It is not good for the students if the authors of the textbooks make many erroneous sentences in their textbooks because the students will follow the sentences in the textbooks. As the result, the students will not understand the rules well and even they will make the same errors even after moreover if they use
the textbooks as sources in studying English. Second, the teachers should analyze the textbooks’ compositions before using the textbooks in their teaching. If the teachers know that the sentences contain errors, they can minimize the errors before teaching the students. The teachers should also understand English rules well. If they find errors, they can explain the errors to the students so that they will know that the sentences contain errors and they will not follow it.

The researcher would like to offer some suggestions. First, the authors of the textbooks should pay more attention to the errors made in their textbooks. Rechecking everything that they write in their textbooks is important before the submission to the publishing house. Second, the English teachers would also have more awareness toward errors presented in the textbooks. Besides, the teachers should examine carefully whether the textbooks which will be used by the students contain errors or not since if they use textbooks which have contain errors, they will have to correct the errors so that the actual teaching and learning process will be disturbed. Third, the higher education institutions should give conscientious monitoring to the English textbooks publication especially those written by the local teachers mainly in the elementary schools in Salatiga. Fourth, for the next researchers, the researcher hopes that this research can be used a reference for them in analyzing errors in other textbooks. They can also use these textbooks, *Start With English, Logika*, and *ETAS*, to be analyzed with other theories.

**References**


