CHAPTER I

INTRODUCTION

A. Background of the Study

Indonesia is one of the nations which decides English as foreign language to be taught at elementary school to university. This could be that English is an international language that plays an important role in every aspects of human life such as economics, business, transportations, and educations. 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.

Based on the local content curriculum of elementary school, English is the international language that should be taught for development of science, technology, culture and also the relationship with other countries. English can be taught at elementary school if English becomes society need. Because of the reason, English is not compulsory taught in elementary school, but it can be taught as a local content.

Teaching English to elementary school students means to introduce English language earlier, and hence the students are just taught with the basic materials such as vocabulary, pronunciation, and a little grammar in a simple form.

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.

> "Dalam rangka meningkatkan mutu pendidikan di Kota Salatiga, terutama dalam upaya penanaman nilai-nilai budi pekerti, pengetahuan dan keterampilan yang mengarah pada pembentukan pribadi peserta didik yang harmonis dengan memperhatikan kebutuhan perkembangan anak dalam mencapai multi kecerdasan intrapersonal, interpersonal, visual spasial, musical, linguistic, logic matematika, naturalis serta kecerdasan adversitas, kecerdasan kreativitas, kecerdasan spiritual dan moral dan kecerdasan emosional bagi siswa SD/SDLB perlu diberlakukan kurikulum mata pelajaran muatan lokal kota yang sesuai dengan kebutuhan masyarakat. Dalam hal ini kurikulum mata pelajaran muatan lokal kota Salatiga untuk jenjang SD/SDLB terdiri atas beberapa pilihan kurikulum yaitu kurikulum muatan lokal batik, seni suara daerah, kepedulian pada lingkungan, budidaya tanaman, tata boga, dan bahasa Inggris yang diajarkan dari kelas empat sampai dengan kelas enam."

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. It 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.

In the teaching-learning process, textbook is very important to support the teaching learning process. For English teachers, teaching a course or a subject without a textbook is possible but it will be much better to use written materials. The English teachers can't avoid using a textbook that is important in giving instructional at school. Brown (1994:145) states that "the most obvious and most common form of material support for language instruction comes through textbooks." Teachers can teach the material well if there are appropriate textbooks in guiding the teaching learning process, not only inside but also

outside the classroom. Students may also hope that they can gain useful skills or knowledge in textbooks. Teachers and students can build and develop their competence better if they use quality textbooks which provide and support the material 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.

There is a relationship between writing and linguistic competence since writing is the product of the linguistic competence. Rivers and Temperley (1978:7) state that English writing requires the writers to pay more attention to the complicated structures compared to when they speak. Similarly, Wieringa, Moore, and Barnes (1993:32) argue that a piece of writing which conveys many errors might also be viewed as an unprofessional and flawed work. Linguistic competence provides a common ground for writing, so it is very important for authors to pay attention to the English rules whenever they want to express their ideas in written form. The knowledge of English rules can make them either as

good or bad authors. The authors' linguistic competence ability can be seen in their writing.

For Indonesian learners of English, English grammatical rule is a difficult to learn since some rules in English are not found in Indonesian. For example, English has a concept to differentiate the term *dia laki-laki* with *he* and *dia perempuan* with *she*, but Indonesian only has one word *dia* to refer both terms. Here are the examples of errors found in textbooks.

(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)

In utterance (1), the author of the textbook made an error by omitting suffix –*s* as plural form indicator. The suffix –s should be attached to *name*. Thus, it should be *My brothers' names are Andi and Anton.* In utterance (2), the author of the textbook made an error by omitting article '*the'*. Article '*the'* should be put after *to be* and before the noun because the listener knows which specific girls the speaker is talking about. Therefore, the sentence (2) should be written *What are the girls doing?*. In utterance (3), the author of the textbook added an article '*a'* that should be omitted since '*a'* and *'one'* have similar meaning. For that reason, the sentence (3) should be *It has one door and four windows*.

Based on the examples above, the researcher is interested in conducting a research on errors in the textbooks. In this research, the researcher analyzes errors in the English textbooks for elementary school students in Salatiga. They are *Start With English, Logika,* and *ETAS*. *Start With English* published by Erlangga. This textbook contains about 118 pages and covers teaching material for a year. It is a self-contained textbook. Both theory and exercises are provided in the same book. The second textbook is *Logika* published by Viva Pakarindo. This textbook contains about 64 pages and covers teaching material for a semester. It is a self-contained textbook. The third textbook is *ETAS* which is published by CV. Media Mitra Persada. This textbook contains about 64 pages and covers teaching material for a semester. Like *Start With English* and *Logika*, *ETAS* is a self-contained textbook. This can also function as a workbook since this textbook has been completed with many types of exercises.

The researcher chooses *Start With English, Logika,* and *ETAS* textbooks because the books are widely used in most elementary schools in Salatiga and use a KTSP curriculum. Besides, the textbooks contain a number of errors. Actually, the aim of using these textbooks is in order to avoid the teachers expanding or narrowing the materials among schools. Furthermore, it is hoped they can help the English teachers in teaching English.

There are several reasons the researcher concerns on studying this reserach. First, the researcher is an English teacher who often finds a number of errors in the textbooks for elementary school students in Salatiga. Since they seem to have many errors, English teachers will wast time just to correct the errors when they are teaching. Moreover, it is deeply regretted if the authors of the textbooks are the English teachers who should have mastered the English rules well. Second, children of elementary school age are in the critical period meaning a period during which a language can be acquired more easily than at any other time. For the students, the textbooks may provide the major sources of contact they have with the language apart from inputs provided by the teacher. Therefore, the errors in the textbooks should be avoided or at least should be lessened. Third, for inexperienced teachers, the textbooks may serve as a form of teacher training. They provide ideas on how to plan and teach lessons as well as formats and the content of the textbooks that the teachers can use. Therefore, the textbooks should be free of errors. The last, this research is used by the researcher as a reference in writing an English textbook since the researcher has been asked to write an English textbook by a publisher in Salatiga this year. The researcher expects that after obtaining the results of this research that seem to have many errors, the researcher will pay more attention to the English rules and attempt to avoid errors.

This research is conducted based on the above phenomena and the reasons. This research is conducted to identify types of errors committed by the authors of *Start With English, Logika,* and *ETAS* and to know the total number and the frequency of each type of errors. Furthermore, this research is also conducted to find out the causes of the errors. The research is formulated in a title: **ANALYSIS OF ERRORS FOUND IN ENGLISH TEXTBOOKS FOR ELEMENTARY SCHOOL STUDENTS IN SALATIGA.**

B. Problem Statement

The focus of this research is the erroneous sentences found in the English textbooks for the elementary school students in Salatiga. This research sets out to analyze the sentences having specific characteristics considered erroneous when judged by the English rules.

The problems of this research are formulated as follows:

1. What are the types of errors found in the English textbooks for the elementary school students in Salatiga?

2. What are the total number and the frequency of each type of errors?

3. What might have been the sources of those errors?

C. Objectives of the Study

Based on the research problems, the researcher has the following objectives as the main target to gain in this research.

The objectives of the research are as follows:

1. To identify the types of errors found in the English textbooks for the elementary school students in Salatiga;

2. To know the total number and the frequency of each type of errors;

3. To explain why the errors occur.

D. Benefits of the Study

The researcher hopes that this research is significance for English teaching learning at elementary school level.

1. Practically, the findings have made us mindful to reconsider the use of such English textbooks for classroom resource materials. The fact illustrates that in most foreign language instructions, teachers and students rely greatly on textbook materials. Both teachers and students will make use of any textbooks most often regardless of the quality. The results of this research show that the textbooks under study are deficient, thus, must be revised.

2. Theoretically, the findings of this research give some contributions to foreign language learning. They have given us clear pictures of the common phenomena usually occur in foreign language learning. The answers to the

questions of what types of errors occur, how and why the errors exist, have shown us to a deeper understanding of the process of second or foreign language learning.

3. Linguistically, the authors of the textbooks are still at the level of interlanguage. Logically, then, they lack sufficient qualifications of writing textbooks appropriate to be utilized as classroom materials. The local authority, e.g, the higher education institutions, therefore, should have given careful monitoring to the English textbooks publication particularly those written by the local teachers especially the ones in Salatiga. Hopefully there will be no more English textbooks considered as deficient or having poor quality. Thus, students will have reliable English books.

E.   Limitations of the Study

In this research, the researcher limits the discussion of error analysis in the English textbooks used by the fourth grade elementary school students in Salatiga (*Start With English, Logika,* and *ETAS*) because the researcher is interested in the errors found in the textbooks. Besides, the researcher focuses on linguistic competence.

F.   Research Paper Organization

Chapter I is introduction which consists of background of the study, problem statement, objectives of the study, benefits of the study, limitation of the study, and research paper organization.

Chapter II is review of literature which consists of previous studies and underlying theories. The theories will be related to notions of textbook, roles of textbook, notions of error analysis, error and mistake, contributions of error analysis to language teaching, classifications of errors, types of errors, sources of errors, and procedures of error analysis.

Chapter III is research methodology which concerns type of the research, objects of the research, data and data sources, data gathering method, technique of data analysis, and time of the research.

Chapter IV is research findings and discussions which relates to types of errors based on linguistic category completed with surface strategy taxonomy, the total number and the frequency of each type of errors, and sources of errors.

Chapter V is conclusions, implications, and suggestions which consist of conclusions, implications, and suggestions for the authors of the textbooks, the English teachers, the higher education institutions, and the next researchers. Finally, this research is also provided with bibliography and appendices.