

**AN ANALYSIS OF ENGLISH GRAMMAR TEACHING IN THE
ENGLISH TEXTBOOK “*WHEN ENGLISH RINGS A BELL*”
USED IN SMP N 3 SAWIT BOYOLALI**



**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Departement**

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APPROVAL

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan representasi materi grammar, yaitu latihan tata bahasa, perspektif guru dan siswa dalam hal kekuatan dan kelemahan buku teks secara keseluruhan. Penelitian ini dikategorikan sebagai penelitian kualitatif deskriptif. Subjek penelitian ini adalah dua guru bahasa Inggris dan empat siswa SMP N 3 Sawit Boyolali. Metode pengumpulan data yang digunakan adalah analisis dokumen dan wawancara. Dalam penelitian ini, ada beberapa langkah dalam menganalisis data, yaitu membaca ulang, mengevaluasi, coding, mengurangi, menilai dan menarik kesimpulan. Hasil dari penelitian ini menemukan bahwa: 1) pendekatan induktif lebih sering digunakan untuk merepresentasikan materi tata bahasa, yaitu latihan tata bahasa di dalam buku teks; 2) dalam hal perspektif guru, mereka menemukan bahwa buku teks adalah 'baik', 'menarik', dan 'sesuai dengan benar'. Mengenai kelemahannya, buku teks terdiri dari 'kurangnya instruksi' dan 'banyak materi yang sulit'; 3) dalam hal perspektif siswa, mereka percaya bahwa buku teks adalah 'baik', 'jelas', 'menarik', dan 'terorganisasi dengan baik'. Namun, mereka juga menemukan bahwa buku teks 'membingungkan', 'tidak ada terjemahan Bahasa Indonesia' dan memiliki 'kata-kata sulit'.

Kata Kunci: buku teks, tata bahasa, pendekatan induktif, perspektif guru, perspektif siswa

Abstract

This study aims to describe the representation of grammar material, i.e. grammar exercises, teachers' and students' perspectives in terms of the strengths and weaknesses of the textbook as a whole. This study is categorised as descriptive qualitative research. The subject of this study were two English teachers and four students of SMP N 3 Sawit Boyolali. The methods of collecting data were document analysis and interview. There were some steps in analysing the data from this study, namely: rereading, evaluating, coding, reducing, judging and drawing conclusion. The result of this study found that: 1) inductive approach was more frequently used to represent the grammar material, i.e. grammar exercises within the textbook; 2) in terms of teachers' perspectives, they find that the textbook is 'good', 'attractive' and 'properly graded'. Regarding the weaknesses, the textbook consists of 'the lack of instruction' and 'a lot of difficult material'; 3) in terms of students' perspectives, they believe that the textbook is 'good', 'clear', 'attractive' and 'well organised'. However, they also find that the textbook is 'confusing', 'there is no Bahasa Indonesia translation' and having 'difficult words'.

Keywords : textbook, grammar, inductive approach, teachers' perspective, students' perspective

1. INTRODUCTION

Language is essential, especially to express something to others in order to establish a communication relationship. By using language, people might distribute idea, feeling, expression, or opinion of things. In other words, it bridges people whose different languages to be able to communicate one another. Basically, some people understand how to communicate but not all of them able to communicate well regarding the sentence patterns. They need to know that understanding of the sentence patterns is based on grammar. One important point that should be paid attention is the grammar. Swan (2005, p.19) states that “The rules that show how words are combined, arranged or changed to show certain kinds of meaning”. It means that grammar is very important aspects, especially to make a sentence. One of the things in education is based on the material in the textbook to help teaching and learning process.

In education field, teaching and learning process certainly require the existence of materials to help the teaching. The materials which are be used generally come from textbook. The using of English textbook shows how an English textbook becomes highly important in teaching and learning process. Tomlinson (2011, p.296) states that “A textbook supplies core materials for a language-learning course and aims to serve what learner and teacher need during a course”. This explains that a textbook is one of materials which support the teaching and learning process. The using of English textbook shows how an English textbook becomes highly important in teaching and learning process. Tomlinson & Masuhara (2004, p.31) states that “Textbook analysis involves measuring the potential value of textbooks by making judgements about the effect of the materials on the people using them”. It means that a textbook evaluation is an important part to know the select the most appropriate materials available for a particular course of the textbook. Graves (2000, p.175) states that “The textbook is a book used as a standard source of information for formal study of a subject and an instrument for teaching and learning”.

In addition, teachers should pay attention to the materials, especially grammar materials so that they pay attention to the basic foundation of the correct formation of sentence patterns. The students of SMP N 3 Sawit Boyolali used the English textbook as the basic material to learn English. Therefore, this study is meant that teaching and learning process of English that is used of the teachers for the students in SMP N 3 Sawit Boyolali. The explanation above is meant to get the results of the study wants to achieve with give so more explanation. This study is showed of the teachers for the student to get the information of learning English about grammar. Based on the phenomenon, this study formulates three research questions are: 1) How are grammar material, i.e. grammar exercises represented in the English textbook "*When English Rings a Bell*" used in SMP N 3 Sawit Boyolali?, 2)What are the teachers percpective regarding the use of English textbook "*When English Rings a Bell*" as a whole ? and 3)What are the students percpective regarding the use of English textbook "*When English Rings a Bell*" as a whole ?

2. METHOD

The type of the study was descriptive qualitative. This qualitative research involved gathering data which described the explanation into sentences. According to Moleong (1991: 6) that "descriptive qualitative as a type of research which result the descriptive data in the form of written or oral words from observed object". Based on the theory about qualitative research, it explicitly explains that there were no calculation in this study. The data of this study was more focused more in words or sentences rather than in numbers.

The objects of this study involved two English teachers and four students of Seventh grade of SMP N 3 Sawit Boyolali. The study was conducted in SMP N 3 Sawit Boyolali where is located in Jl. Raya yogya-solo, Km. 15, RT. 01, RW. 01, Rejosari, Bendosari, Sawit, Kabupaten Boyolali, Jawa Tengah 57374.

There are two methods of for collecting data in this study were document analysis and interview. The data in this study were the content of the English textbook "*When English Rings a Bell*" for seventh grade students of Junior High School which published by The Ministry of Education and Culture of

Indonesia, revised in 2016 and the interview transcript. Technique for analysing data, there were some steps, namely rereading, evaluating, coding, reducing, judging and drawing conclusion. This study also included the trustworthiness. The trustworthiness of this study is a crucial concept to explain the virtues of qualitative terms. According to Guba (in Shenton, 2004) there are 4 criteria for trustworthiness in qualitative research, they are : credibility, transferability, dependability, and confirmability.

3. FINDING AND DISCUSSION

This study described the finding and discussion. The finding was taken from document analysis result and interview result to know the results of this study. Then, the discussion was represented descriptively of this study. The explanation of the result as follows

This section presents the finding. It is found that grammar material within the textbook tends to be under the umbrella of an inductive approach. It can be seen on how the grammar material is presented within a bunch of dialogue and text. The patterns or forms are not presented specifically. It is then followed by relevant examples.

The parts are mainly divided into two parts: 1) the strength of the textbook and 2) the weakness of the textbook.

The result shows that the strength of the textbook is coded into three points : 1) good, 2) attractive and 3) properly graded.

One of the two teachers said that the textbook is ‘good’ in terms of the use textbook in the classroom. It can be seen from the comment given by Teacher B :

Teacher B : *Buku ini sudah **baik** untuk diajarkan bagi anak-anak, karena materi-materi yang diajarkan menyangkut kehidupan siswa yang dilakukan sehari-hari.*

This textbook is **good** for the students, because the materials in this textbook match the students’ background, for example students’ daily activity. (Author translation)

The two teachers said that the textbook is ‘attractive’ in terms of the use textbook in the classroom. It can be seen from one the teacher’s comment :

Teacher B : *Keunggulannya, buku ini **menarik** dari segi tampilan dan isi materinya. Apalagi isi materi dalam buku ini disertai dengan*

beragam contoh-contoh dari materi. Sehingga, anak-anak bisa lebih memahami dengan adanya contoh-contoh nyata yang ditunjukkan dalam buku ini, misalnya saja dalam percakapan dialog. Siswa akan mencontoh sesuai gambar yang ada dalam buku untuk

ditirukan oleh siswa. Dalam pengajaran ini bisa dijadikan praktek didalam kelas saat pelajaran berlangsung.

The advantage of this textbook is that the book is so **attractive** in terms of both physical appearance and content. In terms of the content, it has various examples of the material. So, the students can have better understanding with the help of the provided examples, for example, the dialogue. The students will be guided by the pictures to finally imitate them. The students can practice in the classroom. (Author translation)

One of the two teachers said that the textbook is ‘properly graded’ in terms of the use textbook in the classroom. It can be seen from the comment given by Teacher A:

Teacher A : *Sudah **tergradasi dengan tepat** bagus. Seperti yang saya bilang tadi, tingkat kesulitannya dari isi buku ini sudah sesuai dari mudah ke sulit. Struktur tata bahasanya itu sistemnya semacam discovery yang pertama siswa diberi dialog-dialog yang disajikan dengan kalimat-kalimat, lalu diamati bersama dengan memahami kalimat-kalimatnya itu seperti apa. Dengan begitu, akan kembali pada struktur tata bahasa yang sedang dipelajari.*

The textbook is **properly graded**. As I said earlier, the level of difficulty from the content of this textbook is gradually presented from the easiest to the most difficult content. The structure of the language system is a kind of discovery system that first students are given dialogues which are presented in sentences, Thus, the students, together with the teachers can observe them to finally find out what grammar is being used within the sentence. That way, we can finally understand the sentence pattern. (Author translation)

The result shows that the weakness of the textbook is coded into two points : 1) a lot difficult materials and 2) the lack of instruction.

One of the two teachers said that is ‘a lot difficult materials’ in terms of the use textbook in the classroom. It can be seen from the comment given by Teacher A :

Teacher A : *Kekurangannya, dengan adanya **banyak materi yang sulit** itu membutuhkan waktu yang agak lama, siswa perlu diulang-ulang pada penguasaan materi yang agak sulit. Kalau tidak begitu, siswa akan mudah lupa jika tidak diulang-ulang. Jadi waktunya agak kurang untuk siswa SMP N 3 Sawit Boyolali ini.*

The drawback, with the existence of **a lot of difficult materials** that requires a long time, students need to be repeated in the mastery of material that is rather difficult. If not, students will easily forget if not repeated. So, the time is rather lacking for the students of SMP N 3 Sawit Boyolali. (Author translation)

One of the two teachers said that is ‘the lack of instruction’ in terms of the use textbook in the classroom. . It can be seen from the comment given by Teacher B :

Teacher B : *Kekurangannya, **perintah dari bukunya agak***

***kurang kalau untuk siswa kelas 7.** Misalnya saja, dalam kurikulum 2013 ini siswa dilatih untuk mandiri. Padahal dalam buku siswa ini lebih banyak difokuskan pada pengulangan kata-kata dalam bahasa Inggris. Perintah yang ditujukan pada siswa harus tetap dibimbing oleh guru, supaya proses pembelajaran tetap berlangsung didalam kelas.*

The disadvantage is **the lack of instruction for the students of seventh grade**. For example, in this 2013 curriculum students are trained to be independent. Whereas, the student more focused on repeating words in English. In orders that aimed at students must remain guided by the teacher, so that the learning process continues in the classroom. (Author translation)

The parts are mainly divided into two parts: 1) the strength of the textbook and 2) the weakness of the textbook.

The result of the strength of the textbook shows that the students’ perspectives are coded into four main points: 1) good, 2) clear, 3) attractive and 4) well structured.

There are two students of four students said that the strength of the textbook is ‘good’ in terms of the use textbook in the classroom. It can be seen from one of the students’ comment :

Student A : Sudah **bagus**, karena tampilannya berwarna dan didalamnya banyak gambarnya juga.

It is **good**, because it looks colourful. It also has lots of pictures in it. (Author translation)

There is one student states that the strength of the textbook is ‘clear’ in terms of the use textbook in the classroom. It can be seen from the comment given by Student A :

Student A : Tata bahasanya sudah baik dan **jelas**, kalimat-kalimatnya yang digunakan dalam buku ini sudah tepat.

The grammar content is good and **clear**, the sentences presented in this textbook are correct. (Author translation)

There are two students which state that strength of the textbook is ‘attractive’ in terms of the use textbook in the classroom. It can be seen from the comment given by Student C :

Student C : Tampilannya **menarik**, bergambar dan juga berwarna sehingga cocok digunakan untuk siswa kelas 7.

The physical appearance is **attractive**, pictorial and also colorful so that it is suitable for seventh grade students. (Author translation)

There is one student which states that strength of the textbook is ‘well structured’ in terms of the use textbook in the classroom. It can be seen from the comment given by Student D :

Student D : Buku paket bahasa Inggris ini tata bahasanya sudah **tersusun dengan baik** karena kata-katanya yang ada dalam buku paket ini masih mudah dicari artinya dengan kamus.

This English textbook is **well structured** because the translation of the vocabularies is easy to be found in the dictionary. (Author translation)

The result of the weaknesses of the textbook shows that the students’ perspectives are coded into three main points: 1) confusing, 2) no Bahasa Indonesia translation and 3) difficult word

There is one student states that the weakness of the book is ‘confusing’ in terms of the use textbook in the classroom. It can be seen from the comment given by Student A :

Student A : *Terkadang tidak mengetahui isi perintah dari materi tersebut jadi **membingungkan**, kurang bisa dimengerti untuk dipelajari dikelas.*

Sometime not knowing the contents of the instruction from the material is **confusing**, especially when it is learned within the classroom. (Author translation)

There are two students state that the weakness of the book is ‘no *Bahasa Indonesia* translation’ in terms of the use textbook in the classroom. in the classroom. It can be seen from one of the student’s comment :

Student B : *Kalimat dalam buku paket ini menggunakan bahasa Inggris semua, jadi agak susah kalau tidak tahu artinya. Dalam buku paket bahasa Inggris juga **tidak ada kata bantu dalam bahasa Indonesia sama sekali**.*

All the sentences in this textbook use English, so it is quite difficult if you don't know the translation. There is **no Bahasa Indonesia** in this textbook. (Author translation)

There is one student states that the weakness of the textbook is having some ‘difficult word’ in terms of the use textbook in the classroom. It can be seen from the comment given by Student D :

Student D : *Iya, karena biasanya **ada kalimat yang panjang dan tidak tahu artinya** saat pelajaran bahasa Inggris berlangsung harus tetap membawa kamus.*

Yes, because usually **there are long sentences which do not know what the meaning** during the English lesson, the dictionary should be prepared.

This section presents the discussion of this study, are : Based on the finding from the document analysis, it shows how the grammar material, i.e. grammar exercises are presented in inductive approach. Simensen’s (1998, p.223-250) defines “Inductive approach, the teacher first points out examples in the text, and encourages the students to work out the rules themselves through the relevant

examples. The purpose is to put the grammar in communication”. The grammar material within the textbook tends to be under the umbrella of an inductive approach. It can be seen on how the grammar material is presented within a bunch of dialogue and text. The patterns or forms are not presented specifically. It is then followed by relevant examples. Regarding to the relation to 2013 Curriculum, the results of the study is already appropriate based on criteria of the textbook in 2013 Curriculum. In the 2013 curriculum, textbooks are written referring to curriculum concepts (Core Competencies, Basic Competencies, Syllabus), there are two types of textbooks (student books and teacher books), the student books are emphasised in activity not in reading material, each book contains of learning models and projects which will be carried out by students, and the teacher book contains of guidance for the teacher in teaching the material to students. For example, the textbook emphasises its activity to learning models and projects which require the students’ independence.

Other than that, this study shows the relevant result to Ju’s study (2010) in China. In his study, Ju (2010) in China, the two most commonly used textbooks in Shanghai and JiangSu province are “*the Oxford English*” and “*Fun with English*” respectively. Both these textbooks contain grammar rules and grammar exercises; however they differ in terms of their teaching approaches. Although these two textbooks analyzed were both based on Curriculum (2001), “*Fun with English*” was mainly traditional; it primarily used the deductive approach in both grammar teaching and grammar exercises. The book starts with explanations and learning rules associated with the grammar topics. On the other hand, “*the Oxford English*” textbook mainly uses an inductive teaching approach in grammar teaching and grammar exercises. Grammatical topics are taught in contexts; in various types of texts, communications, and situations. There is no explanation of grammar rules in this textbook because it encourages students discover the grammar rules by themselves.

This is same in an analysis of English textbook with my study, in my finding with his finding is so different in the textbook. My study uses one English textbook and his study uses two English textbooks.

Based on the finding from the interview with the two teachers, it shows the teachers' perspectives in the use of the English textbook "*When English Rings a Bell*". This is seen from the comment between interview transcript of Teacher A' and B's perspectives. This includes two categories : strength of the textbook and weakness of the textbook. First, the textbook strength consists of 'good', 'attractive', and 'properly graded' categories. This means that the English textbook "*When English Rings a Bell*" is colourful, pictorial and graded. Second, weaknesses of the textbook consists of 'the lack of instruction' and 'a lot difficult materials'. This means that the English textbook "*When English Rings a Bell*" require more learning time for the students of SMP N 3 Sawit Boyolali because they need to relearn the difficult materials.

The result of the other study is related in previous study in Chapter 2. In his study, Putri (2017) that showed the data is analyzed by using Patel and Jain's (2008) theory the criteria of good reading materials. The research found that the reading materials on "*When English Rings a Bell textbook*" are categorized into good criteria. The reading materials on the textbook presented the well graded of subject materials, repeating words and structure in the reading texts, also clear instruction in practice and exercise to understand. The teachers' perception supports the textbook analysis that categorized into good criteria of good reading materials.

This is same in an analysis of English textbook "*When English Rings a Bell*" with my study, but my study focused on an analysis about grammar and her study analyzed by using Patel and Jain's (2008) theory the criteria of good reading materials.

Based on the finding from the interview with the four students, it shows The students' perspectives in the use of the English textbook "*When English Rings a Bell*". This includes two categories : the strength of the textbook and the weakness of the textbook. Regarding the textbook strengths, they consists of 'good', 'clear', 'attractive' and 'well structure' points. This means that the English textbook "*When English Rings a Bell*" is colourful, pictorial, and appropriate for seventh grade at SMP N 3 Sawit Boyolali. Regarding the weaknesses of the

textbook, they consist of ‘confused’, ‘no *Bahasa* Indonesia translation’, and ‘difficult word’ point. This means that the absence of *Bahasa* Indonesia within the English textbook “*When English Rings a Bell*” give difficulties to the students.

The result of the other study is related in previous study in Chapter 2. In his study, Hoshangabadwala (2015) that the necessity of textbook appeal has given way to an entire field of instructional design. This is a significant development, because studying from texts is predominantly a visual act, and as such, has certain psychological implications. To this end, textbook design has become a science and textbooks are increasingly being prepared on tried and tested principles. However, there is still a gap between the design and usage of textbooks in the developed and developing nations. The surface features of textbooks namely, textbook print, chapter layout, and colorful illustrations are important for students of elementary private schools. There will always be a scope for better than before textbooks, keeping in mind the ease of use, sustainability of book as a resource, and the economy. This study of a selection of Karachi’s private school students has found that elementary level students can release the quality of the paper in the textbook, given the other requirements of the layout are met, such as chapter or color components.

This study has the same aspect of the appearance of the English textbook based on students perspective. It is same with my finding in students perspective, there are some aspects that is used in each textbook. It concluded in aspects of colourful.

4. CONCLUSION

Firstly, grammar material, including grammar exercises within the English textbook “*When English Rings a Bell*” is presented implicitly. The material in this English textbook is covered within the inductive approach. This means the grammar is taught through examples in the dialogue and text. In the other words, the grammar rules are not represented specifically. Secondly, regarding teachers’ perspectives toward textbook as a whole entitled “*When English Rings a Bell*” , it has strengths and weaknesses. In terms of the strengths of the textbook, they consists of good, attractive, and properly graded points. Meanwhile, the

weaknesses of the book consists of the lack of instruction and a lot difficult materials. Thirdly, the terms of the students' perspectives toward the grammar material within the textbook, it is concluded that the grammar material has strengths and weaknesses. In term of the strength of the book consists of good, clear, attractive, and well structure. However, for the weaknesses of the textbook consists of confusing, no *Bahasa* Indonesia translation, and difficult word.

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