An Analysis on the Sentence Construction in English Textbook and Students' Narrative Text Writing at Eleventh Grade Students of SMAN 19 Kabupaten Tangerang in Academic Year 2019/2020

Achmad Fachrurrozy

(achmadfachrurrozy145@gmail.com)

Universitas Islam Syekh Yusuf
Tangerang, Indonesia

Irmala Sukendra

(isukendra@unis.ac.id)

Universitas Islam Syekh Yusuf
Tangerang, Indonesia

Putri Mega Pertiwi

(putrimegapertiwi98@gmail.com)

Universitas Islam Syekh Yusuf
Tangerang, Indonesia

The aim of this research is to analyze on the sentence construction in English textbook and students' essay narrative text writing. This research used qualitative methods. The population of this research which consisted of 398 students and then, 36 students from class XI MIA 4 were selected as the sample. The data were collected using students' essay and seventh texts in English textbook to be analyzed. The researcher analyzed about the sentence construction in all of the texts in English textbook and in students' essay. Sentence constructions that will be analyzed by the researcher are the five of grammatical tenses. The tenses are simple past tense, past continuous tense, past perfect continuous tense, past perfect tense, and past future tense. After the researcher had analyzed and calculated, the result showed that the total percentage of English textbook and in students' essay have the same percentage that is 90%. It means that, the students' can apply sentence construction in their writing and sentence construction in seventh texts in English textbook is better.

Key words: Sentence Construction, English Textbook, Writing.

Tujuan dari penelitian ini adalah untuk menganalisis struktur kalimat pada buku teks bahasa Inggris dan pada teks naratif yang dibuat oleh siswa. Penelitian ini menggunakan metode kualitatif. Populasi dalam penelitian ini berjumlah 398 siswa dan yang diambil sebagai sample adalah berjumlah 36 siswa dari kelas XI MIA 4. Data yang di kumpulkan menggunakan hasil tulis siswa dan tujuh teks yang ada dalam buku teks bahasa Inggris untuk dianalisis. Peneliti menganalisis tentang struktur kalimat yang ada pada tujuh teks dalam buku teks bahasa Inggris dan pada hasil tulisan siswa. Struktur kalimat yang akan di analisis oleh peneliti adalah 5 tenses. Ke-5 tenses tersebut adalah simple past tense, past continuous tense, past perfect continuous tense, past perfect tense, and past future tense. Setelah peneliti sudah selesai menganalisis dan menghitung, hasil total persen dari struktur kalimat pada buku teks bahasa Inggris dan pada teks naratif yang dibuat oleh siswa adalah 90%. Itu berarti bahwa siswa dapat menerapkan struktur kalimat dalam tulisan mereka dan penulisan struktur kalimat pada buku teks bahasa Inggris terbukti bagus dalam penulisan sebuah teks.

INTRODUCTION

Writing is one of the four language skills that are important and related to one another. Some students do not like writing, because writing is difficult and has many aspects that must be considerate in writing. According to Harmer (2004), "writing is a conscious skill which learned by students, unlike speaking which may be acquired naturally learned through exposing the language to them." Many students still have difficulties in learning English, especially in writing considering that a lot must be considered in writing especially sentence construction. Miller (2002) stated that, "The constituent structure in sentences is start with the arrangement of words into phrases, phrases into clauses and clauses into sentence." That is why, we must pay attention to the sentence construction when make a sentence or paragraph, because before making a sentence, we make a word until the process have done and to be the sentence. In writing, grammar must good so, the students must really understand the grammar in order to they can make a good sentence or paragraph.

There are so many sources that can assist students in learning English. Wisniewska (2013) argued that "In modern language teaching aids, such as CDs and DVDs with different interactive videos and animations, the textbook still not decline and still the most important teaching aid. To support this claim, provides an example of a study conducted in Poland in 2009 in which 250 university students were asked to express their opinion on usefulness of various learning/teaching materials. The result showed written textbooks for language learning purposes still be the most useful material for learning English."Education system of Indonesia itself, still make textbook as the main component of the curriculum. The textbook has to suitable with the curriculum, school syllabus as well as the students' need and also the aims of teaching. The textbook should hold a main instrument to do the curriculum which has been arranged before. However, sometimes some of them are not appropriate with the standard of curriculum yet. In reality, it is quite difficult to get English textbook that has good materials and suitable with the curriculum. By learning to use textbooks, students will get broad insight and, knowing how to write correctly by paying attention the sentence construction. With various tasks that are often given by the teacher such as

summarizing what has been read in textbooks, making paragraphs, etc, will make students get used to writing and also they will pay attention more to the sentence construction.

Sentence Construction

According to (www.vocabulary.com), "The way of sentence is arranged and grammatically is sentence structure. Sentence structure depends on the language in writing or speaking. In this case, the sentence structure is "Subject, verb, object."One basic of sentence structure is part of speech also called word classes such as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. To know for sure what part of speech a word is, we have to look not only at the word itself but also at its meaning, position, and use in a sentence. Next, the basic parts of a sentence are the subject, the verb, and the object. The subject is usually a noun such as names a person, place, or thing. The verb (or predicate) usually follows the subject and identifies an action or a state of being. An object receives the action and usually follows the verb. The basic sentence is with modifiers words that add to the meanings of other words. The simplest modifiers are adjectives and adverbs. Adjectives modify nouns, while adverbs modify verbs, adjectives, and other adverbs.

Textbook

Textbook is one of the instructional media for helping the teacher in the classroom. Textbooks also help the students' in learning process in school or at home. According to Blanton (2015), "Textbooks as teaching tools are designed to be of particular importance as the topic that is being taught is clearly outlined and structured in a proper flow, they present a detailed format for the lesson being taught, they offer information that is thorough and sequenced accordingly, and they act as valid resource for students as well as teachers." Commonly, textbook is a book about a particular subject that is used in the study of that subject especially in the school and colleges. Until now, textbook still the most important for school. As Wisniewska, (2013) stated that, "Teaching aid that still the most important is a textbook, it is not only survives, also textbooks clearly survive because they satisfy certain needs". Textbook knows more what the students need in the school. Textbook provides the supporting for arranging teachers` and schoolwork, and a part of daily lives of the students. Textbooks are not the only means of support for teachers, there are other media also like VCD, DVD, Internet, etc. There are some schools that have implemented learning to use computer, all the material is already in it and without using textbook. But until now, textbook are still used by teachers and students in helping the teaching and learning process in school. The point is, everything goes back to the teacher. Teacher has different ways of teaching as long as delivered to students must be correct and in accordance with the curriculum and syllabus.

METHOD

The researcher carried out the research at SMAN 19 Kabupaten Tangerang. It is located on Jl. Raya Kresek Desa, Saga, Kec. Balaraja, Tangerang, Banten 15610. The process of collecting data was taken from February until August 2019. This research used a qualitative method. It used to

know how the students apply the sentence construction in their writing, especially in narrative text and how the sentence construction in English textbook. According to (Fraenkel, Wallen, & Hyun, 2009, p. 15), "Qualitative data primarily involve words and qualitative researchers are more concern with understanding situations and events from the viewpoint of the participants. The participants often tend to be directly involved in the researchers process itself."

The subject of the research was the eleventh grade students of SMAN 19 Kabupaten Tangerang. The researcher used purposive sampling to take the sample that is class XI IPA 4 and the writer only took 36 students. according to (Creswell, 2012, p. 206), "Purposive sampling is a technique that used in qualitative research. It is to learn or understand the main phenomenon by selecting individuals and groups. The instrument of the research was students' essay and English textbook. The students' essay is about narrative text. The researcher gave a paper then the students make a narrative text about short story based on their experiences. The students could make a narrative text at least 100 words in 45 minutes.

According to Polkinghorne (2005) that, "Technique of collecting data is a way that used by the researcher to get the data." In this research, the researcher will check the sentence construction of every text in English textbook and in students' essay about narrative text. The sentence construction is how the sentence is arranged and grammatically, such as simple past tense, past continuous tense, past perfect continuous tense, past perfect tense, and past future tense. So, the researcher checked the sentence structure of every text in English textbook and in students' essay narrative text, then it was rewritten in table made by the researcher. After checking it, the researcher calculated how many of the total percentage both of them. The researcher used the criteria of sentence construction to measure the score of every tenses in students' essay and text in English textbook. According to (Wood., 2001), the criteria of sentence construction can be seen:

Table 1. The Rubric Criteria of Sentence Construction

Rating of 5 (Strong)
The writing has an easy flow and rhythm when read aloud, sentences are well built, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable.
• Sentence structure reflects logic and sense, helping to show how ideas relate. Purposeful sentence beginnings guide the reader readily from one sentence to another.
• The writing sounds natural and fluent; it glides along with one sentence flowing effortlessly into the next.
• Sentences display an effective combination of power and grace.
• Variation in sentence structure and length adds interest to the text.
• Fragments, if used at all, work well.
• Dialogue, if used, sounds natural.
Rating of 3 (Developing)

The text hums along efficiently for the most part, though it, may lack a certain rhythm or grace. it tends to be more pleasant or businesslike than musical, more mechanical than fluid.

- The writer shows good control over simple sentence structure, more variable control over complex sentence structure.
- Sentences may not seem skillfully crafted or musical, but they are grammatical and solid. They hang together. They get the job done.
- The writer may tend to favor a particular pattern (e.g., subject-verb), but there is at least some variation in sentence length and structure (sentence beginnings are NOT all alike).
- The reader sometimes has to hunt for clues (e.g., connecting words like however, therefore, naturally, on the other hand, to be specific, for example, next, first of all, later, still, etc.) that show how one sentence leads into the next.
- Some parts of the text invite expressive oral reading; others may be a little stiff, choppy-or awkward. Overall, it's pretty easy to read this paper aloud if you practice.

Rating of 1 (Beginning)

The paper is difficult to follow or read aloud. Most sentences tend to be choppy, incomplete, rambling, or awkward; they need work. More than one of the following problems is likely to be evident:

- Sentences do not sound natural, the way someone might speak. Word patterns are often jarring or irregular, forcing the reader to pause or read over.
- Sentence structure tends to obscure meaning, rather than showing the reader how ideas relate.
- Word patterns are very monotonous (e.g., subject-verb, subject-verb-object). There is little or no real variety in length or structure.
- Sentences may be very choppy. Or, words may run together in one giant "sentence" linked by "and's" or other connectives.
- The text does not invite expressive oral reading.

To know how the result of percentage of students' who can apply sentence construction in their writing, the researcher used the percentage formula. The formula is below:

$$P = \frac{F}{N} \text{ X } 100\% \qquad (1)$$

Notes :

P : Percentage

F : Frequency

N : Number / Amount

FINDING AND DISCUSSION

Students' essay and English textbook were used to get the data in this research, which are focused on the sentence construction in it. It intended to present obtained-data in the form of the table covering the classification of sentence construction in English textbook and in students' essay. The type of sentence constructions which were divided into five: Simple Past Tense, Past Continuous Tense, Past Perfect Continuous Tense, Past Perfect Tense, and Past Future Tense. The next step of the research was analyze the students' writing which was done before the counting of the sentence construction. The result of this analysis presented in a table form to show the score of sentence construction on every text in English textbook and students' essay.

After doing the research and analyzing it, the researcher drew the result of the research into the table. The researcher identified the sentence construction into five groups namely simple past tense, past continuous tense, past perfect continuous tense, past perfect tense, and past future tense. The table below was the recapitulation of sentence construction in English textbook and in students' essay which classified based on the result made by textbook and students' essay.

Table 2. Recapitulation of Sentence Construction in English Textbook
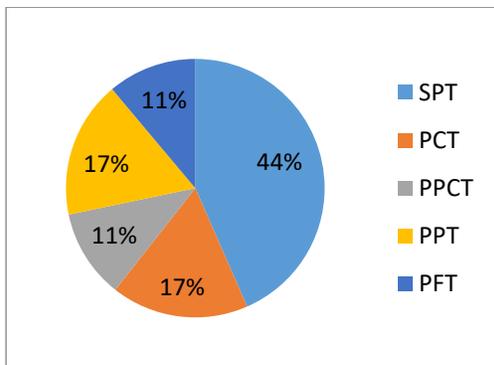
	SPT	PCT	PPCT	PPT	PFT
Text 1	5	1	1	1	1
Text 2	1	1	1	1	1
Text 3	5	1	1	1	1
Text 4	5	1	1	5	1
Text 5	1	1	1	1	1
Text 6	5	5	1	1	1
Text 7	5	1	1	1	1
Total	27	11	7	11	7
Total (N)		63			

Diagram 1.Diagram of Result of Sentence Construction in English Textbook

From both of the table above can explained that, the researcher found that there are 63 tenses from text one until text seven. There are 27 of simple past tense, 11 of past continuous tense, 7 of past perfect continuous tense, 11 of past perfect tense, and 7 of past future tense. In seven narrative texts found in the textbook entitled, "Global Warming", "Earthquakes", "The Enchanted Fish", "Bullying", "President Soekarno", The Last", "Ki Hajar Dewantara". There are 63 sentences found in the texts. First, the total number of simple past tense found were 27 with its percentage for 43%. Second, the total number of past continuous tense found were 11 with its percentage for 17%. Third, the total number of past perfect continuous tense found were 7 with its percentage for 11%. Next, the total number of past perfect tense found were 11 with its percentage for 17%. And the last, The total number of past future tense found were 7 with its percentage for 11%.

Table 3. Recapitulation of Sentence Construction in Students' Essay Narrative Text

Name of Students	SPT	PCT	PPCT	PPT	PFT
AB	5	1	1	1	1
AV	5	1	1	1	1
AM	5	1	1	1	1
AG	5	1	1	1	1
AP	5	1	5	1	1
CD	5	1	1	1	1
DA	5	1	1	1	1
EN	1	1	1	1	1
ES	5	1	1	1	1
FC	5	1	1	1	1
FA	5	1	1	1	1
FZ	5	5	1	5	1
FR	5	1	1	1	1
HK	5	5	1	1	5
I	5	1	1	1	1
IA	5	1	1	1	1
LI	5	1	1	1	1
MN	5	1	1	1	1
M	1	1	1	1	1
MI	5	1	1	1	1
NN	5	1	1	1	1
NP	5	1	1	1	1
NF	5	1	5	1	1
PK	5	1	1	1	1
RA	5	1	1	1	1
RF	5	1	1	1	1
RR	5	1	1	1	1
RM	5	1	1	1	1
RE	5	1	1	1	1
RO	5	1	1	5	1
SA	5	5	1	1	1
SE	5	1	1	1	1
SM	5	1	1	1	1
TS	5	1	1	1	1
TI	5	5	1	1	1
WL	5	1	1	1	1
Total	172	52	44	44	40
Total (N)	352				
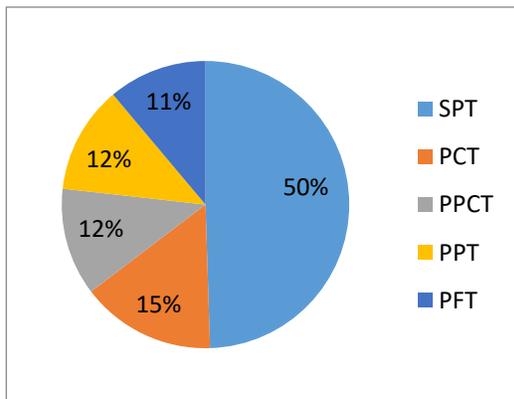
Diagram 2.Diagram of Result of Sentence Construction in Students' Essay

The table of percentage of the students' essay narrative text showed that the total of simple past tense is 172 with the percentage for 49%. Second, the total of past continuous tense is 52 with its percentage for 15%. Third, the total number of past perfect continuous tense is 44 with the percentage 12%. Next, the total number of past perfect tense is 44 with the percentage 12% and the total number of past future tense is 40 with its percentage 11%.

Table 4. The Example of Sentence
Construction in Students' Essay

Simple Past Tense
FZ   - MalinKundang effort to found a job, for help his mother. - When he got a job, his leader very like with him because he very dilligent. - He became to be a rich man. - His mom approached to him with shabby clothes. - When MalinKundang saw his mom, he not admitted her.

Past Continuous Tense
SK   - When she was sitting quietly came a fairy and then Cinderella told the elp that she wanted to go to the party.

Past Perfect Continuous Tense
NR   - Prince Raden Putra was so happy the had been looking for his wife everywhere.

Past Perfect Tense
RS   - Because since his father's childhood had died, his mother only worked odd jobs with small. - Finally, his mother met with Malin who had become a rich man.

Past Future Tense
HI   - The fairy said that she would help Ella.

Table 5. The Example of Sentence Construction in English Textbook

Simple Past Tense
Text 6- A doctor visited her everyday but Johnsywas not getting better. - One morning, the doctor spoketo Sue outside Johnsy's room. - She went into the work room and cried and then she swaggered into Johnsy's room with her drawing board, whistling ragtime. - Sue arranged her board and began drawing to illustrate a magazine story. - She heard a low sound, several times respected, she went quickly to the bedside. - She looked out of the window wondering what was there to count. - Sue found Behrman in his dimly lighted apartment sitting in his chair. - She pulled the shade down to the windowsill and mentioned Behrman into the other room. - When Sue awoke from an hour's sleep the next morning, she found Johnsy with dull. - The janitor found him the morning of the first day in his room downstairs helpless with pain.

Past Continuous Tense
Text 6- Sue was sketching a figure of a hero, and Idaho cowboy. - She was looking out the window and counting-counting backwards. - Johnsy was sleeping when they went upstairs.
Past Perfect Tense
Text 4- They should look forward to everyday of school and enjoy school life.

CONCLUSION

The researcher concluded that the sentence construction in English textbook and in students' essay have same the total percentage. The total percentage of sentence construction in English textbook and in students' essay showed that the result are 99%. It means that, the students' can apply sentence construction in their writing and sentence construction in all of the text in English textbook is good. The students can do the test because their knowledge before doing it, their studying and reading every text of the English textbook and their also studying about the various of text and one of them is narrative text. They know what is in a narrative text, start from the definition, generic structure of narrative text, and language features of narrative text.

Although they know about it, they still have difficulties in writing. For example in sentence construction on writing. In writing, not only write but must pay attention to the sentence construction such as subject, verb, object, prepositions, conjunctions, adverbs, pronouns, etc. It is a part of the sentence construction of language and it is very important on writing ability. And in this research, the researcher found that the students can understand the sentence construction on writing ability especially in writing a narrative text.

REFERENCES

Blanton, P. (2015). Textbook as a teaching tool. In *The Physics Teacher* (Vol. 39). https://doi.org/10.1119/1.1407136

CRESWELL, J. W. (n.d.). *EDUCATIONAL RESEARCH*.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2009). *How to Design and Evaluate Research in Education*.

Harmer, J. (2004). *How To Teach Writing*.

Miller, J. (2002). An Introduction to English Phonetics. *Phonetica*, *68*(1–2), 111–112. https://doi.org/10.1159/000328775

Polkinghorne, D. E. (2005). Language and meaning: Data collection in qualitative research. *Journal of Counseling Psychology*, *52*(2), 137–145. https://doi.org/10.1037/0022-0167.52.2.137

Wisniewska, H. (2013). Modern teaching materials: SWOT analysis of an ESP textbook. *International Conference. The Future of Education*, 1–4.

Wood., G. L. T. S. J. P. J. A. N. M. (2001). *Rubrics: A Handbook for Construction and Use*.

Www.vocabulary.com. (n.d.). *IMG_6686*.