Language Dimension and Grammar Components in Textbooks

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Abstract: This study aims to identify the language dimensions contained in textbooks. The language dimensions studied were viewed from the linguistic aspects which included phonological, morphological, syntactic, semantic, and discourse grammatical components. Various grammar components were formulated based on the Indonesian Grammar Model which was included in scientific or linguistics grammar, educational grammar models in pedagogical grammar, as well as studies on various grammatical dimension theories. This research was conducted in the frame of a qualitative approach using content analysis techniques on written discourses in the form of teaching materials with a focus on aspects of the grammatical components developed in Indonesian Junior High School textbooks. Through intensive reading and writing abstractions that identified the existence of grammatical forms, there were five aspects that were explicitly identified in the textbook, namely the grammatical, phonological, morphological, syntactic, and semantic components. Meanwhile, the grammar component of discourse was implicitly identified. Phonological aspects included the study of speech sounds, namely how sounds are produced (phonetic studies) and how sounds are symbolized (phonemic studies). Morphological aspects related to word formation both related to various morphological processes and word classes. Syntactic aspects included parts of sentence units, sentence functions, and sentence intonation, while semantic aspects related to aspects of meaning. Individually and simultaneously, aspects of the grammar component found were applications in building communicative competence. Standard aspects of pronunciation, form of word classes and fixation processes, arrangement of compound sentences or passive sentences, use of correct diction, use of cohesion in creating paragraphs, texts, and discourse were used to produce effective sentences in communication. The findings of the research are recommended in the context of developing and stabilizing educational grammar as well as being input in designing and preparing Indonesian textbooks.

1 INTRODUCTION

Some time ago, language lessons were faced with the choice of whether to focus on teaching the use of language or would focus on teaching the form of language '... or whether one learns to communicate in a second language by learning the lexicogramma; the words and grammatical structures, of the target language ... " (Gao, Celce-Murcia, & Larsen-Freeman, 2000). That is, opinions about how language teaching must be done to improve language skills must also be based on the fact that people who want to learn languages need information about the form of language, namely the form of words and grammar, and how to use the form of language in communication. Students will certainly choose and take the form of language needed to smoothly communicate.

In order to express or understand language, people will form a system that connects the language they hear with their meaning. Traditionally, it is referred to as language grammar (Waterhouse, Clark, & Clark, 1979). This agreement is understood as a rule that gives a prescriptive picture of what is considered as "correct grammar or rules". This understanding is what guides a person in finding sentences that are considered true. These elements have a very important role in the process of human thought and the expression of the results of his thinking in the form of language, both oral and written (Mahmudi, 2016).

The description of the agreement shows that grammar is a description and human cognition. This is in line with the views of philosophers and

linguists about the study of language itself "with the study of language, its structure and function". They argue that in language there is structure; and structure becomes a picture or law of how people think. This thinking is in line with Chomsky's opinion about LAD (Language Acquisation Device) that there is a set of rules in the human mind that controls people who speak or understand language. So, the rules of language or grammar are psychological facts in every human mind and there is mastery of those rules for functional use (Gao et al., 2000). Because grammar is the structure of language, the grammatical process is a procedure for people to express and understand language.

Murcia and Freeman formulated that the grammar in the language used included three levels, namely the morphological level (subsentential), the syntactic level (sentential), and the level of discourse (suprasentential) (Waterhouse et al., 1979). Clark and Clark add that the concept of grammar is a system that connects sound and meaning: "..... a system that relates sounds to meaning (Lubis, 1993). Besides, (Hartman &Stork,1972:22) asserted "A linguistic unit abstracted from a continuum of speech or text e.g. phone or phoneme as the smallest sound unit or morpheme as the smallest unit of grammar"(Masoer Pateda, 1991).

Chomsky added that in the 'grammatical rules' there are grammatical rules for handling three main aspects of language: phonology, syntax, and semantics. The rules contained in phonology are the sounds and their structure; the rules contained in syntax are the way words combine to form sentences, and the rules in semantics are the meaning of words and sentences. So, grammar is a three-dimensional engagement that is referred to by linguistics, namely (morpho) syntactic, semantic, and pragmatic which represent the dimensions of form, meaning, and dimensions of usage.

Based on the development of the grammatical concepts, the linguistic dimension in the language textbook can be determined. In addition to the scope of the linguistic dimension, aspects of grammar in Indonesian language textbooks also consider Indonesian grammar models and concepts of educational grammar. According to Yus Rusyana and Samsuri, the Indonesian grammar model was formed from various linguistic developments, namely: traditional grammar, structural grammar, transformational grammar, and functional grammar. These linguistic developments were applied in Indonesian studies and formed an Indonesian grammar model.

Traditional grammar applied in 'Indonesian Grammar' Sutan Takdir Alisyahbana (1981) includes the study of morphemes and forms of words (morphology), as well as sentence structure (syntax) (Rusyana & Samsuri, 1983). In addition, the study of words in the field of morphology discusses basic words, repeated words, and compound words (Rusyana & Samsuri, 1983). The division of Indonesian sentences according to traditional grammar is (a) single sentences and compound sentences, (b) equivalent compound sentences and multilevel compound sentences, (c) densely compound sentences, (d) predicated sentences with verbs and predicates without verbs, (e) sentence based on content: news, question, order, exclamation, (f) sentence based on clause relation. Sentences are defined as the smallest set of words that contain complete thoughts (Rusyana & Samsuri, 1983).

Structural Grammar in Slamet Mulyana's Indonesian Language Rules (1961) includes the classification of words, word structure and structure of phrases and sentences (Rusyana & Samsuri, 1983). The grammar model is built based on its structure which is analyzed based on its segments and distribution (Masoer Pateda, 1991). Gorys Keraf divides the structural grammar outline consisting of (a) phonology, (b) determination of word types, (c) formation of words, (d) formation of phrases, and (e) formation of sentences.

Transformational generative grammar was pioneered by Noam Chomsky with the Syntactic Structure in 1957. According to Samsuri (1985), examples of the application of transformational views are found in Indonesian Sentences (Masoer Pateda, 1991). Transformation analysis confirms the existence of certain grammatical rules that are comprehensive and can produce grammatical sentences and involve meaning in grammatical analysis of language (Alwasilah, 1993). Grammar consists of three components: (1) syntactic component, (2) semantic component, (3) phonological component. So, it does not only give sentence structure but also give an explanation of the mechanism of sentence formation as a structure born from an inner structure.

Functional grammar regards syntax as a system based on semantics. The main characteristic of functional grammar is to give an important role at the semantic, syntactic, and pragmatic level (Masoer Pateda, 1991), and is intended to explain how language is used (Halliday). Every element in a language is explained in terms of its function in the whole language system (Castro & Halliday, 1995). The application of grammar from various

developments in linguistic flow is not all determined as a grammatical model in language teaching. Spolsky (1978: 1-2), as Kaplan and Grabe put it, includes grammar for teaching as part of applied linguistics (Kaplan & Grabe, 1991).

Walls in Els, et al. (1977: 25) asserts "applied linguistics refers to the use of language teachers of the findings of the linguist '. For example the development of language forms exercises that are decontextualized in the context of sentences and discourse (Tomlinson, 2007).

According to Murcia-Freeman, educational grammar intended for teachers is eclectic (Gao et al., 2000). The foundations of linguistics that are considered suitable for developing educational grammar are traditional linguistics, structural linguistics, and transformational linguistics (Nurhadi, 1995). The Indonesian grammar model is arranged according to a terms of reference in the form of Indonesian grammar guidelines written by Indonesian grammar to express the characteristics and rules of the Indonesian language (Rusyana & Samsuri, 1983). Language level includes phonology, morphology, syntax, and semantics (Lestari, 2015). So, the level of analysis of grammar figures in Indonesian junior high school textbooks is seen in all aspects of the scope of education after the grammar of education includes the rules in the phonology component, morphological component, syntactic component, and discourse component.

Phonology is defined as a branch of linguistics that identifies the basic units of language as sound (Verhaar, 2010). Phonological aspects include the study of speech sounds, namely how sounds are produced (phonetic studies), and how sounds are symbolized. With symbolism, meaning can be distinguished in the form of pronunciation and in the form of grapheme (phonemic studies). Phonetic science deals with the relationships formed between language sounds and syllables, stress groups, pause groups, and rhetorical periods that form phonological hierarchy. (Pike, 1982), while phonemic analysis deals with phonemes, graphemes and suprasegmentals. Sounds in Indonesian are also familiar with diphthongs and consonant groups, also have suprasegmental characteristics in the form of pressure, sound length, and tone (Alwi, 1998). Phonemic transcriptions of Indonesian sounds are symbolized in Indonesian graphemes and spellings.

Morphology, also called 'the study of form', is a branch of linguistics that identifies the basic units of language as grammatical units. In grammatical hierarchy, morphological studies include morphemes and words (Verhaar, 2010). … *The following are some of the entries that deal with aspects of morphology : morpheme, root and stem, affix, grammar units, word classes, noun, pronoun, adjective, deteminer, verb, preposition, conjunction, adverb, interjection*' (Stern, 2001). that study the intricacies of word forms as well as grammatical and semantic functions resulting from changes in the form of words (Ramlan, 1983). Through various morphological processes, namely: zero deviation, affixation, reduplication, abrevation, composition (combination) (Kridalaksana, 2010) which forms certain grammatical meanings and forms part of speech according to their grammatical meaning, such as verbs, adjectives, nouns, pronouns, numeralia, adverbs, interrogativa, demonstrative, articulation, prepositions, conjunctions, phatic categories, and interjection (Kridalaksana, 2005).

Syntax deals with grammatical structures that deal with grammar between words, in speech; it means to discuss grammatical relationships between words in sentences (Kridalaksana, 2005). In addition, the grammatical structure of sentences in the syntactic structure is also built by the syntactic tool such as intonation (Kridalaksana, 2005). Intonation in speech takes the form of declarative, interrogative, and imperative sentences, as well as intonation in topic-comment relations (Halim, 1974). Meanwhile, various grammatical relationships of Indonesian sentences produce classifications of basic sentences, active-passive sentences, single-compound sentences, direct-indirect sentences, transitive-intransitive sentences, verb-nonverb sentences, major sentences of minor sentences (Alwi, 1998). Inaccuracies that interfere with grammar can produce ineffective sentences. Various forms due to errors (a) impractical thought, (b) diction, and (3) due to spelling mistakes (Sugono, 2009) which can be judged as ineffective sentences other than errors in the preparation of sentences that are not grammatical.

Semantics with the meaning as the object, is in all levels, namely in the phonological, morphological, and syntactic levels. (Chaer, 2010). According to Tagmemics, (Pike & Pike, 1977) the hierarchy of meaning explains levels of meaning within grammatical levels (Soepamo, 2002). In morphology, it has morphological semantics and in syntax it has syntactic semantics (Mansoer Pateda, 2010). Semantic in the strict sense (Tarigan, 2009) relates to the study of various types of meanings, the relationship of meanings, and changes in meaning. Types of meanings include lexical-grammatical meaning, denotation-connotation meaning, conceptual meaning, association meaning,

referential meaning, as well as the meaning of expressions and proverbs. Interrelationship refers to synonymy, antonymy, hyponymy, homonymy, polysemy, and ambiguous meanings. Changes in meaning regarding the expansion of meaning and weaken / narrow the meaning (Mansoer Pateda, 2010). Various uses of various types and relationships of meaning and function in the Indonesian language with regard to strategies to expand vocabulary and selection of words that are appropriate to the function, meaning, and accuracy of using words (diction).

Discourse is the most complete set of languages, is higher than clauses and sentences, has good cohesion and coherence, has clear and continuous beginning and end, and can be delivered verbally or in writing. Discourse depends on the integrity of the elements of meaning and the context that surrounds it (HP, 2012). To create a discourse that has complete unity there must be a close relationship. According to Halliday (1976) the relationship forming the discourse is a marker of texture. Texture is something that shows something that binds between sentences so that it becomes a discourse or text. The texture is characterized by close (cohesive) or integrated relations formed by (a) references, (b) substitution, (c) ellipses, (d) conjunctions, and (e) Iexical. Discourse analysis also discusses the background of a speech (text) as a complete language unit. Furthermore, Teun A Van Dijk explained that the study of discourse or discourse was related to the text and context. Gillian Brown mentioned that every approach to analysis in linguistics that includes consideration of context includes the pragmatic field.

Pragmatics examines discourse accompanied by speech background (text) (Brown & Yule, 1996). Included in pragmatic studies are word acts relating to the principle of conversation, also studies of politeness (Tarigan, 2008). Discourse analysis that starts from the aspect of language function or examines what language is used like language function to express (transactional function) and language function involved in expressing social relations and personal attitudes (interactional function) (Tarigan, 2008). In the view of Gillian Brown and George Yule, discourse analysis departs in terms of language function; Discourse analysis involves language functions. Based on the responses of speech partners, it is classified into transactional and interactional discourse. Based on the presentation it is classified on various forms of composition such as narrative, expository, descriptive, and procedural discourse (Kushartanti, Yuwono, & Multamia, 2005). Thus, the discourse component covers the conditions of discourse / conditions of

harmony between elements, both form relationships (cohesion) and relationships of meaning (coherence), relations in discourse can be formed by reference, substitution, ellipse, conjunction, and lexical; and pragmatics of language.

2 METHODOLOGY

This research was designed within the framework of a qualitative approach. Research into grammar dimensions in this textbook is approached in the context of finding (context of discovery) on patterns of grammatical dimensions not approached for context of verification. According to Miller and Brewer, content analysis is the process of describing and analyzing text, and to present its contents through 'enumeration' and the calculation of word frequency and qualitative assessment of words and terms used (Miller & Brewer, 2003). Content analysis relates to a systematic review of a record or document (Sing, 2006). Also, it is an intellectual process in categorizing the same textual data or conceptual categories to identify consistent patterns and relationships between variables or themes (Julian, 2008).

This research method uses qualitative content analysis techniques, namely to understand the symbolic messages of an object of research. This method analyzes data as symbolic communication (Krippendorf, 2008). Basically, it is empirically oriented, explanatory, related to symptoms, and predictive in nature. This study was designed with stages (a) establishing focus, (b) formulating the problem by submitting research questions, (c) collecting data, (d) analyzing and interpreting the data (Emzir, 2010).

Analyzing data as symbolic units is carried out on symbolic messages in the form of grammatical aspects in Indonesian textbooks. The content and communication aspects of grammar will be categorized and classified.

Operationally, this research uses the basic principles of content analysis as stated by Mayring (Mayring, 2011) with step (1) establishing as the focus of the study; (2) asking research questions; (3) explains aspects in the linguistic dimension studied based on relevant theories; (4); make categories from each research sub-focus; (5) encode data in the form of text / discourse analysis based on research sub-focus; (6) revising and conducting checks, theories and methods related to data validity, (7) analyzing research data while conducting data validity; (8) integrating the results of research analysis.

3   FINDINGS AND DISCUSSION

3.1   Phonology aspects

Phonological aspects in Indonesian junior high school textbooks include phonetic aspects (48.72%) and phonemic aspects (51.28%). Information on segmental phonetic aspects was obtained including phonics (vowels, consonants, diphthongs, consonant groups) 47.37%, syllables 21.05% and suprasegmental 31.58%. Information on phonemic aspects related to standard pronunciation is 65%, and grapheme is 35%. Of the three phonetic aspects that are widely presented in Indonesian junior high school textbooks are segmental aspects in the form of vowels, consonants, diphthongs, and consonant groups. The pronunciation is related to the articulation and clarity of the pronunciation of vowels, consonants, diphthongs, and consonant groups. The emphasis of the phonemic aspect is how the sounds distinguish meaning. Data on phonemic aspects in Indonesian junior high school textbooks emphasize the standard pronunciation and grapheme.

With the findings of the data, phonemic aspects were developed as much as 51.28%, explaining that in Indonesian junior high school textbooks phonemic problems, especially standard pronunciation, were more emphasized. There seems to be a high level of awareness for the authors of the book, the importance of ability, mastery and standard pronunciation skills in language. The standard pronunciation is related to the pronunciation that considers the presence or absence of differences in meaning due to pronunciation. Incorrect pronunciation will cause a response to the interlocutor so that communication is disrupted, and in written communication will cause graphological errors that have an impact on writing letters or graphemes.

3.2   Aspek Morfologi

Morphological aspects in Indonesian junior high school textbooks are mostly related to morphological processes which include affixation (42.37%), reduplication (3.39%), composition (1.69%), abbreviations (6.78%), and classes words (45.76%). The affixation process can also be seen as a creative process in language. The resulting formed words are mostly intended for the formation of certain word classes. The findings data show a lot of affixation processes that appear, namely affixes *me*-(N) to form verb / work and confix word classes (*pe*-

an), and confix (*ke-an*) to form noun / noun word classes. Other formation results are also obtained from the use of the affixes *me*-(N) related to the formation of the class of verbs (transitive / intransitive).

Overall, the findings of the morphological aspects were emphasized on the formation of word classes (45.76%) followed by affixation (42.37%). This seems to be considered important to be presented and is more emphasized than other aspects of morphology. It is hoped that by mastering aspects of word class formation through the process of affixation students will be trained to creatively form new words based on existing basic words.

3.3   Aspek Sintaksis

The syntactic aspects in Indonesian junior high school textbooks include sentence parts, sentence functions, sentence intonation, and effective sentences. The findings of this study indicate the syntactic aspects presented in Indonesian Junior High School textbooks include sentence parts (syntactic units), sentence functions, and sentence intonation. Language units fill in the syntax functions of sentences which include phrases (3.03%), clauses (15.15%) and sentences (81.82%). Furthermore, sentences include 48.15% compound sentences, 29.63% passive active sentences, 14.81% verbal / non verbal sentences, and 4.41% transitive / intransitive sentences. So, syntactic units of language sentences that fill sentence part 35.87% is the most syntactic aspect that appears. Meanwhile, the least syntactic aspect that appears is the sentence function 10.87%.

The syntactic units in question are phrases, clauses and sentences. From the three syntactic units, the Findings showed 82.76% explained the syntactical unit in the form of sentences including the structure of sentence structure (single / compound), active / passive sentences, verbal / nonverbal sentences, transitive verbal sentences and intransitive verbal sentences. Compound sentences that indicate equality and grading, and conjunctors that state the meaning of adding, adding or combining meaning, are detailed in the book. Regarding the types of sentences in the form of a single sentence, both positive and negative forms as well as active and passive sentences is also presented in the book. The data shows material exposure about the use of the "no" negation form, for the verb predicate or the adjective predicate and the "no" negation form for expressing nouns or objects. Furthermore, the findings about active

sentences are also presented material with verbs predicate markers beginning with *me-* and passive sentences with verbs predicate markers beginning with *di-*.

The finding of the sentence part with regard to the syntactic unit of the sentence is more dominant (35.87%) than the aspects of the syntax function, sentence intonation, and effective sentence. There are data findings of sentence syntax units as the most findings, followed by many findings about sentence intonation as a study of syntax tools (33, 70%). This showed in the creativity of composing sentences also take into account the type of sentence based on intonation / sentence mode. This means that the sentence is an important aspect both in terms of structure and type.

3.4 Aspek Semantik

Semantic aspects in Indonesian junior high school textbooks include the types of meanings (29.37%), the relationship of meaning (17.57%), diction (50%), and shifts and changes in meaning (2.70%). The finding data about the types of meanings included lexical / grammatical 13.64%, connotation / denotation meaning 4.55%, contextual meaning 4.55%, term meaning 31.82%, and utterance meaning / proverb 45.55%. Semantic aspects of the types of meaning are found lexical words and terms in the dictionary, the meaning of words as terms of absorption elements, the use of speech in proverbs and expressions. Aspects of the meaning of the relationship found meaning synonyms 46.15%, antonyms 23.08%, homonyms 15.38%, and polysemous 15.38%.

In the book the term material is given to students a lot (31.82%) which is expected that students explore and explore the meanings / terms then compared with the meanings in the dictionary intended to expand the vocabulary. The meanings of idioms / dominant proverbs are explained in Indonesian junior high school textbooks in the form of meanings contained in metaphors.

Data findings about the relationship of meaning in the Junior High School Indonesian Language textbooks include synonymy, antonym, homonym and polysemous. The most dominant synonymy data findings developed (46.15%) are assumed to assist students in mastering and developing the ability to understand and use vocabulary in the context of understanding several related meanings.

The finding of diction aspect in semantic aspect was the most dominant (50.00%). The diction or choice of words found in the Indonesian textbooks

for junior high school is related to the choice of words based on the types of meanings, the relationship of meanings and changes in meaning, as well as choices that meet the principles of appropriateness in the use of sentences, harmony, as well as those that support the politeness of language in communication. It can be interpreted that the word choice material leads to the focus of vocabulary development.

3.5 Discourse aspects

Aspects of discourse in Indonesian junior high school textbooks include coherence and paragraph development (61.19%), types of discourse (19.40%), and pragmatic discourse (19.40%). The development of discourse by paying attention to these three aspects creates communicative language use. The findings of cohesion and coherence aspects include a reference of 7.32%, conjunction 26.83%, and paragraph 65.85%. The findings of the cohesion aspect are intended as a form of cohesion, and coherence is interpreted as a form of integrity of meaning (proposition). Data on cohesion and coherence are extracted through grammatical markers (references, substitution, ellipsis, and conjunctions) and lexical markers.

Data regarding types of discourse obtained information that the type of discourse was 61.54%, composition 23.08%, and type of announcement text 15.38%. Pragmatic data discourse found politeness aspects namely communicative language which is a language that is easily understood 90% and the principle of cooperation 10%.

The language politeness as the most pragmatic aspect is described in discourse material (90, 00%). Pragmatic phenomena in the discourse presented in the book do not appear as explicit figures, such as in the form of communicative and interactive dialogue or speech.

4 CONCLUSIONS

The grammatical aspects of the Indonesian Junior High School Textbook include phonology, morphology, syntax, discourse, and semantic components. From these two aspects of phonology the emphasis is on standard pronunciation. The material on this pronunciation is considered important because improper pronunciation will cause a response to the interlocutor so that communication is disrupted, and in written communication will cause graphological errors. The

emphasis of morphological aspects in Indonesian junior high school textbooks is on the formation of words and word classes with morphological processes, especially affixation. The most common word classes are verbs and nouns.

Among the syntactic units of words, phrases, clauses and sentences, the sentence is an aspect of the syntactic unit that is commonly found in Indonesian junior high school. Sentence structure, changing sentence structure, including active sentences to passive and vice versa, are many found in Indonesian junior high school. The semantic aspect concerns the lexical and grammatical meaning of lexical meanings; the emphasis is on word choice (diction).

Aspects of discourse that are found in Indonesian Junior High School are cohesion and coherence and pragmatics of discourse. In terms of cohesion and coherence, there are many markers of discourse cohesion, such as conjunction, referral, substitution, and ellipsis. Pragmatic findings of discourse, the emphasis is on politeness of language that is adapted to the context of the situation where the communication process takes place.

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