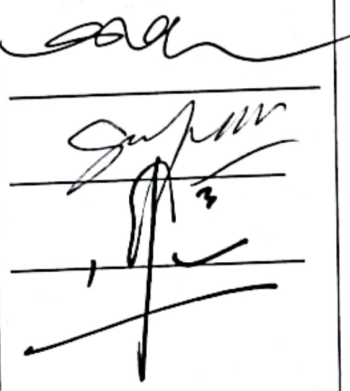


# ACCEPTANCE

This thesis has been examined on Tuesday, April 17<sup>th</sup> 2012


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The writer is fully responsible for the content of the thesis.

Jakarta, March 2012

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*An Analysis of Grammatical Structures in English On Sky and Real Time  
Textbooks of Seventh Grade Student's in Relation to Krashen's Natural Order  
Hypothesis*

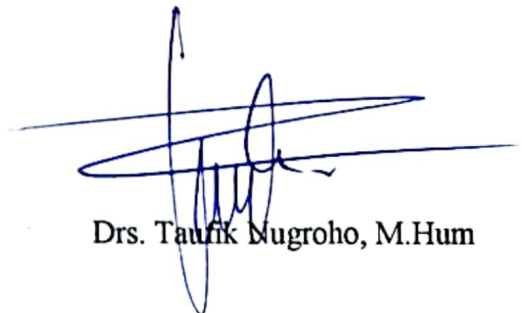
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## ABSTRACT

- A. Ferawaty Puspitorini, NPM : 2009747949
- B. An Analysis of Grammatical Structures in English on Sky and Real Time Textbooks of Seventh Grade Student's in Relation to Krashen's Natural Order Hypothesis.
- C. Vii + 5 Bab + 88 halaman
- D. Keywords : Grammatical structures, sequences, language acquisition, Learning, natural order hypothesis.
- E. This thesis analyzes grammatical sequence in textbooks used by junior high school, English On Sky and Real Time. The reason why this topic is chosen since the curiosity demands to know whether the textbooks used in school is in logical order or not in terms of grammatical structure. The problem discussed is how grammatical structures in English On Sky and Real Time are sequenced in relation to Krashen's Natural Order Hypothesis. In order to find out the answer, theory by Krashen, Natural Order Hypothesis, is used. From the analysis, it is found that the sequence in Natural Order Hypothesis proposed by Krashen. The students learn the grammatical structures from the easier to the complicated one.

### F. Daftar Pustaka :

1. 25 books ( from 1998 until 2001 )
2. 2 Internet

### G. Pembimbing :

1. Prof. Dr. Basuki Suhardi
2. Drs. Taufik Nugroho, M.Hum

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*"The pessimist sees difficulty in every opportunity. The optimist sees opportunity in every difficulty."*

( Winston Churchil )

*I would like to dedicate this thesis to the love of my life - my parents, my husband and my only son, friends and everybody whom I love. Without your love and affection for these four semester i would never finish this thesis.*

*Love you !*



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## CHAPTER I

### INTRODUCTION

#### **A. Background of the Problem**

English language is used mainly to communicate among countries in the world. It is used to exchange information in economics, politics, education and others important aspects. In Indonesia English has an important role that is to be the foreign language. Since it is a foreign language, English is only taught in schools or in other educational institutional such as English courses. The community do not use English as a means of communication, therefore, access to this language is limited.

In English classroom, a textbook is one of the media for students to learn English. The students learn English grammars and skills from the book as the source. Additionally, they learn how to use the language in a context. An English textbook has an important role in the classroom.

Whether one believes that textbooks are too inflexible and biased to be used directly as instructional material or that they actually help teaching and learning, there can be no denying the fact that textbooks still maintain enormous popularity and are most definitely here to stay. It is important to remember, however, that since the 1970's there has been a movement to make learners the center of language instruction and it is probably best to view textbooks as resources in achieving aims and objectives that have already been set in terms of learner needs. Moreover, they should not necessarily determine

the aims themselves (components of teaching and learning) or become the aims but they should always be at the service of the teachers and learners (Brown, 1995).

Consequently, we must make every effort to establish and apply a wide variety of relevant and contextually appropriate criteria for the evaluation of the textbooks that we use in our language classrooms. We should also ensure "that careful selection is made, and that the materials selected closely reflect [the needs of the learners and] the aims, methods, and values of the teaching program." (Cunningsworth, 1995 p.7).

Sheldon (1988) has offered several other reasons for textbook evaluation. He suggests that the selection of an ELT textbook often signals an important administrative and educational decision in which there is considerable professional, financial, or even political investment. A thorough evaluation, therefore, would enable the managerial and teaching staff of a specific institution or organization to discriminate between all of the available textbooks on the market.

Moreover, it would provide for a sense of familiarity with a book's content thus assisting educators in identifying the particular strengths and weaknesses in textbooks already in use. This would go a long way, in ultimately assisting teachers to explicit a book's strong points to a maximum and to recognize the shortcomings of certain exercises, tasks, and entire texts.

One additional reason for textbook evaluation is the fact that it can be very useful in teacher development and professional growth. Cunningsworth

(1995) and Ellis (1997) suggest that textbook evaluation helps teachers move beyond impressionistic assessments and it helps them to acquire useful, accurate, systematic, and contextual insights into the overall nature of textbook material.

Textbook evaluation, therefore, can potentially be a particularly worthwhile means of conducting action research as well as a form of professional empowerment and improvement. Similarly, textbook evaluation can also be a valuable component of teacher training programs for it serves the dual purpose of making student teachers aware of important features to look for in textbooks while familiarizing them with a wide range of published language instruction materials.

In Indonesia, English textbook for junior high school students is based on school – based curriculum dealing with four skills; listening, speaking, reading, and writing, and components; vocabulary, spelling, grammar, and pronunciation. Those skills and components are learned by the students in the class through a textbook.

One of the language components discussed in English textbook is grammar. According to Rackham, grammar is a tool that can enhance creativity not stifle it. Grammar is not only a valuable tool for creative writing but also wonderful aid for teaching. Grammar is a rule for forming words and making sentences. It is very important to convey the meaning of the sentences, so that the message of the sentence can be delivered correctly ( “18” ). Grammar is needed to comprehend and to produce a language.

According to Krashen, second language learners acquire the rules of a language or grammar in a predictable sequence. They add that even though some of the rules in a language are easy for the learners to memorize, these rules are often the most difficult aspect for the learner to acquire ( “26 – 29” ). Referring to the theory, students acquire certain grammatical structures early such as –ing ( progressive ), plural and to be, and other grammatical structures later such as third person singular ( “ –s” ) and possessive ( “-s” ).

There are two English textbooks that provide grammar for junior high school in learning English are *English On Sky and Real Time*. The English On Sky book consists of 230 pages with 8 units. It has description of the skills and language components. Each unit consists of 2 until 5 grammatical items that are connected to the topic. Each grammatical item is provided in table for an explanation. There are grammar exercises for students and grammar reviews in every two units. The Real Time book consists of 138 pages with 8 units. Each unit consists of 2 until 4 grammatical items that are connected to the topic. Each grammatical item is provided in table for an explanation. There are also grammar exercises for students.

This research focuses on how the grammatical structures in English On Sky and Real Time are sequenced in relation to Natural Order Hypothesis proposed by Krashen. The grammar sequence proposed by Krashen which is Natural Order Hypothesis is –ing ( “progressive” ), plural –s, to be, irregular past, auxiliary ( “progressive” ), article, regular past, 3<sup>rd</sup> person singular ( “-s” ), and possessive ( “-s” ).

## **B. Identification of the Problem**

This research tries to analyze the grammar content of English textbook for Junior High school students. This research is intended to find out the following questions :

1. Do the textbooks organize in a clear, logical and coherent manner ?
2. Do the textbooks reflect their content topic based on structural functional syllabus ?
3. Do the textbooks motivate the students to learn the English language ?
4. Do the textbooks reinforce specific grammatical structure ?
5. Do the textbooks provide communicative group competence ?
6. Do the textbooks tasks dealing with integrate four language skills ?

## **C. Limitation of the Problem**

The research analyze English On Sky and Real Time book for junior high school first grade students. The analysis starting from the first unit until the last unit is to find the sequence of grammatical structures in the textbook related to Natural Order Hypothesis proposed by Krashen. In analyzing the textbooks, the research uses Order of Grammatical Structures from Natural Order Hypothesis proposed by Krashen to find out how grammatical structures in English On Sky and Real Time are sequenced.

## **D. Research Questions**

The research questions for this study can be formulated as follow :



1. How are grammatical structures in English On Sky sequenced in relation to Natural Order Hypothesis proposed by Krashen ?
2. How are grammatical structures in Real Time sequenced in relation to Natural Order Hypothesis proposed by Krashen ?
3. How are grammatical structure in English On Sky and Real Time sequenced in relation to Natural Order Hypothesis proposed by Krashen ?

#### **.E. Objectives of the Study**

The objectives of the research are to investigate:

1. The sequence of grammatical structure in English On Sky in relation to Natural Order Hypothesis proposed by Krashen.
2. The sequence of grammatical structure in Real Time in relation to Natural Order Hypothesis proposed by Krashen.
3. The sequence of grammatical structure between English On Sky and Real Time textbooks in relation to Natural Hypothesis proposed by Krashen.

#### **F. Use of the Study**

This study may have a benefit as it offers a significant contribution to the language learning and teaching. Thus, the results of the study can be beneficial seen from two points of view : ( 1 ) theoretical point of view, it introduces the second language acquisition prepared by Krashen and the implementation in classroom practices which is prepared by Terrel. That is, the

teaching a language through communicative practice in real situation using the language for specific function. (2 ) practical point of view, it is practically valuable for teachers and students in the process of language teaching in order to achieve a target language material. This study also introduces theory of Natural Order Hypothesis by Krashen in teaching grammatical structures. Moreover, it gives influence in attempting to understand the nature of grammatical developmental sequences.

### **G. Organization of the study**

To be organized, this research is presented in five chapters. Chapter one serves as introduction, which comprises background, identification of the problems, limitation of the problems, statement of the problems, objective of the research, benefits of the research and significance of the study. Chapter two is concerned with theoretical review, frame of thinking and hypothesis. In the theoretical review definition of grammar and textbook. Chapter three deals with research methodology, explaining in detail the ways of conducting the research. Along with mentioning the methods in detail, it consists of place and time of the research, method of research, population and sample, technique of data collection, instrument of the research, technique of analyzing data and research hypothesis. Chapter four is related to research findings, which cover the characteristics of respondents, the description of data, the requirement test for the data, the hypothesis testing and the interpretation of the research. Finally, this

research is ended with chapter five serving as conclusion, implication and suggestion.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

In this chapter, there is an overview on the theory of Natural Order Hypothesis by Krashen. The definition of grammar and textbook is also described.

#### **A. Definition of Grammar**

According to Thornbury, Grammar is partly the study of what forms or structures are possible in a language ( 1-2 ). Therefore, a grammar is a description of the rules that govern how sentences are formed. In other words, grammar is a process for making a speaker's or writer's meaning clear when contextual information lacking.

According to David Crystal, Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. And it can help everyone--not only teachers of English, but teachers of anything, for all teaching is ultimately a matter of getting to grips with meaning ( 2004 ).

#### **B. Grammar Sequence in Natural Order Hypothesis by Krashen**

Natural Approach is a method of language teaching developed by Krashen and Terrel. It tells theoretical review of second language acquisition prepared by Krashen and the implementation in classroom practices which is prepared by Terrel. Both of them have indicate that Natural approach is a traditional way of teaching second language, that is, the teaching a language through communicative practice in real situation using the language for specific function ( 7 ).

The term traditional in this approach refers to the way to acquire the second language directly or without recourse to the native language and without instruction in its grammar like the way people have traditionally acquired languages. The theory is generally referred to as Krashen's Second Language Acquisition Theory. There are five main hypotheses, which are :

#### 1.The Acquisition / Learning Hypothesis

This hypothesis proposes that adults have two distinctive ways of developing competence in second or foreign languages. The first way is language acquisition, that is, by using language for a real communication. Language acquisition is the natural way to develop linguistic ability, and is subconscious process; children for example are not aware that they are acquiring language; they are only aware that they are communicating. The second way is by language learning. It knows about language or formal knowledge of language. It is conscious process (26).

## 2. The Natural Order Hypothesis

According to Krashen, Natural Order Hypothesis that grammatical structures are acquired ( not necessarily learned ) in a predictable order. It states that there are similarities across acquires; certain structures will tend to be acquired early, while others will tend to be acquired late. It allows the possibility that structures may be acquired in groups, several at about the same time (27-29).

One of the best studied parts of grammar in language of grammar in language acquisition is English morphology. It is well – established finding that there exists a natural order for the acquisition of English morphology for children acquiring English as a first language. Brown discovered that children tend to acquire certain grammatical morphemes relatively early and certain others relatively late. For example, the progressive tense marker –ing, as in He is going to work and the plural –s, as in two hats, are usually among the first morphemes acquired by children. He goes to work everyday at nine, and the ‘s possessive marker as in the sentence It is John’s hat. The late morphemes come after the first morphemes which have been acquired before.

To illustrate the points made above about individual variation and the possibility that some morphemes came in groups is that first child acquires –ing a bit before the plural marker, and the second child acquires these two in the opposite order. The third child acquires a third person singular or possessive morpheme before –ing or plural.

The Natural Order Hypothesis has been conducted for a variety of structures in child first language acquisition. Brown charted the growth of

fourteen grammatical morphemes over time in three children ( a longitudinal study ) and found striking similarities in order of acquisition. Brown also concluded that his result was consistent with other researchers' results (28).

Jill and Peter de Villiers confirm that the same similarities hold when children are studied cross – sectionally, that is, the difficulty order is similar to the acquisition order. In their study, they confirmed that those items that children tend to get right more often were the same structures that Brown found were acquired early in his longitudinal research ( 29 ).

An important subsequent discovery was that children acquiring English as a second language showed a natural order for grammatical morphemes. In a series of studies, Dulay and Burt reported that children acquiring English as a second language in different parts of the United States and with different first languages ( Chinese and Spanish ), showed a remarkably similar difficulty order for grammatical morphemes ( 29 ).

The finding tells that adults show a natural order of grammatical morphemes. The order of acquisition for second language is not exactly the same as the order of acquisition for first language but there are some clear similarities. Table One presents an average order of child and adult second language acquisition, and shows how the first language differs. This average order is derived from an analysis of empirical studies of second language acquisition in a 1981 study by Krashen :



Average Order of Acquisition of Grammatical Morphemes for English as a Second Language ( Children and Adults )	
1 <sup>st</sup> Group	ING ( progressive )  PLURAL  COPULA ( to be )
2 <sup>nd</sup> Group	IRREGULAR PAST  AUXILIARY ( Progressive )
3 <sup>rd</sup> Group	<b>ARTICLE ( a, the )</b>  <b>REGULAR PAST</b>  <b>III SINGULAR ( -s )</b>  <b>POSSESSIVE ( -s )</b>

According to Krashen, this order is found when the subjects use the L2 in light monitoring situations; thus, it can not be found in students' answers to formal grammar test questions, when the 3<sup>rd</sup> person singular, for example, it is reproduced correctly at quite an early stage. This order is used for children or students when they are 11 until 15 years old.

### 3. The Monitor Hypothesis

It states that conscious learning has a limited function in adult second language performance. It can only be used as a monitor, or an editor. When students produce utterance in a second language, the utterance is initiated by

the acquired system, and students' conscious learning comes into play later. Students can use the monitor to make changes in their utterance after the utterance has been generated by the acquired system. This happened before students speak or write, or it happens after. When it happens after the utterance has been produced, it is called self – repair ( 30 ).

#### 4.The Input Hypothesis

It states that students acquire language by understanding input that is a little beyond students current level of acquired competence. An acquirer can move from a stage  $I$  ( where  $i$  is the acquirer's current level of competence ) to a stage  $i + I$  ( the stage following  $i$  along some natural order ) by understanding language containing  $i + I$  ( 32 – 34 ).

#### 5. The Affective Filter Hypothesis

It states that attitudinal or affective variables relating to success in second language acquisition relate directly to language acquisition and not to language learning. It proposes that acquires with a low affective filter seek and receive more input, interact with confidence, and are more receptive to the input they receive. Anxious acquires have a high affective filter which prevents acquisition from taking place ( 38 ).

#### 6.The Reading Hypothesis

This hypothesis basically states that the more we read in a SL the greater our vocabulary will be.

### **C. Definition of Textbook**

In English, language teaching in Indonesia where the students may have limited or no contact with native speakers, the source of teaching and learning process mainly comes from teachers and textbooks. Kim and Hall ( 2002 : 3 ) state that textbook plays an important role in English Language Teaching ( ELT ), particularly in the English as a foreign language ( EFL ) classroom where it provides the primary form of linguistic input. They also add that textbook can also be used as a tool to initiate learning activities both the teachers and the students. Since textbook holds important functions in language teaching, it should provide learners with the access of an extended usage of the target language.

Giroux explains that book is essential as teacher's role in the classroom. Book is a backbone of the materials. It is the media of subjects that students learn and apply their thinking abilities through knowledge and activities. By using the data and materials, students get a deeper understanding of the basic ideas that drive theories of the discipline ( 102 ).

The same opinion comes from Brown about textbook. Students often feel more positive about textbook than some teachers. For them, the textbook is reassuring. It allows them to look forward and back, to give them a chance to prepare for what is coming and reviews what they have done. Now that, books

tend to be much more colorful than in the old days, students enjoy looking at the visual material in front of them ( 117 ).

Then, the sequence of subject in a textbook influences how the students learn it. Krashen proposes that the students or second language learners acquire the rule of a language or grammatical in a predictable sequence or order ( 26 – 29 ). It states that the English textbook should have a natural sequence of subject or lesson so that the students could comprehend and learn easily.

Moreover, it is not only students but also teachers need a textbook. For teachers, textbooks have many advantages. In the first place, textbooks have a consistent syllabus and vocabulary will have chosen with care. Good textbooks have a range of reading, listening material and grammatical items to back them up. They have dependable teaching sequences and, at the very least, they offer teachers something to fall back on when they run out of ideas of their own (118 ).

#### **D. Use of Textbook**

The importance of using textbook in language teaching – learning leaves a number of arguments than lead to the conclusion that support the advantages of textbook in language teaching – learning. Ansary and Babaii ( 2001 ) say that a textbook is a framework which regulates and times the programs, it provides ready – made teaching texts and learning tasks, textbook is a cheap way of providing learning materials. They also add that a learner without a textbook is out of focus and teacher dependent, and the most

important of all, for novice teachers a textbook means security, guidance and support.

While Richards ( 2001 ) adds the argument of principal advantages on the use of textbook :

- 1.They provide structure and syllabus for a program.
- 2.They help standardize instruction.
- 3.They maintain quality.
- 4.They provide a variety of learning resources.
- 5.They are efficient.
- 6.They can provide effective language models and input.
- 7.They can train teachers.
- 8.They are visually appealing.

This argument is supported by O'neill ( 1990 ) who argues that textbooks make it possible for students to review and prepare their lessons, that textbooks are efficient in terms of time and money, and that students can and allow for adaptation and improvisation.

Another argument is from Littlejohn and Windeatt ( 1989 ) who argues that materials have a hidden curriculum that includes attitudes toward knowledge, attitudes toward teaching and learning, attitudes toward the role and relationship of the teacher and student, and values and attitudes related to gender, society, etc.

From these arguments, a conclusion can be made. The use of textbooks provide a lot of advantages both for the teachers and the learners of the

language. Textbook not only has functions in assisting the teaching – learning process, but it also has another purpose to facilitate the teachers and learners to make the most of the target language.

Understanding and realizing the importance and the crucial roles of textbook for EFL classroom, textbook itself should be good and appropriate to use. According to Berry ( 2000 ); Burns ( 1998 ); Cane ( 1998 ); Grant and Starks ( 2001 ) the textbook should consist of the authentic language forms. It means that in English textbook, it should consist of the authenticity of language use in conversation.

They add that research into the adequacy of textbooks to teach communicative practices that are reflective of authentic conversation has found that ELT textbook rarely include adequate or comprehensible explanations of how conversation works in English. It aims to help the learners to gain input on the exact situations where the language forms is used.

Kitao ( 1997 ) says a textbook should cover the cultural and information of the target language. He says that the cultural information included in English textbooks should be correct and recent. It should not be biased and should reflect background cultures of English. The purpose of cultural information included in English textbook is to give knowledge to the learners of the cultural information, so that it can provide a reference on why the language forms are used.

#### **E. The presentation of Grammar in English On sky**

The grammatical structures in *English On Sky* book are presented in map of the book as grammar pit stop. The grammatical structures are :

- Unit 1 : a. Subject pronoun  
 b. Possessive Adjective  
 c. Simple Present of Be
- Unit 2 : a. Singular or Plural Nouns  
 b. There is or There are  
 c. Simple Present : affirmative
- Unit 3 : a. This/that/these/those  
 b. Should  
 c. 's ( apostrophe s )  
 d. Present Progressive
- Unit 4 : a. Adverbs of Frequency  
 b. Simple Present vs Present Progressive  
 c. Question with Do you.../ Are you... ?  
 d. Imperatives
- Unit 5 : a. Object Pronouns  
 b. Like, hate, love  
 c. Preference  
 d. Past Tense of Be  
 e. Simple Past : regular and irregular verbs
- Unit 6 : a. Past Tense : negative and interrogative sentences



b. Connectors : before / after

c. Past Tense : Question Words Questions

Unit 7 : a. Countable / uncountable nouns

b. Some / any

c. Quantifiers

d. How much / many

Unit 8 : a. Question Tags

b. Nationality Adjectives

### **F. The Presentation of Grammar in Real Time**

The grammatical structures in *Real Time* book are presented in map of the book. The grammatical structures are :

Unit 1 : a. Pronouns

b. Possessive

c. The verb “ to be “

d. Adjectives

Unit 2 : a. Simple Present Tense

b. Telling Time

c. Imperatives

Unit 3 : a. Present Continuous Tense

b. Adverbs of Frequency

Unit 4 : a. Time Expressions

b. Review of Simple Present Tense

- Unit 5 : a. Past Tense using “to be”  
b. Simple Past Tense
- Unit 6 : a. Like and Dislike  
b. Preferences  
c. Expressing opinions
- Unit 7 : a. Preposition of Place  
b. Modals
- Unit 8 : a. How Much and How many  
b. Countable and Uncountable Nouns  
c. Demonstratives

### **G. Conscious Learning and Subconscious Acquisition**

According to Nunan, conscious learning focuses on grammatical rules, enabling the learner to memorize rules and to identify instances of rule violation. Subconscious acquisition is very different process, and facilitated the acquisition of rules at a subconscious level ( 43 ). When using the language to communicate meaning, the learner must draw on subconscious knowledge. There are conscious and subconscious processes functioning in language development but in separate processes. In other words, learning can not become acquisition.

Language learning is knowing about language, or formal knowledge of a language. Learning refers to explicit knowledge of rules, being aware of them and being able to talk about them ( Krashen 26 ).

According to Krashen, language acquisition takes place through comprehension. When the student understands a message in the language containing a structure that is one step in advance of the learner's current level of competence, then that structure will be acquired ( 44 ). Language acquisition is the natural way to develop linguistic ability, and is a subconscious process. Children for example are not aware that they are acquiring language, they are only aware that they are communicating.

Krashen proposes that the results of language acquisition are also subconscious. Students are not aware of the rules of languages they have acquired. Instead, they have a feel for correctness ( 26 ). When the students hear an error they may not know exactly what rule is violated, but they know that an error is committed.

## CHAPTER III

### RESEARCH METHODOLOGY

#### **A.Method**

This research uses descriptive method. According to Kumar, “Descriptive research attempts to describe systematically a situation, problem, phenomenon, service or program...” (9). The research describes and analyzes how grammatical structures in *English On Sky* and *Real Time* textbooks are sequenced in relation to Natural Order Hypothesis proposed by Krashen.

This study is also categorized as qualitative method, Kumar states, ‘The study is classified as qualitative if : the purpose or aim of the study is primarily to describe a situation, phenomenon, problem or event; the information is gathered through the use of variables measured on nominal or ordinal scales ( qualitative measurement scales )...’ ( 10 ). In this case, the research method used in this research is qualitative study to obtain data from an English textbooks titled”.

#### **B.Data Source**

The researcher takes the data from the book of *English On Sky* and *Real Time* for junior high school first grade students. The *English On Sky* book is composed by Mukarto, M.Sc published by Erlangga in 2004. It consists of 8

units and each unit consists of 2 until 5 grammatical structures that are analyzed. There are 28 data.

The *Real Time* book is composed by Nina Bates published by Phibeta Aneka Gama in 2005. It consists of 8 units and each unit consists of 2 until 4 grammatical structures that are analyzed. There are 21 data.

### **C.Data Collection**

After reading the data sources, the sequence of grammatical structures from the content of the books are noted down. Then, the details of this sequence in grammar focus are listed in the table based on the order of sequence.

### **D.Data Analysis**

The following are the steps to analyze the data :

- a.The data which have been listed are compared for analysis using *Order of Grammatical Structures* in Natural Order Hypothesis proposed by Krashen.
- b.After that, the data are viewed from Natural Order Hypothesis proposed by Krashen to identify how grammatical structures are sequenced.
- c.From this analysis, how the grammatical structures are sequenced could be explained.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Description of the Data

This chapter presents the result of the data from the book of *English On Sky* and *Real Time* textbooks for junior high school first grade students. This chapter also presents the discussion of the finding of data analysis.

The book of *English On Sky* consists of 8 units and each unit consists of 2 until 5 grammatical structures that are analyzed. There are 28 data. The book of *Real Time* consists of 8 units and each unit consists of 2 until 4 grammatical structures that are analyzed. There are 20 data.

**Table 4.1 Corpus of English On Sky Book**

Names of corpus	Topics
Corpus 1	Subject Pronouns
Corpus 2	Possessive Adjectives
Corpus 3	Simple Present of Be
Corpus 4	Singular / Plural Nouns
Corpus 5	There is / There are
Corpus 6	Simple Present : Affirmative
Corpus 7	This / That / These / Those
Corpus 8	Should
Corpus 9	's ( apostrophe s )
Corpus 10	Present Progressive
Corpus 11	Adverbs of Frequency
Corpus 12	Simple Present vs Present Progressive

Corpus 13	Questions with Do you... / Are you... ?
Corpus 14	Imperatives
Corpus 15	Object Pronouns
Corpus 16	Like, Hate, Love
Corpus 17	Preference
Corpus 18	Past Tense of Be
Corpus 19	Simple Past : regular and irregular verbs
Corpus 20	Past Tense : negative and interrogative sentences
Corpus 21	Connectors : before / after
Corpus 22	Past Tense : Question Words Questions
Corpus 23	Countable / Uncountable Nouns
Corpus 24	Some / Any
Corpus 25	Quantifiers
Corpus 26	How much / How many
Corpus 27	Question Tags
Corpus 28	Nationality Adjectives

## B.Data Analysis

The researcher uses Natural Order Hypothesis proposed by Krashen to identify how grammatical structures are sequenced. The aim of this research is to find out how grammatical structures in *English On Sky* are sequenced in relation to Natural Order Hypothesis proposed by Krashen.

Corpus 1 : Subject Pronouns

Pronoun is a word that is used in place of a noun or noun phrase. There are three basic types of pronoun : personal pronouns, reflexive pronouns and relative pronouns. Personal pronouns take subject, object, reflexive and



possessive pronouns. Subject pronouns are 'I', 'you', 'he', 'she', 'they', 'we' and 'it'.

Subject pronoun in corpus 1 is sequenced as the first grammatical structure. The teaching of subject pronoun is conducted to make students know how to replace subject or not to repeat all subjects in a sentence by using subject pronouns. When learning subject pronouns, the students have to know how to replace with pronouns. This ability is the basic foundation to develop a sentence. This ability is the basic foundation to develop a sentence. To understand the subject pronouns, the students can learn it without having to learn other materials. Putting subject pronouns as the first grammatical structure in *English On Sky book* is, then, in line with Krashen's nature of developmental sequences,

Syntactically, subject pronouns are not that complex. That is why the sequence of subject pronouns in the first place when learning English is predicted not to create a problem for junior high school students who use the book. As Krashen says, elements of language are acquired in a predictable order, regardless of whether or not instruction is included. The subject pronouns are learned by the students consciously in the classroom. The students have to memorize the rule about subject pronouns.

Corpus 2 : Possessive Adjectives

Possessive adjectives are used to tell something belongs to someone ( the ownership ). They can be used before noun. They are ‘my’, ‘your’, ‘her’, ‘his’, ‘its’, ‘our’ and ‘their’.

Possessive adjective in corpus 2 is sequenced as the second grammatical structures. It is connected to the previous grammar focus, subject pronouns. When learning possessive adjective, the students have already learned subject pronouns. The sequence, then, is logical since the corpus 2 is related to corpus 1. Possessive adjective in the second order after subject pronouns is a logical order.

Here are examples of subject pronouns and possessive adjectives :

Subject pronouns	Possesive asjectives
<b>I</b> have a book	It is <b>my</b> book
<b>You</b> have a bag	It is <b>your</b> bag
<b>She</b> has a computer	It is <b>her</b> computer
<b>He</b> has a comic	It is <b>his</b> comic
<b>The cat</b> has a ball	It is <b>its</b> ball
<b>We</b> have a classroom	It is <b>our</b> classroom
<b>They</b> have a house	It is <b>their</b> house

Possessive adjectives are predicted to be acquired if the order is put after subject pronouns. In Natural Order Hypothesis, the sequence is not influenced by grammatical morpheme. They can be learned in any order as long as the students have already known the subject pronouns. Therefore, locating possessive adjectives after pronoun in the textbook is in line with Krashen’s Hypothesis.

### Corpus 3 : Simple Present of Be

In Simple present, 'Be' is used as main verb or auxiliary. 'Be' can take singular or plural forms. The simple present of 'be' in singular forms are 'am', 'is', and 'are'. The simple present of 'be' in plural form is 'are'.

Here are examples of simple present of 'be' :

Singular	Plural
I <b>am</b> your angel.	We <b>are</b> best friends.
You <b>are</b> beautiful.	You <b>are</b> beautiful.
She <b>is</b> my sister	They <b>are</b> Friendly.
He <b>is</b> my friend.	
It <b>is</b> a book.	

Simple present of 'be' in corpus 3 is sequence as the third grammatical structure which is to make students know how to make sentence in simple present using 'be' as the main verb. It is connected to the two previous grammar focus, subject pronouns and possessive adjective.

When learning simple present of 'be', the students have already learned subject and subject pronouns. Therefore, the students are predicted to have ability in making a sentence in simple present. Locating simple present of 'be' in the third order after subject pronouns is logical order since the students are already equipped with necessary grammar focus, subject pronouns.

Simple present is in grammatical morpheme of Natural Order Hypothesis. It needs 'to be' which belongs to the first group of natural Order Hypothesis proposed by Krashen. Simple present of 'be' is acquired by students when they learn simple present.

#### Corpus 4 : Singular / Plural Noun

A word ( or group of words ) that is the name of a person, a place, a thing or activity or a quality or idea. There are two forms : singular and plural form. Singular form usually followed by articles ( a, an ), for example, ' a book', 'a pencil', etc. Plural means more than one. There are some rules to make plural form :

##### 1. Usually plural nouns are nouns + s

A book      books

A table      tables

##### 2. Words ending in **s, ch, sh, x, o** + **es**

A watch              watches

A box                  boxes

A glass                glasses

A mango              mangoes

A brush                brushes

##### 3. Words ending in **consonant + y** become **ies**

A baby                babies

A city                      cities

4. Words ending in **f or fe + ves**

A knife                      knives

A leaf                        leaves

A bookshelf                bookshelves

5. Some nouns have irregular forms

A child                      children                      A tooth                      teeth

A foot                        feet                            A goose                      geese

A man                        men                            A woman                      women

Singular and plural noun in corpus 4 is sequenced as the fourth grammatical structure to make students know how to distinguish singular and plural form. The students only have to know how to change singular to plural form or plural to singular form. This grammar focus can be sequenced in the fourth order or any order. The grammar focus of singular and plural form is given in the fourth order to prepare the students to learn other grammar focuses in the next order.

Singular and plural belong to the first group of Natural Order Hypothesis proposed by Krashen. These grammars are acquired in second place before 'to be'. The students have already learned 'to be' before they learned singular and plural. The order is, then, logical, since it will be easier for students to learn singular and plural form after they learn 'to be' in the previous grammar focus.

Corpus 5 : There is / There are

Interrogative form means that the form is used to make a question.

‘There is’ and ‘there are’ can be used in question. The form to make question is

:

Is there + singular noun ?

e.g. Is there a ruler on the table ?

Yes, there is.

No, there is not.

Are there + plural noun ?

e.g. Are there any students in the class ?

Yes, there are

No, there are not.

“There is” and “There are” in corpus 5 are sequenced as the fifth grammatical structure which is to make students know how to make question using ‘there is’ and ‘there are’. In learning grammar focus, the students have already learned ‘to be’ and singular and plural form in the previous grammar focuses. Therefore, the sequence of this grammar which focuses after ‘to be’ and ‘plural form’ is in logical order. In line with Natural Order Hypothesis, it is predicted that interrogative forms are not predicted to be acquired after the previous grammar focuses. ‘To be’ and ‘singular and plural’ are acquired before. It means that the sequence of this grammar focus in the textbook is in logical order. In learning process, this form is taught, so that the students learn how to form interrogative.

Corpus 6 : Simple present tense

Simple present tense is used to talk about routines, habits and facts. Negative form of the present simple is formed by using **do not or does not**, and **do or does** for question. To form the present simple infinitive is used. There are some rules to form the verbs for the third singular person.

1. Add **-s** after the verb.

Write : writes

Eat : eats

Exceptions :

2. Verbs ending in **o, ch, sh, ss, x, zz + es**.

Examples : goes, watches, washes, kisses, fixes, buzzes

3. Verbs end in consonant + **y** become **ies**.

Example : carries

4. For verbs ending in **y** that comes after a vowel, add **-s** after **y**.

Example : stays

Simple present tense in corpus 6 is sequenced as the sixth grammatical structure. It is taught after simple present of 'be'. When learning simple present, the students have already learned subject or subject pronouns and infinitive to make sentence in simple present. The students have to learn verbs for third person singular and auxiliaries in this grammatical structure.

Simple present is influenced by grammatical morphemes in Natural Order Hypothesis. It needs third person singular for the verbs which belong to the third group in Natural Order Hypothesis. Since subject pronouns and verbs for third person singular have already been taught, the order is logical. Simple

present tense has to be taught in learning process which means the students have to know and memorize the rule of simple present tense.

Corpus 7 : This / that /these / those

‘This’, ‘That’, ‘These’, ‘Those’ are demonstratives. They are used to demonstrate or show position of thing.

Here are examples of this, that, these, and those :

	Close	Far
Single	This is a table	That is a TV set
Plural	These are books	Those are lamps

‘This’, ‘That’, ‘These’, ‘Those’ in corpus 7 are sequenced as the seventh grammatical structure. In learning these grammatical structures ( this, that, these, and those ), the students have to learn ‘to be’ and ‘plural or singular form’. These grammar focuses have been taught in the previous grammar focus. Therefore, the sequence of this order will make the students easier to learn the grammar focus.

This grammar is influenced by grammatical morphemes in average order of acquisition of grammatical morphemes in Natural Order Hypothesis proposed by Krashen. This grammar is sequenced after ‘to be’, ‘plural and



singular form' making this order enable the students to acquire this grammar. This grammatical structure should be ordered after singular and plural form. In this book, the order of this grammar focus is already in line with Krashen's Natural Order Hypothesis.

#### Corpus 8 : Should / should not

“Should/ should not + base form of verb” is used to give advice.

Here are examples of should and should not :

Positive sentences	Negative sentence
Problem : I broke my leg. You <b>should</b> go to a doctor.	Problem : I broke my leg. You <b>shouldn't</b> walk fast.

This grammar focus is not influenced by grammatical morphemes in average order of acquisition of grammatical morphemes in Natural Order Hypothesis proposed by Krashen. Therefore, this grammar focus can be sequenced in any order as long as the students are familiar with subject pronouns. In learning this grammar focus, the students have to memorize the rule of this grammar.

#### Corpus 9 : Apostrophe s ( 's )

S after apostrophe ( ' ) can have different functions. One of them is to show ownership / possessive. For instance :

It is Anto's pen. ( this pen belongs to Anto )

Tina's brother goes to school everyday. ( Her brother )

However, when the name ends in 'S' you should put apostrophe only. For instance :

Carlos' mother is sick. ( his mother )

My sisters' bedroom is broken. ( their bedroom )

Apostrophe s ('s) in corpus 9 is sequenced as the ninth grammatical structure. Before learning apostrophe s, the students have already learned subject pronouns, 'to be', and 'simple present tense'. This knowledge of grammatical structures which have been taught in previous grammar focuses is predicted to help the students understand this grammar focus. Therefore, sequencing this grammar focus after subject pronouns, to be, and simple present tense is a logical order.

Apostrophe s ( 's ) belongs to the third group of Natural Order Hypothesis proposed by Krashen. This grammar is influenced by grammatical morpheme in acquisition of Natural Order Hypothesis proposed by Krashen. This grammar is sequenced after third person singular ( -s ) to be acquired.

Corpus 10 : Present progressive

Present progressive is used to talk about what is being done or what is happening at the moment of speaking. Look at this following pattern :

Subject	To be	V-ing
I	Am	Sleeping
He/she/it	Is	Playing football
We	Are	Studying English
They	Are	Cooking meals
You	Are	Singing

Present progressive in corpus 10 is sequenced as the tenth grammatical structure. In learning present progressive, the students have already learned subject pronouns and 'to be'. Since those grammatical structures have been taught in previous grammar focus, it is logical to put present progressive after those grammatical structures.

Present progressive belongs to the first group of Natural Order Hypothesis proposed by Krashen. This grammar is influenced by grammatical morpheme in acquisition of Natural Order Hypothesis proposed by Krashen. To facilitate the acquisition of this grammar focus, this grammar should be sequenced after simple present. Since simple present have been taught, the order in this textbook is in line with the theory.

#### Corpus 11 : Adverbs of Frequency

Adverbs of frequency are words to describe the frequency of activities.

They are **always, usually, often, sometimes, seldom, and never.**

Adverbs of frequency are put between the subject and the verb of a sentence.

Look at these sentences :

1. I **always** listen to EOS
2. We **often** go out with our friends.
3. They **sometimes** have dinner in restaurant.
4. He **never** drinks coffee.

When there is 'to be' in the sentence, adverbs of frequency are put after these verbs. Look at these sentences :

5. I am **never** angry.
6. My father is **seldom** sick.

Adverbs of frequency are used to answer questions with **often, how often,** or **ever**. Look at the examples :

Example 1 :

A: Do you smoke ?

B: No, I don't. I **never** smoke. Smoking is not good.

Example 2 :

A: Do you **often** listen to EOS ?

B: Yes, i do. I **usually** listen to EOS in the morning.

Example 3 :

A: How **often** do you watch TV ?

B: Oh, I **always** watch TV in the afternoon.

Example 4 :

A: Do you **ever** sad ?

B: Of course. I **sometimes** sad.

Adverbs of frequency in corpus 11 are sequenced as the eleventh grammatical structure. Before learning adverbs of frequency, the students have already learned subject pronouns, 'to be', and 'simple present'. Since those grammatical structures have been taught before, it is logical to put adverbs of frequency after those grammatical structures.

This grammar focus is not influenced by grammatical morphemes in acquisition of grammatical morphemes in Natural Order Hypothesis proposed by Krshen. Therefore, this grammar can be sequenced in any order as long as the students have learnt subject pronouns, 'to be', and 'simple present'. This order of this grammar focus after those mentioned grammar focuses is predicted to help the acquisition. The students have to learn and memorize where the adverbs of frequency should be located in the sentence.

Corpus 12 : Simple present and present progressive

Simple present is used to talk about routines or daily activities. Present progressive is used to talk about ongoing activities or activities that are in progress. In this session, the book wants to join these two tenses. The students have to distinguish whether a sentence is in simple present or present progressive.

Simple present and present progressive in corpus 12 are sequenced as the twelfth grammatical structure. In learning simple present and present

progressive, the students have already learned subject pronouns, ‘to be’, and ‘adverbs of frequency’. Since those grammatical structures have been taught before, it is logical to put simple present and present progressive after those grammatical structures.

Simple present is influenced by grammatical morphemes in Natural Order Hypothesis. It needs third person singular for the verbs which belong to the third group in Natural Order Hypothesis. Since subject pronouns and verbs for third person singular have already been taught, the order is logical.

Present progressive belongs to the first group of Natural Order Hypothesis proposed by Krashen. This grammar is influenced by grammatical morpheme in acquisition of Natural Order Hypothesis proposed by Krashen. To make the acquisition of this grammar focus possible, this grammar should be sequenced after grammar focuses in like subject, ‘to be’, and ‘simple present’. Since those grammar focuses have been acquired, the order in the textbook is in line with the theory.

#### Corpus 13 : Interrogative question

An interrogative question is made by adding the **helping verb** at the front of the question.

You wear a uniform.

**Do** you wear a uniform ?                      Yes, I do./No, I don’t.

She works in an office.

**Does** she work in an office ?                      Yes, she does./No, she doesn’t.

When the sentence has “to be”, the “to be” must be put at the front of the sentence.

You are diligent.

Are you diligent ?                      Yes, I am./No, i am not.

This job is difficult.

Is this job difficult ?                      Yes, it is./No, it isn't.

Interrogative question in corpus 13 is sequenced as the thirteenth grammatical structure. In learning this grammar focus, the students have already learned ‘subject pronouns’, ‘to be’, and ‘simple present tense’. Since those grammatical structures have already been taught before, it is logical to put interrogative question after those grammatical structures.

This grammar focus is not influenced by grammatical morphemes in acquisition of grammatical morphemes in Natural Order Hypothesis proposed by Krashen. Therefore, this grammar can be sequenced in any order as long as the students have learned the previously mentioned grammar structures. The order of this grammar focus in the textbook is in line with the theory.

#### Corpus 14 : Imperative Sentences

Imperative sentence is used to ask people to do or not to do something.

Look at the examples of imperative sentence :

*Cross* the street here.

**Open** the door.

“ *Be* “ is used before an adjective :

e.g. *Be* careful.

*Be* nice to your sister.

*Don't* is used in negative sentence.

e.g. *Don't* stop here.

*Don't* be lazy.

Imperative sentences in corpus 14 are sequenced as the fourteenth grammatical structure. Before learning imperatives, the students have already learned ‘to be’ and ‘infinitive’. Since those grammatical structures have already been taught in the previous grammar focus, it is logical to put imperative sentences after those grammatical structures.

This grammar focus is not influenced by grammatical morphemes in Natural Order Hypothesis proposed by Krashen. The sequence of this grammar is logical as long as the students have learned ‘to be’ and ‘infinitive’.

This grammatical structures is taught in learning process which means the students learn this grammar. The students have to know, understand and memorize the rule of this grammar.

Corpus 15 : V- ing after like, love, hate

‘V- ing’ is used after the verb **like**, **love**, or **hate**. For instance :

I like playing football.

He loves jogging.

I don't like playing tennis.

He doesn't like swimming.



Do you like playing tennis?

Does he love watching TV?

‘V- ing’ in corpus 15 is sequenced as the fifteenth grammatical structure. Before learning this grammar, the students have already learned subject pronouns and infinitive. The students also have to acquire simple present. Since those grammar focuses have already been acquired, the sequence of this grammar focus after those grammatical structures is in logical order.

This grammar is not influenced by grammatical morphemes in acquisition of grammatical morphemes in Natural Order Hypothesis proposed by Krashen. The sequence of this order is logical since the students have acquired grammar focus predicted to help the acquisition of this grammar.

#### Corpus 16 : Object Pronouns

Object pronoun is a word that is used in place of a noun or noun phrases for object of the sentence.

I like action films.

We like fried chicken.

I like **them**.

We like **it**.

They like George Benson.

She always helps me and my family.

They Like **him**.

She always helps **us**.

Subject	Object
I	Me
You	You
He	Him
She	Her
It	It
They	Them
We	Us

Object pronouns in corpus 16 is sequenced as the sixteenth grammatical structure. Before learning object pronouns, the students have to learn subject pronouns. Since subject pronouns have already been taught before, it is logical to put this grammar after subject pronouns to make students acquire the grammar focus easier.

This grammar focus is not influenced by grammatical morphemes in Natural Order Hypothesis proposed by Krashen. The object pronouns are predicted to be acquired after the students acquired subject pronouns. Therefore, the order of this grammar focus in the textbook is in logical order.

#### Corpus 17 : Preferences

Two nouns or v-ing used after 'prefer' and 'rather than/to'.

e.g. - My brother **prefers** milk **to** coffee.

- I **prefer** English **to** History.

- I **prefer** watching TV **rather than** listening to the radio.

- I **prefer** Science **rather than** geography.

**Or** is used in the question.

e.g. - Does your brother prefer milk **or** coffee ?

- Do you prefer watching TV **or** Listening to the radio ?

This grammar focus is not influenced by grammatical morphemes in Natural Order Hypothesis proposed by Krashen. Therefore, this grammar can be sequenced in any order as long as the students have learned ‘subject pronouns’, ‘simple present tense’, and ‘interrogative questions’. Since the students have acquired those grammar focuses, the sequence of this grammar focus in the textbook is in logical order. This grammar focus is taught, so that the students are able to learn this grammar. The students have to know, understand and memorize the rule of this grammar.

#### Corpus 18 : Past Tense of Be

‘Was’ and ‘were’ are used as the past forms of ‘to be’. Past tense is used to talk about the past events. The examples are following.

Present		Past	
I am happy	I am not sad	I was happy	I was not sad
You are happy	You are not sad	You were happy	You were not sad
She is happy	She is not sad	She was happy	She was not sad
He is happy	He is not sad	He was happy	He was not sad
We are happy	We are not sad	We were happy	We were not sad
They are happy	They are not sad	They were happy	They were not sad

Present	Past
Am I happy ?	Was I happy ?

Are you happy ?	Were you happy ?
Is she happy ?	Was she happy ?
Is he happy ?	Was he happy ?
Are we happy ?	Were we happy ?
Are they happy ?	Were they happy ?

‘A noun’, ‘an adjective’ or ‘an adverb’ is put after ‘was’ and ‘were’.

e.g. - I was a **student**.

- She was **happy**.

- We were at **home**.

The following adverbs of time are used to talk about past event or state:

**yesterday, last night, last Monday, last week, two days ago, and in 1992.**

They can be put at the front or at the end of a sentence.

e.g. - **Yesterday** I was at home.

- They were here **two days ago**.

Past tense of ‘be’ in corpus 18 is sequenced as the eighteenth grammatical structure which is to make students know how to make sentence in past tense using be as the main verb. When learning past tense, the students have already learned subject pronouns and simple present of ‘be’. Locating simple past of ‘be’ in the eighteenth order after subject pronouns and simple present ‘be’ is a logical order since the students have learned those grammatical structures.

Past tense needs grammatical morpheme in Natural Order Hypothesis. It needs ‘to be’ which belongs to the first group of Natural Order Hypothesis proposed by Krashen. Past tense of ‘be’ is acquired for students when they

learn past tense. According to Krashen past tense 'be' should come after present tense 'be'. Therefore, the order of this grammar focus in the textbook is in logical order.

#### Corpus 19 : Past Tense ( regular and irregular verbs )

Regular verbs of past tense are formed by adding –ed to the basic verb.

I You He/she/it We They	worked
-------------------------------------	--------

Here are some spelling rules for regular verbs :

Most regular verbs : add <b>–ed</b>	work – worked
Verbs ending in –e : add <b>–d</b>	hope – hoped
Shorts verbs ending in consonant +	stop - stopped
Vowel + consonant : double the	plan - planned
Consonant and add –ed	regret – regretted
Verbs ending in consonant + y :	cry - cried
Change y to i and added –ed	study – studied

Besides regular verbs, there are also irregular verbs that the students must remember the past form of these verbs.

Present ( verb 1 )	Past ( verb 2 )
blow	Blew

bring	Brought
buy	Bought
come	Came
cut	Cut
find	Found
give	Gave
go	Went
have	Had
leave	Left
make	Made
put	Put
run	Ran
say	Said
see	Saw
sing	Sang
sit	Sat
tell	Told
write	wrote

Past tense of irregular and regular verbs in corpus 19 is sequenced as the nineteenth grammatical structure to make students know how to distinguish

regular and irregular verbs in past tense. When learning irregular and regular past, the students have already learned subject pronouns and base form or infinitive. Since those grammatical structures have been taught in the previous grammar focus, it is logical to put irregular and regular past after those grammatical structures.

Past tense of irregular verbs belongs to the second group of Natural Order Hypothesis proposed by Krashen. Past tense of regular verbs belongs to the third group of Natural Order Hypothesis proposed by Krashen. Those grammars are influenced by grammatical morpheme in acquisition of Natural Order Hypothesis proposed by Krashen. Those grammars are sequenced after simple present to make students learn easier. The order of this grammar focus is already in line with the theory.

Irregular and regular past can be acquired by students when they learn simple past. The students learn simple past, and they implicitly acquire irregular and regular past when they have to make a sentence in simple past.

Corpus 20 : Past tense ( negative and interrogative sentences )

**Did** is used in past simple negative :

Positive	Negative
----------	----------

I	Loved	I	<b>Did not ( didn't )</b>	<b>Love</b>
You	Watched	You		<b>Watch</b>
We	Studied	We		<b>Study</b>
They	Went	They		<b>Go</b>
She	Sang	She		<b>Sing</b>
He	Read	He		<b>Read</b>
It	Slept	It		<b>sleep</b>

Remember :

After **didn't**, **infinitive** is used.

**Did** is used in Yes / No question. Study the word order in Yes / No

questions :

Did + Subject + infinitive ( verb 1 ) + ?
-------------------------------------------

Did	You	Call me last night ?
	Sita	Go to the park last Sunday?
	The students	Enjoy the lesson yesterday ?

Look at this following pattern to answer Yes/No questions :

Yes,	I/we/you/they/she/he/it	Did
No,	I/we/you/they/she/he/it	Did not

Past tense ( negative and interrogative sentences ) in corpus 20 are sequenced as the twentieth grammatical structure. In learning negative and interrogative sentences in 'past tense', the students have already learned 'subject pronouns', 'infinitive', and 'simple past'. Since those grammatical





## Corpus 22 : Past Tense ( Question word questions )

To ask question, question words like **who, what, when, where,** and **how** are used. Here is the way to ask question :

Question words	Did	Subject	Infinitive ( Verb 1 )
Where	did	Walt Disney	Study art ?
When	did	Walt Disney	Begin to produce films ?
Who	did	Walt Disney	Produce his films with ?
What kinds of films	did	Walt Disney	Produce ?
How many films	did	Walt Disney	Produce ?

Be careful with **who**, when it is asked for subject.

Who created Mickey mouse ? **NOT** who did created Mickey Mouse ?

‘Past tense’( question word questions ) in corpus 22 is sequenced as the twenty second grammatical structure. In learning this grammar, the students have already learned ‘infinitive’ and ‘negative’ and ‘interrogative’ sentences in simple past. Since those grammatical structures have been taught before, it is logical to put this grammar after those grammatical structures.

This grammar is not influenced by grammatical morphemes in acquisition of grammatical morphemes in Natural Order Hypothesis proposed by Krashen. Therefore, this grammar focus can be sequenced in the twenty second order or any order as long as the students have already learned ‘infinitive’ and ‘negative’ and ‘interrogative’ sentences in simple past. This grammar is taught in learning process that students have to know, understand, and memorize the rule of this grammar.

#### Corpus 23 : Countable and Uncountable Nouns

There are two kinds of nouns. They are **countable** and **uncountable nouns**.

Countable nouns	Uncountable nouns
<ul style="list-style-type: none"> <li>Use one/two/three + countable nouns ( we can count them ). E.g. one car, two cars</li> </ul>	<ul style="list-style-type: none"> <li>Can not use one/two/three + Uncountable nouns. E.g. water, salt.</li> </ul>
<ul style="list-style-type: none"> <li>Have singular and plural form. E.g. a car, cars, some cars.</li> </ul>	<ul style="list-style-type: none"> <li>Use “some” before uncountable nouns to show a certain quantity. E.g. water, some water</li> </ul>
<ul style="list-style-type: none"> <li>Use a/an before a singular noun. E.g. I have a car.</li> </ul>	<ul style="list-style-type: none"> <li>Can not use a/an + uncountable nouns.</li> </ul>

Countable and uncountable nouns in corpus 23 is sequenced as the twenty third grammatical structure. Before learning countable and uncountable nouns, the students have already learned singular and plural form. Singular and plural form have been taught before; therefore, sequencing this grammar focus after singular and plural form is a logical order which is to make students learn easier.

This grammar is not influenced by grammatical morphemes in Natural Order Hypothesis proposed by Krashen. This grammar is taught in learning process that students have to know, understand, and memorize the rule of this grammar.

#### Corpus 24 : Some / Any

‘Some’ and ‘any’ are used with plural countable nouns and uncountable nouns. ‘Some’ is used in positive sentence. ‘Any’ is used in negative and interrogative sentence.

There are <i>some</i> apples	There is <i>some</i> sugar
Are there <i>any</i> apples ?	Is there <i>any</i> sugar ?
There aren't <i>any</i> apples.	There isn't <i>any</i> sugar.

‘Some’ and ‘any’ in corpus 24 are sequenced as the twenty fourth grammatical structure. Before learning ‘some’ and ‘any’, the students have already learned ‘singular/plural form’, ‘to be’, ‘countable and uncountable nouns’. Those grammatical structures will help the students to understand this

grammar focus, 'some' and 'any'. Therefore, sequencing this grammar focus after 'singular/plural form', 'to be', and 'countable and uncountable nouns' is a logical order.

This grammar focus is not influenced by grammatical morphemes in Natural Order Hypothesis proposed by Krashen. This grammar is taught in learning process that students have to know, understand, and memorize the rule of this grammar.

#### Corpus 25 : Quantifiers

To make it 'countable noun', the words, such as a piece, a bar, are used. Those words are called quantifiers. E.g. He is eating **a piece** of cake.

Here are some other words that are often used for uncountable nouns :

**a bar** of chocolate

**a cup** of coffee/tea

**a glass** of water/wine

**a piece** of cheese/paper

**a loaf** of bread

**a spoon** of sugar/syrup

**a bottle** of milk

**a jar** of jam/honey

**a pile** of sand

**a bowl** of soup

**a drop** of sauce

**a plate** of rice

Quantifiers in corpus 25 is sequenced as the twenty fifth grammatical structure. In learning quantifiers, the students have already learned ‘singular/plural form’, ‘countable and uncountable nouns’. Since those grammatical structures have been taught before, it is logical to put this grammar after those grammatical structures.

This grammar is not influenced by grammatical morphemes in acquisition of grammatical morphemes in Natural Order Hypothesis proposed by Krashen. This grammar is taught in learning process that students have to know, understand, and memorize the rule of this grammar.

Corpus 26 : How much/many...

‘Many’ and ‘much’ are used with ‘how’ to make ‘how many’ and ‘how much’. ‘Many’ is used with plural countable nouns. ‘Much’ is used with uncountable nouns.

e.g. How many students are there in this room ?

How much sugar do you put in your tea ?

‘How much’ and ‘how many’ in corpus 26 is sequenced as the twenty sixth grammatical structure. In learning these grammatical structures, the students have already learned ‘singular/plural form’, ‘countable and uncountable nouns’. Since those grammatical structures have been taught before, it is logical to put this grammar after those grammatical structures.

This grammar is not influenced by grammatical morphemes in Natural Order Hypothesis proposed by Krashen. Therefore, sequencing this grammar in the twenty sixth order or any order is logical as long as the students have already learned 'singular/plural form', 'countable and uncountable nouns'. This grammar is taught in learning process that students have to know, understand, and memorize the rule of this grammar.

#### Corpus 27 : Question Tags

Question tags are used in **conversation** and **informal writing**. A question tag consists of two statement/ sentences.

After a **positive** statement, a **negative** tag is used.

e.g. You go to school, **don't you** ?

Via went to Bali, **didn't she** ?

Kajol's from India, **isn't she** ?

There's a clock in the class, **isn't there** ?

After a **negative** statement, a **positive** tag is used.

e.g. Manokwari isn't in Sulawesi, **is it** ?

You shouldn't eat chilies, **should you** ?

They don't play tennis, **do they** ?

The boys didn't swim, **did they ?**

I'm not wrong, **am i ?**

'Question tags' in corpus 27 is sequenced as the twenty seventh grammatical structures. Before learning 'question tags', the students have already learned 'subject pronouns', 'to be', 'infinitive', and 'simple past'. Since those grammars have already been taught before, it is logical to put 'question tags' after those grammatical structures.

This grammar is not influenced by grammatical morphemes in Natural Order Hypothesis proposed by Krashen. This grammar is taught in learning process that students have to know, understand, and memorize the rule of this grammar.

#### Corpus 28 : Nationality Adjectives

Australian and British are called nationality adjectives. Here are some ways to make nationality adjectives :

##### 1. With -an ending

Indonesia

Indonesian

The United State

American

Malaysia

Malaysian



India	Indian
-------	--------

Italy	Italian
-------	---------

Mexico	Mexican
--------	---------

2. With –ish ending

Britain	British
---------	---------

England	English
---------	---------

Spain	Spanish
-------	---------

Scotland	Scottish
----------	----------

Poland	Polish
--------	--------

Denmark	Danish
---------	--------

3. With –ese ending

Japan	Japanese
-------	----------

China	Chinese
-------	---------

Vietnam	Vietnamese
---------	------------

East Timor	East Timorese
------------	---------------

## 4. With –i ending

Pakistan	Pakistani
Iraq	Iraqi
Bangladesh	Bangladeshi
Israel	Israeli

## 5. With a special way

The Netherlands	Dutch
The Philippines	Filipino
Thailand	Thai
Greece	Greek
Germany	German
Switzerland	Swiss

Nationality adjectives in corpus 28 is sequenced as the twenty eighth grammatical structures. In learning nationality adjectives, the students only have to know the pattern or the form of nationality adjectives. Therefore, this grammar can be sequenced in any order since this grammar will not create any problem to other grammar focus in thhis book.

This grammar is not influenced by grammatical morphemes in Natural Order Hypothesis proposed by Krashen. This grammar is taught in learning process that students have to know, understand, and memorize the rule of this grammar.

**Table 4.2 Corpus of Real Time Book**

Names of corpus	Topics
Corpus 1	Pronouns
Corpus 2	Possessive
Corpus 3	The verb “to be”
Corpus 4	Adjectives
Corpus 5	Simple present Tense
Corpus 6	Telling time
Corpus 7	Imperatives
Corpus 8	Present Continuous Tense
Corpus 9	Adverbs of Frequency
Corpus 10	Time Expression
Corpus 11	Past Tense using “to be”
Corpus 12	Simple Past Tense
Corpus 13	Like and Dislike
Corpus 14	Preferences
Corpus 15	Expressing Opinions
Corpus 16	Preposition of Place
Corpus 17	Modals
Corpus 18	How much and how many

Corpus 19	Countable and Uncountable Nouns
Corpus 20	Demonstrative

### Corpus 1 : Pronouns

Pronoun is a word that is used in place of a noun or noun phrase. There are three basic types of pronoun : personal pronouns, reflexive pronouns and relative pronouns. Personal pronouns take subject, object, reflexive and possessive pronouns. Subject pronouns are ‘I’, ‘you’, ‘he’, ‘she’, ‘they’, ‘we’ and ‘it’.

Subject pronoun in corpus 1 is sequenced as the first grammatical structure. The teaching of subject pronoun is conducted to make students know how to replace subject or not to repeat all subjects in a sentence by using subject pronouns. When learning subject pronouns, the students have to know how to replace with pronouns. This ability is the basic foundation to develop a sentence. This ability is the basic foundation to develop a sentence. To understand the subject pronouns, the students can learn it without having to learn other materials. Putting subject pronouns as the first grammatical structure in *Real Time book* is, then, in line with Krashen’s nature of developmental sequences.

Syntactically, subject pronouns are not that complex. That is why the sequence of subject pronouns in the first place when learning English is predicted not to create a problem for junior high school students who use the book. As Krashen says, elements of language are acquired in a predictable

order, regardless of whether or not instruction is included. The subject pronouns are learned by the students consciously in the classroom. The students have to memorize the rule about subject pronouns.

#### Corpus 2 : Possessive Adjectives

Possessive adjectives are used to tell something belongs to someone ( the ownership ). They can be used before noun. They are ‘my’, ‘your’, ‘her’, ‘his’, ‘its’, ‘our’ and ‘their’.

Possessive adjective in corpus 2 is sequenced as the second grammatical structures. It is connected to the previous grammar focus, subject pronouns. When learning possessive adjective, the students have already learned subject pronouns. The sequence, then, is logical since the corpus 2 is related to corpus 1. Possessive adjective in the second order after subject pronouns is a logical order.

Here are examples of subject pronouns and possessive adjectives :

Subject pronouns	Possessive asjectives
<b>I</b> have a pencil	It is <b>my</b> pencil
<b>You</b> have a toy	It is <b>your</b> toy
<b>She</b> has a bicycle	It is <b>her</b> bicycle
<b>He</b> has a radio	It is <b>his</b> radio
<b>The cat</b> has an orange	It is <b>its</b> orange
<b>We</b> have candies	It is <b>our</b> candies
<b>They</b> have an ice cream	It is <b>their</b> ice cream

Possessive adjectives are predicted to be acquired if the order is put after subject pronouns. In Natural Order Hypothesis, the sequence is not influenced by grammatical morpheme. They can be learned in any order as long as the students have already known the subject pronouns. Therefore, locating possessive adjectives after pronoun in the textbook is in line with Krashen's Hypothesis.

### Corpus 3 : The Verb "to be"

In Simple present, 'Be' is used as main verb or auxiliary. 'Be' can take singular or plural forms. The simple present of 'be' in singular forms are 'am', 'is', and 'are'. The simple present of 'be' in plural form is 'are'.

Here are examples of simple present of 'be' :

Singular	Plural
I <b>am</b> a student.	We <b>are</b> Indonesian.
You <b>are</b> handsome.	You <b>are</b> clever.
She <b>is</b> my girlfriend.	They <b>are</b> Friendly.
He <b>is</b> my boyfriend.	
It <b>is</b> a bicycle.	

Simple present of 'be' in corpus 3 is sequence as the third grammatical structure which is to make students know how to make sentence in simple present using 'be' as the main verb. It is connected to the two previous grammar focus, subject pronouns and possessive adjective.

When learning simple present of 'be', the students have already learned subject and subject pronouns. Therefore, the students are predicted to have ability in making a sentence in simple present. Locating simple present of 'be' in the third order after subject pronouns is logical order since the students are already equipped with necessary grammar focus, subject pronouns.

Simple present is in grammatical morpheme of Natural Order Hypothesis. It needs 'to be' which belongs to the first group of natural Order Hypothesis proposed by Krashen. Simple present of 'be' is acquired by students when they learn simple present.

#### Corpus 4 : Adjectives

An adjective is a word used to modify or describe , a noun or pronoun. An adjective usually answers one of these questions : which one ?, what kind of ?, How many ? Grammarians also define adjectives according to their form and their typical position in a sentence.

Here are some examples of adjectives

Form and typical position in a sentence	Adjectives
Comes before a noun in a noun phrase	A frisky puppy, an amiable young man
Follow a linking verb and describe the subject	The ship was unsinkable, talk is cheap
Derived from another part of speech	Wonderful, courteous, lucky, foolish, urgent

Adjectives in data 4 is sequenced as the fourth grammatical structure. It is connected to the previous grammar focus, pronouns. When learning

adjectives, the students have already learned subject pronouns. The sequence, then is logical since corpus 4 related to corpus 3. Adjectives in the fourth order after subject pronoun is a logical order.

This grammar focus is not influenced by grammatical morphemes in average order of acquisition of grammatical morphemes in Natural Order Hypothesis proposed by Krashen. Therefore, this grammar focus can be sequenced in any order as long as the students are familiar with pronouns. In learning this grammar focus, the students have to memorize the rule of this grammar.

#### Corpus 5 : Simple Present Tense

Simple present tense is used to talk about routines, habits and facts. Negative form of the present simple is formed by using **do not or does not**, and **do or does** for question. To form the present simple infinitive is used. There are some rules to form the verbs for the third singular person.

1. Add **-s** after the verb.

Write : writes

Eat : eats

Exceptions :

2. Verbs ending in **o, ch, sh, ss, x, zz + es**.

Examples : goes, watches, washes, kisses, fixes, buzzes

3. Verbs end in consonant + **y** become **ies**.

Example : carries



4. For verbs ending in y that comes after a vowel, add –s after y.

Example : stays

Simple present tense in corpus 5 is sequenced as the fifth grammatical structure. It is taught after simple present of ‘be’. When learning simple present, the students have already learned subject or subject pronouns and infinitive to make sentence in simple present. The students have to learn verbs for third person singular and auxiliaries in this grammatical structure.

Simple present is influenced by grammatical morphemes in Natural Order Hypothesis. It needs third person singular for the verbs which belong to the third group in Natural Order Hypothesis. Since subject pronouns and verbs for third person singular have already been taught, the order is logical. Simple present tense has to be taught in learning process which means the students have to know and memorize the rule of simple present tense.

Corpus 6 : Telling Time

Telling time is used to tell the time. For instance :

It is one o’clock

It is half past three

It is six o’clock

It is a quarter past seven

This grammar focus is not influenced by grammatical morphemes in average order of acquisition of grammatical morphemes in Natural Order Hypothesis proposed by Krashen. Therefore, this grammar focus can be sequenced in any order as long as the students familiar with the verb “to be”. In

learning this grammar focus, the students have to memorize the rule of this grammar.

#### Corpus 7 : Imperatives

Imperative sentence is used to ask people to do or not to do something.

Look at the examples of imperative sentence :

*Clean* the window.

***Close*** the door.

“ *Be* “ is used before an adjective :

e.g. *Be* careful.

*Be* nice to your parents.

*Don't* is used in negative sentence.

e.g. *Don't* drink the water.

*Don't* make any noise.

Imperative sentences in corpus 7 are sequenced as the seventh grammatical structure. Before learning imperatives, the students have already learned ‘to be’ and ‘infinitive’. Since those grammatical structures have already been taught in the previous grammar focus, it is logical to put imperative sentences after those grammatical structures.

This grammar focus is not influenced by grammatical morphemes in Natural Order Hypothesis proposed by Krashen. The sequence of this grammar is logical as long as the students have learned ‘to be’ and ‘infinitive’.

This grammatical structures is taught in learning process which means the students learn this grammar. The students have to know, understand and memorize the rule of this grammar.

#### Corpus 8 :Present Continuous Tense

Present progressive is used to talk about what is being done or what is happening at the moment of speaking. Look at this following pattern :

Subject	To be	V-ing
I	Am	Writing a poem.
He/she/it	Is	Singing a song.
We	Are	Eating a burger.
They	Are	Decorating the room.
You	Are	Watching cartoon film.

Present progressive in corpus 8 is sequenced as the eighth grammatical structure. In learning present progressive, the students have already learned subject pronouns and 'to be'. Since those grammatical structures have been taught in previous grammar focus, it is logical to put present progressive after those grammatical structures.

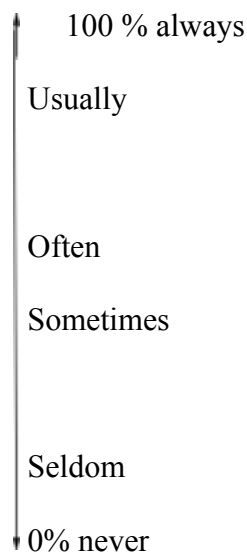
Present progressive belongs to the first group of Natural Order Hypothesis proposed by Krashen. This grammar is influenced by grammatical morpheme in acquisition of Natural Order Hypothesis proposed by Krashen.

To facilitate the acquisition of this grammar focus, this grammar should be sequenced after simple present. Since simple present have been taught, the order in this textbook is in line with the theory.

#### Corpus 9 : Adverbs of Frequency

Adverbs of frequency are words to describe the frequency of activities.

They are **always, usually, often, sometimes, seldom, and never.**



Adverbs of frequency are put between the subject and the verb of a sentence. Look at these sentences :

1. I **always** wake up early.
2. We **often** go to the library.
3. They **sometimes** play kite in the field.
4. He **never** listens to his parents.

When there is 'to be' in the sentence, adverbs of frequency are put after these verbs. Look at these sentences :

5. I am **never** angry.

6. My father is **seldom** sick.

Adverbs of frequency are used to answer questions with **often**, **how often**, or **ever**. Look at the examples :

Example 1 :

A: Do you smoke ?

B: No, i don't. I **never** smoke. Smoking is not good.

Example 2 :

A: Do you **often** listen to GEN FM ?

B: Yes, i do. I **usually** listen to GEN FM in the morning.

Example 3 :

A: How **often** do you watch TV ?

B: Oh, I **always** watch TV in the afternoon.

Example 4 :

A: Are you **ever** sad ?

B: yes, of course. I am **sometimes** sad.

Adverbs of frequency in corpus 9 are sequenced as the ninth grammatical structure. Before learning adverbs of frequency, the students have already learned subject pronouns, 'to be', and 'simple present'. Since those grammatical structures have been taught before, it is logical to put adverbs of frequency after those grammatical structures.

This grammar focus is not influenced by grammatical morphemes in acquisition of grammatical morphemes in Natural Order Hypothesis proposed

by Krashen. Therefore, this grammar can be sequenced in any order as long as the students have learnt subject pronouns, 'to be', and 'simple present'. This order of this grammar focus after those mentioned grammar focuses is predicted to help the acquisition. The students have to learn and memorize where the adverbs of frequency should be located in the sentence.

#### Corpus 10 : Time Expressions

Time expression is a word used to express time. There are many ways to express time in English. The common way is using the word *at*. *At* is usually followed by time, such as *seven o'clock*, *ten thirty*, *a quarter to eight*, etc. *At* is also used with night.

Here are some examples :

My father goes to work **at** six thirty.

The school opens **at** seven o'clock.

Our dog sleeps outside **at** night.

Another way is *around*. *Around* is used when you do not know the exact time.

For example :

Yulia wakes up **around** six o'clock.

This sentence means that you are not exactly sure what time Yulia wakes up. It may be at five minutes before six or ten minutes after six.

This grammar focus is not influenced by grammatical morphemes in average order of acquisition of grammatical morphemes in Natural Order Hypothesis proposed by Krashen. Therefore, this grammar focus can be

sequenced in any order as long as the students are familiar with ‘simple present’. In learning this grammar focus, the students have to memorize the rule of this grammar.

Corpus 11 :Past Tense Using “to be”

‘Was’ and ‘were’ are used as the past forms of ‘to be’. Past tense is used to talk about the past events. The examples are following.

Present	Past
I am sad                      I am not sad  You are sad                      You are not sad	I was happy                      I was not happy  You were happy                      You were not happy
She is sad.                      She is not happy.	She is happy                      She was not happy  He was happy                      He was not happy  We were happy                      We were not happy  They were happy                      They were not sad
He is sad.                      He is not happy.	

We are sad.          We are not happy.	
They are sad.        They are not happy.	

Present	Past
Am i sad ?	Was i sad ?
Are you sad ?	Were you sad ?
Is she sad ?	Was she sad ?
Is he sad ?	Was he sad ?
Are we sad ?	Were we sad ?
Are they sad ?	Were they sad ?

‘A noun’, ‘an adjective’ or ‘an adverb’ is put after ‘was’ and ‘were’.

e.g. - I was a **student**.

- She was **happy**.

- We were at **home**.

The following adverbs of time are used to talk about past event or state:

**yesterday, last night, last Monday, last week, two days ago, and in 1992.**

They can be put at the front or at the end of a sentence.

e.g. - **Yesterday** i was at home.

- They were here **two days ago**.



Past tense of 'be' in corpus 11 is sequenced as the eleventh grammatical structure which is to make students know how to make sentence in past tense using be as the main verb. When learning past tense, the students have already learned subject pronouns and simple present of 'be'. Locating simple past of 'be' in the eighteenth order after subject pronouns and simple present 'be' is a logical order since the students have learned those grammatical structures.

Past tense needs grammatical morpheme in Natural Order Hypothesis. It needs 'to be' which belongs to the first group of Natural Order Hypothesis proposed by Krashen. Past tense of 'be' is acquired for students when they learn past tense. According to Krashen past tense 'be' should come after present tense 'be'. Therefore, the order of this grammar focus in the textbook is in logical order.

#### Corpus 12 : Simple Past Tense

We use simple past tense when we talk about actions that happened in the past. Regular verbs of past tense are formed by adding –ed to the basic verb.

I You He/she/it We They	worked
-------------------------------------	--------

Here are some spelling rules for regular verbs :

Most regular verbs : add **–ed**

work – worked

Verbs ending in –e : add –d	hope – hoped
Shorts verbs ending in consonant +	stop - stopped
Vowel + consonant : double the	plan - planned
Consonant and add –ed	regret – regretted
Verbs ending in consonant + y :	cry - cried
Change y to i and added –ed	study – studied

Besides regular verbs, there are also irregular verbs that the students must remember the past form of these verbs.

Present ( verb 1 )	Past ( verb 2 )
blow	Blew
bring	Brought
buy	Bought
come	Came
cut	Cut
find	Found
give	Gave
go	Went
have	Had
leave	Left
make	Made

put	Put
run	Ran
say	Said
see	Saw
sing	Sang
sit	Sat
tell	Told
write	wrote

Past tense of irregular and regular verbs in corpus 12 is sequenced as the twelfth grammatical structure to make students know how to distinguish regular and irregular verbs in past tense. When learning irregular and regular past, the students have already learned subject pronouns and base form or infinitive. Since those grammatical structures have been taught in the previous grammar focus, it is logical to put irregular and regular past after those grammatical structures.

Past tense of irregular verbs belongs to the second group of Natural Order Hypothesis proposed by Krashen. Past tense of regular verbs belongs to the third group of Natural Order Hypothesis proposed by Krashen. Those grammars are influenced by grammatical morpheme in acquisition of Natural Order Hypothesis proposed by Krashen. Those grammars are sequenced after simple present to make students learn easier. The order of this grammar focus

is already in line with the theory. Irregular and regular past can be acquired by students when they learn simple past. The students learn simple past, and they implicitly acquire irregular and regular past when they have to make a sentence in simple past.

### Corpus 13 : Like and Dislike

Use *like* if you like something and use *dislike* or *don't like / doesn't like* if you or other persons do not like something. Use simple present tense for this kind of expression.

*Like* or *do not like / does not like*, should be followed by a noun ( s ). To create a noun from a verb, add -ing.

#### **Like**

e.g. I **like watching** football.

I **like** singing.

#### **Dislike**

e.g. I **don't like** reading.

She **doesn't like** collecting stamps.

This grammar focus is not influenced by grammatical morphemes in Natural Order Hypothesis proposed by Krashen. Therefore, this grammar can be sequenced in any order as long as the students have learned “simple present”. Since the students have acquired those grammar focuses, the sequence of this grammar focus in the textbook is in logical order. This grammar focus is taught, so that the students are able to learn this grammar.

The students have to know, understand and memorize the rule of this grammar.

#### Corpus 14 : Preferences

A preference is a favorite out of two or more choices. It is more commonly used if you only have two choices. Two common expressions with regard to choices are *prefer* and *rather than*.

Two nouns or v-ing used after 'prefer' and 'rather than/to'.

e.g. - My brother **prefers** basketball **to** volleyball.

- I **prefer** dancing **to** singing.

- I **prefer** watching TV **rather than** travelling.

- I **prefer** bananas **rather than** pineapples.

**Or** is used in the question.

e.g. - Does your brother prefer basketball **or** volleyball ?

- Do you prefer reading **or** listening to music ?

This grammar focus is not influenced by grammatical morphemes in Natural Order Hypothesis proposed by Krashen. Therefore, this grammar can be sequenced in any order as long as the students have learned 'subject pronouns', 'simple present tense', and 'interrogative questions'. Since the students have acquired those grammar focuses, the sequence of this grammar focus in the textbook is in logical order. This grammar focus is taught, so that

the students are able to learn this grammar. The students have to know, understand and memorize the rule of this grammar.

#### Corpus 15 :Expressing Opinions

These are some expressions to ask for someone's opinion :

e.g. *What do you think of* going hiking this weekend ?

*What is your opinion about* playing video games ?

This grammar focus is not influenced by grammatical morphemes in Natural Order Hypothesis proposed by Krashen. Therefore, this grammar can be sequenced in any order as long as the students have learned 'subject pronoun' and 'simple present'. Since the students have acquired those grammar focuses, the sequence of this grammar focus in the textbook is in logical order. This grammar focus is taught, so that the students are able to learn this grammar. The students have to know, understand and memorize the rule if this grammar.

#### Corpus 16 : Prepositions of Place

Prepositions of place are: *in, on, under, behind, next to, beside, between, in front of, across from, and above*. A preposition always comes before noun or pronouns. It can not be followed by a verb, and should not be the last word of a sentence.

e.g. The lamp is **on** the table.

Ana stands **between** Ria and Nia

The flowers are **in** the basket.

Teddy stands **in front of** the class

He is sitting **under** the tree.

My house is **opposite** the hospital.

He is hiding **behind** the picture.

There is a picture **above** the bed.

Andi sits **next to** Rita.

Andi sits **beside** Rita.

This grammar is not influenced by grammatical morphemes in Natural Order Hypothesis proposed by Krashen. Therefore, this grammar can be sequenced in any order as long as the students have learned ‘subject pronoun’, ‘simple present tense’, ‘simple present of be’. Since the students have acquired those grammar focuses, the sequence of this grammar focus in the textbook is in logical order. This grammar focus is taught, so that the students are able to learn this grammar. The students have to know, understand and memorize the rule of this grammar.

#### Corpus 17 : Modals

*Can*, *may*, and *could* are three modals usually used to make requests, ask for permission, and give permission. *Could*, however, is only for requests.

Here are the examples :

Requests or orders

Asking for permission

Can you make a cup of tea, please ?

Can I go to the movie with Roni?

May I have a bottle of water ?

May I borrow your dictionary ?

Could you tell me where the library is ?

Modals are always followed by infinitive without to, such as: *borrow*, *lend*, *use*, *go*, *make*, etc.

The modal *can* is also used to show ability and disability. For example :

I can ride a motorcycle.

I can not answer the questions.

This grammar focus is not influenced by grammatical morphemes in average order of acquisition of grammatical morphemes in Natural Order Hypothesis proposed by Krashen. Therefore, this grammar focus can be sequenced in any order as long as the students are familiar with subject pronouns. In learning this grammar focus, the students have to memorize the rule of this grammar.

Corpus 18 : How much and how many

‘Many’ and ‘much’ are used with ‘how’ to make ‘how many’ and ‘how much’. ‘Many’ is used with plural countable nouns. ‘Much’ is used with uncountable nouns.

e.g. How *many* books are there in the library ?

How *much* salt do you put in your soup ?

‘How much’ and ‘how many’ in data 18 is sequenced as the eighteenth grammatical structure. In learning these grammatical structures, the students have already learned ‘singular/plural form’, ‘countable and uncountable nouns’. Since those grammatical structures have been taught before, it is logical to put this grammar after those grammatical structures.

This grammar is not influenced by grammatical morphemes in Natural Order Hypothesis proposed by Krashen. Therefore, sequencing this grammar in



the twenty sixth order or any order is logical as long as the students have already learned ‘singular/plural form’, ‘countable and uncountable nouns’. This grammar is taught in learning process that students have to know, understand, and memorize the rule of this grammar.

#### Corpus 19 : Countable and Uncountable Nouns

There are two kinds of nouns. They are **countable** and **uncountable nouns**.

Countable nouns	Uncountable nouns
<ul style="list-style-type: none"> <li>Use one/two/three + countable nouns ( we can count them ). E.g. one car, two cars</li> </ul>	<ul style="list-style-type: none"> <li>Can not use one/two/three + Uncountable nouns. E.g. water, salt.</li> </ul>
<ul style="list-style-type: none"> <li>Have singular and plural form. E.g. a car, cars, some cars.</li> </ul>	<ul style="list-style-type: none"> <li>Use “some” before uncountable nouns to show a certain quantity. E.g. water, some water</li> </ul>
<ul style="list-style-type: none"> <li>Use a/an before a singular noun. E.g. I have a car.</li> </ul>	<ul style="list-style-type: none"> <li>Can not use a/an + uncountable nouns.</li> </ul>

Countable and uncountable nouns in corpus 19 is sequenced as the nineteenth grammatical structure. Before learning countable and uncountable nouns, the students have already learned singular and plural form. Singular and plural form have been taught before; therefore, sequencing this grammar focus

after singular and plural form is a logical order which is to make students learn easier.

This grammar is not influenced by grammatical morphemes in Natural Order Hypothesis proposed by Krashen. This grammar is taught in learning process that students have to know, understand, and memorize the rule of this grammar.

#### Corpus 20 : Demonstratives

‘This’, ‘That’, ‘These’, ‘Those’ are demonstratives. They are used to demonstrate or show position of thing.

Here are examples of this, that, these, and those :

	Close	Far
Single	This is an apple	That is a car
Plural	These are balls	Those are bags

‘This’, ‘That’, ‘These’, ‘Those’ in corpus 20 are sequenced as the twentieth grammatical structure. In learning these grammatical structures ( this, that, these, and those ), the students have to learn ‘to be’ and ‘plural or singular form’. These grammar focuses have been taught in the previous grammar focus. Therefore, the sequence of this order will make the students easier to learn the grammar focus.

This grammar is influenced by grammatical morphemes in average order of acquisition of grammatical morphemes in Natural Order Hypothesis proposed by Krashen. This grammar is sequenced after ‘to be’, ‘plural and singular form’ making this order enable the students to acquire this grammar. This grammatical structure should be ordered after singular and plural form. In this book, the order of this grammar focus is already in line with Krashen’s Natural Order Hypothesis.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### **A. Conclusion**

In this chapter, the researcher came up with the conclusion of the research. The researcher analyzed 48 corpora which contained grammatical structures to answer the research problem “how are grammatical structures in English On Sky and Real Time sequenced in relation to Natural Order Hypothesis proposed by Krashen?”. The aim of this research was to find out how grammatical structures in English On Sky and Real Time were sequenced in relation to Natural Order Hypothesis proposed by Krashen.

After analyzing the data, the researcher concluded that the sequences of grammatical structures in English On Sky and Real Time books had relation to the sequences of Natural Order Hypothesis proposed by Krashen. The sequences in English On Sky and Real Time books for first grade students of junior high school started from the easier to the difficult one. This sequence was in line with the theory.

Therefore, the sequences of grammatical structures in English On Sky and Real Time books had been proceeded the natural Order Hypothesis

proposed by Krashen. As Krashen said that the students acquired grammatical structures in a predictable order.

### **B.Suggestion**

Based on the results of the findings of this research, some recommendations are proposed.

1. It is suggested that the students need to learn grammar in sequences since it has a benefit to improve students' skill.
2. It is necessary to have skill in grammar for students to avoid the lack of grammar on their skills.
3. It is recommended to teachers to teach grammar in sequences.
4. It is suggested that the english textbooks should have a natural sequence of subject or lesson so thar the students could comprehend and learn easily.
5. It would be useful to carry out more research to investigate not only in grammar but also other skills.





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