APPROACHES AND METHODS TO TEACHING GRAMMAR IN TEXTBOOKS FOR STUDENTS AT ABA BALIKPAPAN

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A B S T R A C T

This study aims to describe, compare, and contrast approaches and methods to teaching grammar in textbooks used in First Semester of English Department Students at ABA Balikpapan. It chooses, as samples for analysis, textbooks of one particular class to focus on the approaches to teaching grammar in these textbooks. These textbooks are taught for first intermediate class and belong to two different series titled First Semester of English Department Students at ABA Balikpapan opportunities and English for First Semester of English Department Students at ABA Balikpapan. Each of these textbooks follows essentially different approaches to teaching grammar. This study aims to highlight the similarities and differences between the books and reveals the weaknesses and strengths of the approaches in these books. The purpose of the study is changing these textbooks and to reveal the similarities and differences between the old and new textbooks. The data collection method of this research is the collation texts for analysis. The information is breaking down subjectively and quantitatively. The study considerably contributes to the field of language teaching in First Semester of English Department Students at ABA Balikpapan especially grammar teaching through drawing attention of language lecturers, textbook writers, as well as learners to a certain degree, to the weaknesses and strengths of the PPP method (Presentation Practice Production) in the First Semester of English Department Students at ABA Balikpapan opportunities textbook and task-based approach in the English for First Semester of English Department Students at ABA Balikpapan textbook.

Introduction

Important changes took place in grammar teaching, and the importance of grammar teaching was treated differently from time to time. In addition to national development, this meaning has been influenced by the development of empirical studies conducted by researchers of second language acquisition. These factors changed approaches to grammar teaching from a view of grammar teaching as an important object to a neglect of grammar and, more recently, a reassessment of the importance of grammar teaching (Richards and Rodgers 2001). ABA Balikpapan first semester students took these changes into account in the design of its textbooks. A significant number of these changes were reflected in the textbooks selected for this study. For example, the ABA Balikpapan Opportunities series was printed and taught to the first intermediate levels from the 2018-2019 academic year until the 2019-2020 academic year, when the new ABA Balikpapan English series with a completely different content and approach was printed and used. The constant variation in textbook content, approaches and methods is a problematic challenge for both language practitioners and learners.

The purpose of this study is to find out the reasons for changing these textbooks and to reveal the similarities and differences between the old and new textbooks. The research questions are:

1. What and which grammatical structures are taught in the first English textbooks of ABA Balikpapan; ABA Balikpapan opportunities and English for ABA Balikpapan?
2. What are the approaches and methods of teaching grammar in these textbooks?
3. How many grammar exercises are there in these textbooks?

This study focuses on very recently used textbooks that have probably not yet been studied or at least covered in limited studies in this context. Because; doing such original research can bring important results in language learning in the first semester of ABA Balikpapan. In the study, the textbooks of the first secondary level are used as the analysis sample, and the textbooks of other levels are excluded to obtain more accurate and precise results.

The objective of this study is; highlights the similarities and differences between the books, highlights the weaknesses and strengths of the approaches used to develop students' communication skills, and shows the extent to which the textbooks follow newer approaches to teaching grammar. These goals are achieved by analyzing these books based on researcher own experience as a language lecturer and the results of recent research on second language learning.

Previous study was An Analysis of English Grammar Teaching in the English Textbook "When English Rings as Bell" used in SMPN Sawit Boyolali, (Setyowati, 2018). The similarity of the study is aims to describe the representation of grammar material, i.e. grammar exercises, teachers' and students' perspectives in terms of the strengths and weaknesses of the textbook as a whole. Meanwhile the difference in terms of their teaching approaches. This study is important to improve the grammar competence of the students which are affected by the used of the textbooks itself.

Research Method

The purpose of this study is to describe, compare and contrast approaches and methods for teaching grammar in first semester textbooks of ABA Balikpapan. It chooses one special class of textbooks as samples for analysis to focus on the grammar teaching methods of those textbooks.

These textbooks are taught for the first semester and belong to two different series called ABA Balikpapan Opportunities and English for ABA Balikpapan. ABA Balikpapan Opportunities Textbook is written and printed by Pearson Education in England and will be taught to students in the academic year 2018-2019. This book contains ninety-four pages, each containing twelve lesson units. Department of Education of ABA Balikpapan decided to replace this series with the new English language ABA Balikpapan. This series is written by Terry O'Neil and Peter Snow of the Garnet Education Institute in England and was printed and used for the academic year 2019-2020.

It contains 100 pages, consisting of eight parts of ten lessons each, except parts four and eight, which are intended for repetition, and each of which consists of seven lessons. All ABA Balikpapan options and ABA Balikpapan books in English contain two parts: a student book and an activity book. The student book is the most important study material that is the focus of this research. ABA Balikpapan has three main levels in the first semester. The first level is the basic level, which contains one classes of 30 students.

In the second level class, there are also one classes as the subject of research were 30 students for 18-21-year old. This level is divided into two phases: an intermediate phase and a preparatory phase. In the first 2, students have English classes Introduction

to Grammar. Students of almost all levels have a daily 5-minute language lesson. Their exposure to language learning is approximately four hours per week. The language learning context of ABA Balikpapan is an exam-oriented context. Students have monthly paper tests that assess their progress and achievement of curriculum objectives. In addition, they must pass a final exam to advance to the next level. Most of these assessment tests are tests administered by lecturers. However, first semester students must pass the Introduction to Grammar Final Examinations to advance to the next level.

This study highlights the similarities and differences between textbooks in terms of what they teach, how they teach, and how much they teach. These three research areas examine and explore the main features of the collected data, which lead to specific results for this study about the development of language learning in general and the adoption of grammar teaching approaches in the first semester of ABA Balikpapan. Especially The data collection method of this study, as mentioned above, is analyzing texts. The researcher have argued that this is the most feasible method and answers the research questions.

This study analyzed qualitative and quantitative methods. Such a combined method of data analysis allows the researcher to explore and examine different aspects of the data and thus obtain more accurate and comprehensive results, instead of using one specific method that can lead to partial results. In terms of quality, it identifies and compares the grammatical structures taught in each book. In addition, the approaches of these books to teaching grammar are compared and the similarities and differences between these approaches are highlighted. The instruments were used questionnaires and observations. Data analysis techniques used are descriptive analytics.

The number of grammatical structures in each book and the exercises to practice those structures are quantitatively compared. The data will be analyzed both qualitatively and quantitatively in four parts that include two subsections; analysis and discussions of the results. This analytical subsection also contains three subsections. Each of these subsections addresses a single research question. The first subsection deals with the types and amounts of grammatical structures taught in each book. This subsection outlines the similarities and differences between the books in terms of what and how much grammar they teach. The structure types of the textbooks are given in the table, which shows their sequence in the books. They are compared to each other to show their relative complexity and difficulty.

In these books, grammatical structures are classified into relatively simple, more complex and more complex structures, taking into account the level and context of the students. Number of grammatical structures taught in each book as measured in descriptive statistics. The average scores for each book in this statistic show how similar or different the books are in teaching grammar. They illustrate how much space they devote to it. The approaches to teaching grammar presented in those books are analyzed based on the strengths and weaknesses of the characteristics that meet the communicative needs of the students.

This analyzing subsection includes three subsections also. Each of these subsections addresses one of the questions of the research. The first subsection deals with the types and amounts of grammatical structures taught in each book. This subsection highlights the similarities and differences between the books in terms of what and how many they teach of grammar. The types of structures in the textbooks are presented in a table to show their sequence in the books. They are compared with each other to indicate their relative complexity and difficulty. Grammar structures in these books are classified

into relatively simple, complex, and more complex structures considering the level of the learners and their context. The amounts of grammatical structures taught in each book measured in descriptive statistics. The mean results of these statistics in each book indicate the similarity or the difference in the orientations of the books to teaching grammar. They illustrate to what extent these books focus on teaching grammar and how much space they allocate for that. The approaches to teaching grammar in these books are analyzed in terms of their features, weaknesses and strengths to meet learners' communicative needs. There are two different approaches to teaching grammar in these books. These approaches are explored and focused on in the second subsection. The third subsection deals with the amounts of practice grammar exercises in each book. These exercises are presented in a table and discussed in this subsection to indicate how much do these books focus on practicing grammar. Finally, the findings of this research as well as the limitations are summarized in the conclusion section.

These books take two different approaches to teaching grammar. These approaches are reviewed and focused in the second subsection. The third subsection deals with the number of grammar exercises in each book. These exercises are tabulated and discussed in this subsection to show how much these books focus on grammar practice. Finally, the findings and limitations of this study are summarized in the conclusions section.

Result and Discussion

Analysis of Results, this subsection analyzes, compares and contrasts the grammar and English teaching approaches of the ABA Balikpapan textbooks. It analyzes data qualitatively and quantitatively. The types of grammatical structures taught in each textbook are qualitatively compared. In addition, the approaches and methods of these textbooks are compared to the teaching of grammar. It quantitatively compares and contrasts the set of grammatical structures of each book and practices grammatical exercises. These issues are discussed in three subsections:

Types and Quantities of Grammatical Structures, there is considerable variation in the types of grammatical structures taught in each textbook. However, these structures are few and repeated and adopted in both. (See Table 4.1)

Unit	ABA Balikpapan opportunities	English for ABA Balikpapan
1	*To be (singular);* *Question words: Who? What? Where?* *Subject pronouns and Possessive adjectives:(singular)*	*Past simple; present simple; past continuous; adjectives; possessive 's'; possessive pronoun adverbs offrequency; question formation*
2	*To be (plural);* *Question word: How old;* *Subject pronouns and Possessive adjectives:(plural); Articles: a/an;* *Possessive: 's'*	*Future tense: will; time adverbials; comparatives and superlatives*
3	*Have got ; Articles: the, a/an*	*Present perfect tense; adverbs of manner*
4	*Demonstrative pronouns: this/that, these/those;* *Singular and plural nouns*	*Review*

5	*Imperatives; some/any*	*Present perfect with eve/never; present perfect and past simple tense; comparatives and superlatives;questions with prepositions at the end*
6	*Can/can't; There is/there are*	*Link words and phrases; present continuous; future continuous;adverbs of frequency*
7	*Present simple: Affirmative/Negative*	*Imperative sentences; reflexive pronouns; first conditional*
8	*Present simple: questions; like/don't like*	*Review*
9	*Present continuous: all forms*	
10	*Must/mustn't; object pronouns*	

Table 1. *Types of grammar structures*

The table above illustrates the grammatical structures taught in each textbook. ABA Balikpapan Options Textbook contains simple constructions compared to ABA Balikpapan English constructions. It includes structures such as the verb to be, subject pronouns, possessive adjectives, articles, etc., which can be considered less difficult structures than English ABA Balikpapan. ABA Balikpapan Options Textbook follows a systematic sequence of structures.

It organizes grammatical structures, moving from simple to complex to more complex structures. It begins with structures such as the verb to be, subject pronouns, possessive adjectives and question words. It then moves on to complex constructions such as has, singular and plural nouns, imperatives, any/any, can't/can't and is/has. Finally, it ends with more complex constructions such as present simple, like/unlike, present continuous and can't/can't. However, the complexity of those linguistic items depended more on the students' ability to acquire those items than on the complexity of their linguistic description. For example, the present simple is presented at the end of the lessons of the book, because this structure is one of the most complex structures in the book. VanPatten (1996) showed that although the third person "s" is simple in terms of grammatical description, it is complex in terms of language processing.

English ABA Balikpapan textbook contained more complex structures than ABA Balikpapan occasional structures. The different forms and functions of constructions such as simple past, present perfect and future continuous are considered more complex in ABA Balikpapan options than constructions such as the verb to be or subject pronouns. Comparing the verb tenses in the textbooks, ABA Balikpapan offers only two verb tenses: present simple and present continuous, while in English ABA Balikpapan contains seven verb tenses: simple past, present simple, past continuous, present perfect, present continuous, future, and future continuous.

ABA Balikpapan opportunities to keep the more complex constructions of their verbs in the book, as mentioned above, and thus present them later in the book. However, there are three verb tenses: simple past, simple present and past continuous, which are presented together in the first unit of English for ABA Balikpapan. The ABA Balikpapan English textbook also includes structures such as: adverbs of frequency; adverbs of time; comparatives and superlatives; adverbs of manner; questions at the end of prepositions; Match the words and sentences; reflexive pronouns; and the first conditional. These structures can be considered more complex in terms of grammar and learnability than the

ABA Balikpapan option structures.

Unit	ABA Balikpapan opportunities	English for ABA Balikpapan
1	3	8
2	2	3
3	1	2
4	2	-
5	2	1
6	2	3
7	1	3
8	1	-
9	1	
10	2	
Total	17	20
Average	1.7	3.3

Table.2. *Amounts of grammar structures*

4.1.2 Grammar teaching approaches and methods

There is a fundamental difference in the approaches and methods presented in grammar teaching textbooks. These approaches and methods and their characteristics are discussed in this subsection. ABA Balikpapan Opportunities follows the very popular grammar-based approach to teaching grammar. It uses the PPP model (Presentation Practice Production) (Nassaji and Fotos 2011). Each lesson in this textbook consists of a structured three-phase sequence: a presentation phase, a practice phase and a production phase. In the presentation phase, a new grammatical rule or structure is introduced, usually through a text, dialogue or story containing the structure.

Students listen to the text or read it aloud. The sentences in the target form are tabulated to draw students' attention to the planned structure. The lecturer reads these sentences to the students and explains the rules and functions of the target form. The main purpose of this stage is to help students become familiar with the new grammatical structure and keep it in short-term memory. The presentation phase is followed by a practice phase where students are given various written and oral exercises to repeat, manipulate or repeat the new forms. The practice phase usually begins with supervised practices that direct students' attention to specific structures and then moves to less supervised practices with more open-ended activities. The purpose of the practice phase is to help students acquire, receive and transfer the information presented in the presentation phase from their short-term memory to their long-term memory. Finally, the manufacturing phase occurs at the end of each unit in the communication workshop.

The student is encouraged to use the rules learned in the introductory and practical phase in a more free and communicative activity. The aim of this final stage is to thoroughly master the new form, allowing students to consider the rules and use them automatically and spontaneously. The goal is to develop language skills in a certain way.

In the ABA Balikpapan Opportunities Textbook, the main feature of the PPP approach is the classification of structures. Most grammatical structures are reviewed in two or sometimes three consecutive lessons to focus the lesson on one feature of those structures and provide a wide range of activities to practice and master that feature before moving on to other features of those structures. The following structures are presented during one lesson. The verb to be is introduced in three lessons - I/You (Lesson One), He (Lesson Two) and Plural Forms (Lesson Three). Possessive adjectives are presented in

three lessons - my/you (first lesson) he, she, it (second lesson), your, we, their (third lesson). Have got is presented in two lessons - have got (the fifth lesson), have got (the sixth lesson). Example pronouns are presented in two lessons - this/that (seventh lesson), these/them (eighth lesson). The simple presentation is presented in three lessons - Affirmative/Negative, I/You/We/Them (Lesson Thirteen), Affirmative/Negative He/It (Lesson Fourteen), Questions (Lesson Fifteen). Continuous Presence is presented in two lessons - Affirmative/Negative (Lesson Seventeen), Questions (Lesson Eighteen).

This large number of graded structures shows the dominance of this feature over the textbook. However, other constructions are not evaluated in this textbook because they could be covered in one lesson, for example the auxiliary verb of ability: can't/can't (the eleventh lesson), the auxiliary verb of necessity: ei/mustn't (the eleventh lesson).

Another feature of this approach is the recycling of structures. However, it is not a dominant feature like the previous one. Some structures are introduced and covered fully during lessons, but are recycled and presented again in different subsequent lessons. For example have got is introduced for the first time in the fifth and sixth lessons and reused and introduced again in the tenth lesson.

The following examples have been chosen to illustrate the characteristics of the PPP approach to grammar teaching and to highlight its weaknesses and strengths. The first example, the verb to be, is presented in three lessons. This is presented in the first, second and third lessons through the following steps: First, the presentation steps present the target forms in dialogues and texts. Students read and listen to these dialogues and texts, usually filling in some of the gaps. Forms of the verb to be are selected in the tables to alert students to these forms. The arrays are named with the target structure.

The shapes in these tables and all other tables in the book are printed in bold type to enhance them and attract students' attention. Students listen to the lecturer and repeat these sentences. The lecturer explains the different forms of the verb to be. The goal at this stage is to help students learn the target structures and retain them in short-term memory. Second, in the practice phase, students do guided exercises to use these grammatical structures. Third, in the production phase, students practice writing an email and talk about their personal information in the communication workshop. The purpose of these activities is to encourage students to freely use target structures in communicative activities.

Another example, the present simple one, is presented in dialogues and texts during lessons thirteen, fourteen and fifteen. First, in the presentation phase, students read and listen to dialogues and texts to fill in the gaps in the dialogues and match the texts with the photos.

Sentences containing the present simple were collected in a table. In these three consecutive lessons there are six tables representing six performances. These tables include: Assertive (I/You/We/Them), Negative (I/You/We/Them), Assertive (He/It/It), Negative (He/She/It), Yes/No questions. And Wh questions.

Second, the practice stages after each performance include a number of different written and spoken guided exercises to practice these forms. The purpose of these exercises is to master the information presented in the presentations and transfer it from short-term memory to long-term memory. The Simple Presentation is too valuable for separate presentations and exercises to cover the various forms of this structure and to allow students to fully master one form before moving on to another.

However, Ellis (1990) argued that language elements are not isolated units that should be acquired one by one step by step. Learners do not learn one aspect of a language

perfectly one at a time; rather, they learn to manage multiple objects simultaneously. For example, many of my students found it difficult to acquire third person singular words at this stage, even though they often used this construction. Long and Crookes (1992) argued that research has shown that learners rarely, if ever, move from zero to purposeful mastery of new objects in a single step.

Third, in the production phase, students must do written and oral tasks in the communication workshop to practice writing the text of the school day and talking about their agenda. The purpose of these activities is to encourage students to use the various forms of present simple learning more freely and communicatively and to understand the functions of this structure in context.

However, Skehan (1996) found that the PPP model not only contradicts the assumptions of current second language acquisition theory, but is also not supported by research findings. He pointed out that the evidence to support such an approach is not conclusive, for example, the level of traditional language learning is low and students usually leave campus without a language to use. In fact, based on my own experience, after about five years of teaching language using the PPP method in the first semester of ABA Balikpapan, researcher agree with the statement that the result of this method is not effective in terms of students' communication skills.

English for ABA Balikpapan textbook includes some task-based language learning features. First, it mainly contains recycling structures (Cook 2001). Reuse gives learners the opportunity to encounter target structures in different environments or situations and thus maximizes learning opportunities. Therefore, a dominant and important feature of this book is the extensive reuse of linguistic artifacts. This book contains many examples of recycled structures that improve students' ability to use and manipulate the shapes of objects. For example, the simple past is presented for the first time in the first lesson.

It is recycled and reproduced in the late hours of the same unit precisely during the eighth and tenth lessons. In addition, it is presented several times in different consecutive periods, such as period two lesson ten, period four hour, period seven, period six hour, period ten and lesson eight month. Another example of reuse is the present perfect tense. It is presented for the first time in the third lesson. It is also recycled and reintroduced in the same section in Lessons Seven, Five One, Four, Seven and Nine, and Lesson Eight.

Another feature of English in the ABA Balikpapan textbook is integration. Grammatical structures are not taught separately from lexical and phonological components. The task integrates formal and functional aspects of language so that the ubiquitous relationships of form, function and meaning can become clearly visible to students. This characteristic is clearly visible in most of the tasks in the textbook, for example, in lesson number one of the second lesson. The purpose of the task is to develop the students' vocabulary of seasons and weather and the pronunciation of those words, but it also allows them to learn and practice sentence formation. In addition, it focuses on three structures: the future, the position of adverbs of frequency, and the position of adverbial phrases of time.

The third feature of this textbook is task dependence. This means that within a lesson, one task should grow and build on what has been done before. The task dependency is illustrated in the example above from the first lesson of Unit Two. It shows how each task uses and builds on a previously completed task.

The fourth feature of this book is the evaluation of grammatical items. However,

this is a rare feature in this book, which has been appropriately used to focus on the specifics of certain structures. For example, the Present Perfect is first introduced in the third lesson. This will be presented again in the first, third and fourth lessons of Part Five to focus on verbs used in the present perfect part of the verb to be. In addition, it focuses on the use of the adverbs of frequency ever and never in the present perfect. The first appearance of the original perfect focused on presenting the form and functions of the present. The second presentation focused on other features of this structure. These features are not presented the first time the Present Perfect occurs because they may not receive the attention students need and therefore will not be acquired.

The following examples illustrate structured grammar-focused tasks designed to teach grammar in an explicit deductive and inductive format. The first example is from the first lesson. The simple past tense is used in an explicit inductive grammar-focused task. The task is also communicative, containing a meaningful language exchange as a component of the primary task, but the specific focus is on form, because the content of the task is the grammatical structure of the simple past tense. This task aims to raise students' awareness and draw their attention to the structure of grammar. The simple past tense is presented in the dialogue. The students' task is to read the simple questions and choose the endings that match the answers from the speech bubbles on the same page.

They listen to the lecturer read out all the sentences to check their guesses. They then practice these conversations and ask each other similar questions to discuss their holiday. The students practiced the structure of the target language, simple, but they were not told about the target structure nor were they given a rule for using that structure. However, this construction should be taught in the form of a deductive task rather than an inductive task, because without a rule, students may confuse the correct past tenses of regular and irregular verbs. This structure is reused several times in different subsequent classes as mentioned above.

Another example is one of the present perfect tense from the third lesson table. This structure is presented in an explicit deductive structured grammar-oriented task. The present perfect tense is introduced in the dialogue. Most of the dialogue sentences are in the present tense. First, students listen to the lecturer read the dialogue. Then they read it aloud and answer some questions about the participants in the dialogue. On the same page is a colorful information box containing some sentences taken from the dialogue to illustrate abbreviations, questions and short answers in the present-tense. Students sing the song in this form on the next page. The rule is given in the box that explains the present tense. The rule includes explanations for students about the form and functions of this tense. The lecturer explains to them what the past tense is and its types. This structure is also repeated in the first, third and fourth lessons of Part Five.

4.1.3 Number of grammar exercises

This section focuses on the number of grammar exercises in each textbook. These exercises are designed to give students the opportunity to practice the target grammar point in either supervised or freer practice.

unit	ABA Balikpapan opportunities	English for ABA Balikpapan
1	11	4
2	11	4
3	14	5
4	12	-

5	9	6
6	11	4
7	10	6
8	10	-
9	10	
10	10	
Total	108	29
Average per unit	10.8	4.83

Table 3. *The amounts of practice grammar exercises*

The purpose of this exercise is to focus on the difference between the simple past and the present perfect. Third, they ask and answer questions that end with prepositions. Students complete this task in pairs. Fourth, they ask and answer those comparing countries. Fifth, they make statements to compare places. The purpose of these two activities is to practice comparatives and superlatives. Sixth, they ask and answer questions about where things and people come from and talk and write about their country and other countries to again practice asking questions with prepositions at the end and using comparisons and superlatives.

In short, there is a significant difference between the amounts of grammar exercises in the books. The ABA Balikpapan Options Textbook contains a very large number of practice tasks compared to the ABA Balikpapan English exercises. That high number of ABA Balikpapan opportunities reflects the priority principle of the PPP approach. In contrast, ABA Balikpapan English is about a quarter of that amount, reflecting the principle of the task-based approach of integrating language components into a task rather than focusing on practicing just one of those components in isolation.

4.2 Discussions

Textbooks followed fundamentally different approaches to teaching grammar. The ABA Balikpapan Possibilities textbook follows a grammar-based approach, or PPP model, in teaching grammar. It teaches grammar in clear linear and deductive presentations. However, the ABA Balikpapan English textbook follows a communicative or task-based approach to teaching grammar. It teaches grammar by engaging students in meaningful and interactive tasks that include target forms.

Although the PPP method has the advantage of being easy to use, organize and evaluate, and the lecturer has full control over the structures covered, it has its weaknesses. Language is seen as a series of grammatical forms and structures that can be acquired sequentially. Skehan (1996) pointed out that this sequence of stages in the production of representational practices does not reflect the principles of second language acquisition: The theory of the PPP approach is now abandoned. The belief that a precise focus on a particular form leads to learning and automatism (that students learn what is taught in the order in which it was taught) is no longer very credible in linguistics or psychology. (Skehan, 1996).

Fixed to specific structures and then move to less controlled practices where operations are open. The exercises are carefully graded and challenge students to apply the rules of the performance stage. The purpose of the practice phase exercises is to help students gain control over the information presented in the presentation phase. Table 4.3 above illustrates the number of exercises designed to practice the target structures in each

textbook.

However, ABA Balikpapan English depends on the integration of syntactic, lexical and phonological components of language teaching in a task-based approach. In the same part of each unit, some exercises are presented so that students can practice the grammatical structures learned in each unit. Each unit of exactly in Unit Nine has a "round-up" page that contains exercises to practice and review the grammatical structures learned in this section. There are (29) exercises in six study units. Each unit has four to six exercises. These exercises for each unit summarize the main structural problems presented in the unit. The language models are intended for use in classes as well as for students at home. Oral and written exercises follow a model. An example of these exercises is the round sheet for unit five. First, students practice making sentences about things they have done or not done in their lives. Second, they ask and answer questions about things they have done or not done in their lives. The two exercises above allow students to practice the present perfect tense, which is never presented in this unit. A short four is then formed and completed. Focusing on grammar as a set of rules and structures has been found insufficient to meet the communicative needs of language learners (Ellis 1997). For example, in my experience as a language level, there is not much evidence that this leads to the kind of learning that allows students to perform a targeted form of free oral production (eg. communicative activity).

ABA Balikpapan English, however, uses a task-based approach to teaching grammar (Nunan 2000). This textbook provides opportunities to engage students in meaningful interactive tasks that allow them to use the grammar unit with a focus on meaning. These tasks are called structured grammar tasks and also grammar awareness tasks (Ellis 2001).

They are of two types: direct and indirect tasks. Explicit tasks are those tasks that included the grammatical structure itself as task content, while implicit tasks are tasks that do not include grammatical structure as task content. Grammar-focused tasks with a clear structure are mostly intended for students in an English as a Foreign Language (EFL) context. Because; the authors of the textbook designed most of the grammar tasks around these types of tasks. They designed tasks to include target structures as content. These clearly grammatically focused tasks include two forms. Deductive tasks, where the rule is given to the students, and induction tasks, where the students themselves find the rule by analyzing the given information. The tasks in this textbook are prepared in the form of both deductive and inductive tasks. These tasks are designed to provide opportunities for students to engage in meaningful, interactive tasks that allow them to use the target grammar while focusing on meaning.

The facilities of ABA Balikpapan are very focused on practice because the PPP model followed in this book believes that "practice makes perfect" (Nassaji and Fotos, 2011, p. 6). That's why there are 108 grammar exercises in this book. In addition to guided exercises in the practice phase, this chapter includes more free production exercises in the production phase, as the exercises in both phases focus on practicing the structure of the target grammar. They vary from nine exercises in the fifth unit (the lowest number) to fourteen exercises in the third unit (the highest number). The average of these exercises is 10.8 exercises per unit. This large number of exercises shows the strong tendency of this book to focus on the teaching and practice of grammar. Students are given a variety of written and spoken exercises to repeat, manipulate or reproduce new forms.

First, there is an activity where students use the structure of the object in a much more directed way. Students then move on to more productive but guided writing and

speaking exercises. For example, eleven modal verbs can be presented in a dialogue in class. After the introductory phase, there are four exercises in the practice phase. These exercises move from controlled exercise to less controlled exercise to use the target sheet.

However, the term "practice makes perfect" is not appropriate, as language acquisition processes seem to be governed by many psychological constraints (Pienemann, 1998). For example, students' motivation, beliefs and attitudes towards language learning, as well as their abilities and personality, have a significant impact on their language learning.

As mentioned above, the textbook follows the ABA Balikpapan Possibilities PPP approach to language learning. In this model, grammar instruction consists of a structured three-phase sequence: presentation phase, practice phase and production phase. The practice phase includes grammar exercises. It usually starts with supervised exercises that focus on the students. According to Ellis (2001), tasks focused on structured grammar promote the development of implicit knowledge by facilitating identification and comparison.

However, when such tasks are followed by sufficient exposure to communicative acts containing the target structure, learners are more likely to integrate the form into their implicit knowledge system. As research shows (see Samuda and Bygate 2008), repeated exposure to the target structure in subsequent communicative acts not only increases awareness of the form, but also contributes to processing and retention. Research on such tasks (Photos, 1993; Nassaji, 1999; Wong, 2005) shows that clearly structured grammar-focused tasks in the communicative classroom are as effective as traditional grammar lessons in promoting clear knowledge of grammar, while maintaining the benefits.

About completing the task. In addition, task performance produces L2 task speech that is comparable to speech produced in meaning-oriented communication tasks. Additional research (Fotos, 1990; Nassaji, 2009; Nassaji and Fotos, 2000) also indicates that when student awareness is increased, students can perceive the structures of a meaning-centered activity several weeks later.

Conclusion

This study presented a comparison and analysis of sample textbooks used in the first semester of ABA Balikpapan. It presented a comparison and analysis of the approaches and methods of teaching grammar and teaching English in textbooks of ABA Balikpapan. The study revealed the weaknesses and strengths of the approaches used to develop students' communication skills and identified the types and amounts of grammatical structures in each textbook. The study found that there were differences in the types of grammatical structures taught in each book, but similarities in the number of these structures.

For example, ABA Balikpapan English structures are more complex than ABA Balikpapan opportunity structures; but the number of these structures in these books is twenty-seven structures. This study also revealed that there is a significant difference in the amount of grammar exercises in the books, for example, the ABA Balikpapan options contain a large number of exercises, while the ABA Balikpapan English has about a quarter. However, the most important finding of this study is related to the approaches used in these articles. These books were found to follow two different approaches to teaching grammar. ABA Balikpapan's facilities follow a grammar-based approach to teaching grammar, ie. The PPP model. Despite the advantages of the PPP approach, that it is easy to use, organize and evaluate, and also that the lecturer has full control over the

structures to be covered, it has its own weaknesses. This method assumes that language consists of a series of grammatical forms and structures that can be acquired sequentially. It sees grammar teaching as a linear and deductive presentation of rules, which is insufficient to meet the communicative needs of language learners (Nassaji and Fotos 2011). For example, in my experience, there is not much evidence that this leads to the kind of learning that allows students to perform the intended form of free speech activity (eg, communication activities).

English language textbook ABA Balikpapan however follows a communicative or task-based approach in teaching grammar. This provides an opportunity to engage students in meaningful, interactive tasks that allow them to use a grammar unit while focusing on meaning. A task based on grammatical structures as content has repeatedly been shown to be effective in promoting both negotiation of meaning and awareness of the target structure (Ellis 2003). Grammar-focused tasks involving communicative instances of the target form are the latest version of communicative language teaching, widely used in most second and foreign language teaching contexts (Nunan 2000). This helps to develop students' awareness of grammatical structure and encourages them to discuss meaning, which is too difficult to achieve through formal and outdated teaching such as the PPP method.

In short, this study revealed the inadequacy of the PPP method followed in the textbook ABA Balikpapan Possibilities to meet the communicative needs of language learners and the weaknesses of deductive and linear rule presentation in this method. It also showed the strengths of the task-based approach followed in the English ABA Balikpapan textbook, developing students' accuracy and fluency by engaging students in meaningful and focused communication, even when their attention is drawn to the nature of the target structure. This study makes an important contribution to the field of language education in ABA Balikpapan. In addition to its findings, it can offer both beginners and language teaching professionals insight into how the field of language teaching has developed in ABA Balikpapan.

It also draws their attention to features of the teaching materials and approaches they use that they may not have noticed before. Knowing the teaching methods of the thesis can complement their experience and develop their language learning skills. However, lecturers should bear in mind that approaches and methods are not teaching guidelines, but are resources for good practices that lecturers can adapt or implement based on their beliefs, learner needs and teaching context. Richards and Rodgers 2001).

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