

A TEXTBOOK ANALYSIS OF “ COMMON MISTAKES IN ENGLISH “
A Textbook for The Intermediate Level

**Abdul Syahid¹, Fanny Hairunnisa², Helli Ramdannah Liswati³, Tria Angela Kusumaningrum⁴,
Diah Puji Siliwangi⁵, Syafina Annazah⁶**

^{1, 2, 3, 4, 5, 6} Fakultas Tarbiyah dan Ilmu Keguruan /Pendidikan Bahasa, Institut Agama Islam Negeri Palangka Raya

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Corresponding author*:

Abdul Syahid

Contact:

abdul.syahid@iain-palangkaraya.ac.id

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Abstract: *This study looks into common mistakes made by English as a Foreign Language (EFL) learners by using and analyzing a textbook with the title “Common Mistakes in English” by T.J. Fitikides, intending to identify contributing factors, offer effective solutions, and examine practical relevance in real-world EFL contexts. To eliminate ambiguity and promote better and clearer communication, this study exclusively employs interviews to identify factors contributing to English errors, particularly in family life and the educational environment. By delving into the complexities of English language learning, this study hopes to provide practical strategies for improving proficiency, resulting in smoother communication and comprehension in both personal and professional settings. Finally, this study adds to ongoing efforts to improve English language proficiency among EFL learners, thereby promoting better cross-cultural communication and understanding.*

Keywords: *common mistakes, preposition, textbook evaluation, global language*

INTRODUCTION

English as known as a global language, which is the language most widely used by the world's population. Exploring the intricacies of the English language can be a daunting task, particularly for EFL (English as a Foreign Language) learners. One significant challenge they encounter is navigating the ambiguity present in English words and phrases. In this article, we aim to delve into the common mistakes made by EFL students and provide guidance on how to address them effectively based on the book "Common mistakes in English" by T.J. Fitikides.

Textbooks play a crucial role in both teaching and learning contexts. Teachers rely on textbooks for lesson planning and assessment, while learners depend on them to follow along and engage effectively during lessons. However, not all textbooks are created equal. Therefore, it is essential to analyze the relevance and quality of textbooks, such as "Common Mistakes in English," to the needs of EFL students. By examining the extent to which the textbook "Common Mistakes in English" addresses the specific challenges faced by EFL learners, we can better understand its practical value in enhancing their language proficiency. Additionally, evaluating the quality of the content and its applicability to real-life situations for EFL students will provide valuable insights into the effectiveness of this resource. In most courses, the textbook serves as a conduit for the curriculum and syllabus, but rarely offers enough details to help students develop pragmatic competence.

According to Harmer (2007), teachers should strive to get students interested in the material they will learn when using textbooks. In addition, textbooks provide a wonderful opportunity for students to

interact with each other in the classroom using English. According to Cunningsworth (1995), textbooks can be used as an efficient means of self-learning and also as a source of presentation materials.

Textbooks can be used as a source of ideas and useful activities, a source of presentation materials, a source of student reference, and a source of curriculum that is appropriate to the learning objectives in the classroom. A syllabus that helps inexperienced teachers who have not yet developed confidence and reflects clear learning objectives teachers with little experience who lack confidence. Furthermore, according to Hycroft (1998), one of the main benefits of using textbooks is that they have significant psychological significance for students as they allow concrete measurements of their development and achievement. When applied, such measurements can be tangibly measured. Textbooks are very important in the teaching and learning process.

Through the analysis of textbooks like "Common Mistakes in English," educators and learners can optimize their teaching and learning strategies, ultimately fostering greater success in English language acquisition. Textbooks have a hard time providing students with the factual and contextual knowledge they need to speak English fluently. The language used in education alone may not be sufficient to develop practical skills such as speaking and listening in both formal and informal settings, understanding cultural norms and linguistic context, and using flexible language in many contexts.

For this reason, using educational texts needs to be balanced with appropriate strategies. Creative and innovative teachers can use teaching materials as a starting point to develop effective and engaging lessons for their students. The teacher can integrate the learning text with other learning resources, such as audio-visual materials, projects, and silent interactions, to provide students with more realistic and contextualized learning experiences. In the beginning, instructional texts are valuable tools for language learning; nevertheless, their use must be tailored to the needs and goals of the learner.

As Harmer points out, textbooks can be a starting point for interesting exercises and conversations (2007). In addition, textbooks also provide students with tools such as opportunities for independent learning and engagement (Cunningsworth, 1995). In addition, by monitoring progress, textbooks can give students a sense of achievement (Hycroft, 1998). Textbooks should be used strategically by knowledgeable teachers who can add exercises that encourage real-world application to increase their usefulness.

METHOD

Research Design

This research uses qualitative approach for the design, which only describes field data without controlling for any individual variable. This study is conducted to find what extent the English textbook *Common Mistakes in English* and the quality of the textbook. Allow researchers to evaluate how the books used in this research.

Research Object

The object of the study is textbook with entitle "*Common mistakes in English*" the book is written by T.J. Fitikides, it was published by Binarupa Aksara. The paper in common mistakes in English is smooth paper with white color, the thickness of the book is normal for students, about 270 pages.

Instrument(s)

This research use checklist and questionnaire for the instrument. The data were obtained from English course book "*Common Mistakes in English*" for intermediate level of five students of English Education study program at Institut Agama Islam Negeri Palangka Raya's. The data are taken from some part of contents. This book is aimed at achieving the needs of learners for whom English is not their first language. The main objective is to help in fixing the many errors that non-native English learners make.

Participant(s)

The participants for this paper are five students of English Education students.

The textbook analyses in this paper is EFL for students of English learners. The main part of the book relies on grammar. In order to have a perfect reference book of common errors in English, some parts about common errors in writing and in pronunciation can be added. For instance, some common English errors in writing are as following: spelling, punctuation, verbs, inaccurate word choice and so on. The book is Timothy Fitikides' last available version of *Common Mistakes in English*. It is aimed at helping EFL and ESL learners to correct the common mistakes to which they are liable. Regarding the main objective of the book, it is planned that "all the errors dealt with are singled out, for they have to be

recognized before they can be corrected; then, correct forms are substituted for incorrect ones; finally, simple explanations are given wherever necessary to justify particular usages". In order to ensure that the principles may become firmly fixed in the learners' minds, exercises are set at the end.

The examine checklist that used in this research are including: (1) misused forms and (2) exercise. By providing the rating scales, which range from one to five, along with the statement, which are 1 = strongly agree, 2 = agree, 3 = netral, 4 = disagree, and 5 = strongly disagree.

RESULTS & DISCUSSION

MISUSED FORM

No.	Statements	Rating
1.	Common Mistakes in English" by TJ Fitikides effectively addresses prevalent errors in English language usage.	Strongly agree
2.	The book offers clear explanations for frequently misunderstood English language rules.	Agree
3.	The book serves as a valuable resource for learners seeking to enhance their grasp of English grammar.	Agree
4.	This book provides practical exercises and examples to strengthen English skills.	Strongly Agree
5.	Addressing common mistakes in this book can improve communication skills.	Agree
6.	This book is a waste of time for anyone who wants to improve their English. And the book is full of errors and outdated information.	Strongly Disagree
7.	Common mistakes in English a useful resource for improving English grammar.	Agree
8.	This book covers common mistakes that are often overlooked by English language learners.	Strongly Agree
9.	Application of the principles taught in this book can help in everyday communication.	Strongly Agree
10.	This book displays a deep understanding of the English language, providing strong arguments and convincing explanations for every error discussed in the book.	Agree

In the table I, it presents the results of the questionnaires that had been answered by the five students of English Education study program at Institut Agama Islam Negeri Palangka Raya. This table contains all the questions used in the questionnaires. It interprets that the participants have experienced the misused form in using English, just like a common thing. The ratings in the list indicate the level of agreement or disagreement with each statement. The ratings range from "Strongly agree" to "Strongly disagree" and "Agree." The statements highlight various aspects of the book, such as its clear explanations for frequently misunderstood English language rules, its value as a resource for learners seeking to enhance their grasp of English grammar, and its provision of practical exercises and examples to strengthen English skills.

The statement also emphasizes the potential benefits of addressing in the book. One statement in the list expresses strong disagreement with the book, claiming that it is a waste of time and contains errors and outdated information. This statement contrasts with the overall positive ratings given to the book in the other statements. Overall, the ratings indicate that the book is considered effective in addressing common mistakes in English, providing valuable explanations and resources for learners, and covering common mistakes that are often overlooked by English language learners. The application of the principles taught in the book is seen as helpful in everyday communication. The book is also praised for its deep understanding of the English language and its ability to provide strong arguments and convincing explanations for every error discussed in the book.

EXERCISE

No.	Statements	Rating
1.	The book provides practical exercises and examples to strengthen English skills.	Agree
2.	The explanations accompanying the exercises are clear and helpful.	Agree
3.	The book's explanations are clear and easy to understand for exercise-related English concepts.	Strongly Agree
4.	The book's assessment of exercise-related grammar rules.	Agree
5.	Are the examples and material in the book specific to the exercise section.	Agree

All the statement states that the book provides practical exercises and examples to strengthen English skills. The rating for this statement is “Agree,” indicating that the book does indeed offer such exercises and examples. The second statement mentions that the explanations accompanying the exercises are clear and helpful. Again, the rating is “Agree,” suggesting that the explanations provided in the book are easy to understand and beneficial for learners. The third statement emphasizes that the book’s explanations are clear and easy to understand specifically for exercise-related English concepts. The rating for this statement is “Strongly Agree,” indicating that the book excels in providing clear explanations for exercise-related concepts. The fourth statement refers to the book’s assessment of exercise-related grammar rules. The rating is “Agree,” suggesting that the book effectively evaluates and presents grammar rules related to the exercises. The fifth statement questions whether the examples and material in the book are specific to the exercise section. The rating is “Agree,” implying that the examples and material in the book are indeed tailored to the exercise section, ensuring relevance and coherence. Overall, this section of the textbook analysis highlights the positive aspects of the exercises provided in “Common Mistakes in English,” including practicality, clear explanations, relevance to exercise-related concepts, and appropriate assessment of grammar rules.

These statements indicating the book is usefull for improving English skills to this research. This table aslo presenting the benefits of the book in EFL, which are its adding new vocabulary, improving the writing skill, and the explanation is well-understand for the students. They can use this textbook as ordinary textbook for their learning-teaching activities. Since the book was a textbook originally.

CONCLUSION

This study examines common mistakes made by English as a Foreign Language (EFL) learners by analyzing the textbook "Common Mistakes in English" by T.J. Fitikides. The research aims to identify contributing factors to English errors, provide effective solutions, and assess the practical relevance of the textbook in real-world EFL contexts. By utilizing interviews to explore factors leading to English mistakes in family life and educational settings, the study seeks to offer practical strategies for improving proficiency and enhancing communication in personal and professional environments. This research contributes to ongoing efforts to enhance English language proficiency among EFL learners, facilitating better cross-cultural communication and understanding. The study emphasizes the importance of textbooks in language learning and highlights the need for innovative teaching strategies to complement textbook use effectively. It also discusses specific common mistakes such as using the wrong tense, misplacing adverbs, and confusing prepositions, providing insights into addressing these errors and improving language skills. Overall, the study aims to support EFL learners in developing their English proficiency for better communication and comprehension.

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