



Textbook grammar in focus: A study of sentence structures and patterns alignment

Laela Nur Muktasida^{✉1}, Yuliati¹

¹English Education Study Program, Faculty of Language and Arts, Universitas Negeri Semarang, Indonesia

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Abstract

Understanding the grammatical structures of sentences is fundamental for English learners. It concerns not only the forms, but also the meaning and usage. This comprehensive approach helps to transmit grammatical concepts effectively; thus, learners are directly influenced to communicate competently. This study aims to analyze the sentence structures and patterns, and the alignment of sentences in the texts with the targeted language features. The research employed a qualitative approach, especially textual analysis. Data were collected from five representative texts across five units of the textbook. This study differs from previous research by examining the alignment of sentence from the texts in a currently used curriculum-based textbook with targeted language features, and utilizing labeled bracketing to depict the structures more precisely. The findings reveal that the textbook uses a wide range of sentence structures to support different genres and text functions. From the five texts, the sentences show a wide range of pattern variations. There are complex declarative with complement or relative clauses, SVC patterns with prepositional elaborations, and verb-initial passive imperative complemented by temporal adjuncts, and so on. The most dominant phrase is complex noun phrase. Representative texts in Units 2, 3, and 4 fully align with the grammar and vocabulary outlined in the scope and sequence, while those in Units 1 and 5 show only partial alignment. This study contributes to the evaluation of EFL textbooks by examining the variation of sentence structures and patterns, and investigating their alignment with the targeted language features for supporting effective language acquisition.

[✉]Correspondence Address:
B3 Building FBS Unnes
Sekaran, Gunungpati, Semarang, 50229
E-mail: laelamuktasida@students.unnes.ac.id

INTRODUCTION

Understanding the grammatical structures of sentences is fundamental for English learners. It concerns not only the forms but also the meaning and usage. This comprehensive approach helps teachers to transmit grammatical concepts effectively; thus, learners are directly influenced to communicate competently, both in spoken and written language (Celce-Murcia & Larsen-Freeman, 1999). In an educational environment where students learn English as a foreign language, understanding and creating well-formed, meaningful sentences is very important. According to Newton & Nation (2021), understanding diverse linguistic input, including the syntactic structure of sentences, affects their second language acquisition. Therefore, the language skills of students will increase significantly if they have a strong understanding of syntactic structures (Lightbown & Spada, 2006).

Additionally, variations of sentences refer to the diversity of ways in which words, phrases, and clauses are arranged to form sentences with varying degrees of complexity and depth of expression. Regarding the number of clauses, sentences are divided into four types: simple, compound, complex, and compound-complex (Quirk et al., 1985). Meanwhile, based on the syntactic function, sentences are divided into four: declarative, interrogative, imperative, and explanative sentences (Aarts, 2018, p. 57). Those differences enable writers and speakers to convey nuanced meanings, clarify relationships between ideas, and adjust the tone or emphasize salient segments of an utterance depending on communicative objectives. Meanwhile, Carnie (2006) emphasizes the internal structure of sentences through analyzing phrase constituents such as noun phrases (NP), verb phrases (VP), and prepositional phrases (PP), as well as inter-clausal relationships, such as those found in complement clauses, relative clauses, and adjunct clauses.

In the materials development, the present texts in the textbook are often considered the “pedagogical centerpiece” of a unit, around which language features are contextualized and reinforced through follow-up tasks and exercises (Tomlinson, 2012). Littlejohn (2011) point out that textbook units are typically built around one or two major texts that function as scaffolds for language presentation, practice, and production. Despite analyzing the entire unit may provide a broader picture, focusing on one major text per unit is a valid and widely accepted approach (Sheldon, 1988; Mukundan et al., 2011). In relation, Richards (2001) states what matters is whether the text as a material in the textbook effectively reflects the intended grammatical, lexical, and discourse elements. Furthermore, Nunan (2004) emphasizes, language input must be meaningful and systematically aligned with learning objectives. This study analyzes representative texts from each unit to assess its alignment with the targeted language features, acknowledging that this reflects the core pedagogical content. By the analysis, this study addresses a gap of the extent to which these texts truly embody the curriculum’s outlined language targets. In this context, the unit texts function not only as thematic introductions but also as linguistic exemplars. That is, each sentence within the texts potentially carries the grammatical structures that learners are expected to acquire. This alignment is key to ensuring that targeted grammatical scope is not only listed but experienced by learners through coherent and contextualized input.

Based on this context, there are at least two reasons why the present study is necessary. First, in English grammar, sentence structure is a crucial aspect. Sentences in textbooks with correct and varied sentence structures ensure comprehensibility and aid in effective language acquisition. If students are steadily exposed to sentences with correct and varied structures, they are more likely to acquire skills in communicating effectively. Second, the English textbook entitled “Bahasa Inggris: English for Change” for grade eleven students is a learning resource currently used in schools. Moreover, the textbook is the newest textbook published by the Ministry of Education and Culture of the Republic of Indonesia. Therefore, it is necessary to evaluate whether the syntactic structure of sentences in the texts is in line with the curriculum objectives of grade eleven students.

Numerous previous studies regarding syntactic analysis on textbooks have been done before. Mumrikoh et al. (2019) analyzed sentences in the Bahasa Inggris Kelas X (2017 revised edition) textbook. It focused on analyzing sentence structures and types using a tree diagram. It found 53 simple, 79 compound, 33 complex, and 26 compound-complex sentences. Jaya (2017) investigated sentence and phrase structures in narrative texts of a 2015 textbook. There were 141 sentences, which were dominated by simple sentences, and 620 phrases, which mostly consisted of verb phrases. Similarly, Aprilia et al. (2025) examined sentence structures, clause patterns, and errors in three narrative texts. It analyzed phrases using a tree diagram and found many complex phrases and frequent errors in tense, pronouns, and run-on sentences. Anitasari et al. (2023) carried out a study to

analyze sentence types in reading texts. It identified simple and compound sentences based on clause number and active/passive voice based on subject roles. Likewise, Pham and Pham (2024) undertook study to examine what were the common errors and the most types of sentences used in the written argumentative essays. The researchers used mixed methods in conducting the study. The findings revealed that the two most sentences used were simple sentences (39.35%) and complex sentences (36.85%). Meanwhile, the most common errors in the essays were run-on sentences (20.58%), preposition errors (14.32%), article errors (12.75%), sentence fragments (10.74%), and pronoun errors (8.28%). A relevant study on language used in textbook and its suitability to the curriculum was conducted by Sembiring, Simanjuntak, and Majrul (2025). The study found there were still significant shortcomings, such as in terms of the language used in the textbook. Although the study showed inefficiencies in the textbook in terms of grammar and vocabulary coverage, it did not specifically examine the sentence structure in the textbook on delivering the material.

Although previous studies have been conducted, this study aims to significantly provide input to the existing research field. In comparison to the previous studies above, there are several differences. Firstly, the study examines the alignment of sentences in the texts with the targeted language features. Secondly, the researcher uses labeled bracketing as a tool in depicting sentence structures. Thirdly, the researcher uses the latest curriculum textbook that is actively used in schools as a data source. In that matter, the researcher conducted a study entitled "Textbook grammar in focus: A study of sentence structures and patterns alignment".

METHODS

The researcher uses a basic national curriculum document in the form of official copies of the Decree of the Head of the Education Standards, Curriculum, and Assessment Agency, Number 008/H/KR/2022. The document contains the provisions of Learning Outcomes (CP) at each level of education in implementing the Merdeka Curriculum. However, the CP document does not specifically mention the list of learning content as in the previous curriculum, yet the English textbook for grade XI entitled "English: English for Change" provides scope and sequences that include thematic topics, text types, and language features that students must learn. Based on the principles conveyed by Nunan (2004), the scope and sequence in textbooks are interpreted as a representation of the learning structure. That is designed to develop competencies gradually, in line with the task-based learning approach, which emphasizes the learning process for developing skills through structured stages (Nunan, 2004). Besides, from Unit 1 until 5 of the textbook, the researcher used representative texts as seen below.

Table 1. The number of data collected

Title of Text	Types of Text	Unit
Sosial media caption by Maudy Ayunda	Multimodal	1
<i>Waste Not, Want Not: "Waste Banks" in Indonesia</i>	Descriptive	2
<i>The Problem of being too Fat</i>	Analytical Exposition	3
<i>Aeshmina Azzahra Aqilani</i>	Narrative	4
<i>How to change your PIN</i>	Procedure	5

In this study, the researcher's role is the main instrument, as this study is a textual analysis related to qualitative research. "Researcher as instrument" is a term that refers to the role of the researcher as an active participant in the research process (Atkinson & Hammersley, 2007). In qualitative research, the researcher's interpretative ability plays a crucial role in analyzing textual data and deriving meaningful insights (Merriam & Tisdell, 2016). The researcher used her analytical skills to analyze the issues. Furthermore, in displaying the results, the researcher uses some tables to facilitate analysis and interpretation. As mentioned, the specification table aligns items with objectives and content standards, which helps ensure content validity (Creswell, 2014). Moreover, according to Fraenkel et al. (2012), utilizing tools such as charts, tables, and diagrams is to clarify and to summarize important concepts in a systematic way.

Data collection and analysis

According to Scott (1990), documentary techniques refer to data collection methods in research using documents or written texts as the primary data source to be analyzed systematically. Referring to Scott (1990), in gathering the data, the researcher followed some steps. First, the researcher identified the document and evaluated the authenticity and credibility of it. The researcher did browsing and downloaded the English e-textbook for eleventh grade of senior high school entitled “Bahasa Inggris: English for Change”. Third, the researcher read and understood the textbook. Finally, the researcher analyzed sentence structures and syntactic variations of chosen text in every unit, then investigated its alignment with the scope of language feature targets.

Besides, documentary analysis is the systematic procedure of reviewing and evaluating documents, both printed and electronic, with the aim of obtaining meaning, understanding, and developing empirical knowledge (Bowen, 2009). This is to validate the functional alignment between the language features in the scope and sequence and the general learning outcomes listed in the national curriculum. At first, the researcher conducted a skimming technique to capture overviews of the national curriculum’s copies of document and the content and function of scope and sequences in the textbooks. Second, the researcher read to examine the language features listed in each scope and sequence and review them against the competency targets stated in the curriculum. Third, the researcher interprets whether the language features of the textbook substantively support the achievement of the expected learning outcomes of the curriculum.

Considering the data used in this study are sentences, this study uses a qualitative approach, especially textual analysis. According to Creswell (2014), qualitative research is applied to analyze and comprehend the meaning given by individuals or groups to social or human phenomena. More specifically, this study applied textual analysis as the main method for interpreting the data. This study applied the theory proposed by Miles and Huberman (1994) to conduct textual data analysis. First, at the data reduction stage, the researcher selects one text from each unit. The researcher identifies the language features column from the scope and sequence table targeted in each unit. Focusing only on grammar and vocabulary aspects, the researcher uses this focus in analyzing the sentence structures. At the data display stage, the researcher presents the reduced data using tables to facilitate analysis and interpretation. Lastly, at the conclusion drawing and verification stage, the researcher interpreted the patterns of the data and validated them to ensure trustworthiness.

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings of the study. The analysis is formulated based on three research questions: (1) what are the types of sentence structures found in the textbook? (2) how the syntactic patterns are used across texts in the textbook, and (3) to what extent the sentences in the texts align with the targeted language features stipulated in the eleventh-grade curriculum-based English textbook. The findings were obtained from an in-depth study of five different texts from Units 1, 2, 3, 4, and 5 of the textbook representing five genres of texts, namely: social media caption, descriptive, analytical exposition, narrative, and procedural texts. The analysis was conducted using the syntactic theory by Quirk & Greenbaum (1973) and Carnie (2006), particularly labeled bracketing to identify sentence structures and patterns. Furthermore, Richards’ (2001) framework was used to evaluate the alignment of sentences with targeted language features outlined in the eleventh-grade curriculum-based English textbook.

Types of sentence structures

The distribution of sentence types across five units in the textbook “Bahasa Inggris: English for Change” shows varied usage depending on the text type. In Unit 1 (Social Media Caption), from 3 sentences, there is 1 simple, 1 compound, and 1 complex sentence. Unit 2 (Descriptive Text) contains 15 sentences in total. There are 6 simple, 1 compound, 6 complex, and 2 compound-complex sentences, in which simple and complex sentence types are the two most dominant. In Unit 3 (Analytical Exposition Text), there are 13 sentences in total. It includes 9 simple sentences and 4 complex sentences. Unit 4 (Narrative Text) consists of 7 simple, 7 complex, 1 compound, and 2 compound-complex sentences, in which simple and complex sentence types are equally dominant. Lastly, in Unit 5 (Procedure Text), there are 10 sentences in total. It consists of 8 simple sentences, 1 compound sentence, and 1 complex sentence. Overall, the total number of sentences is 58, comprising 31 simple, 4 compound, 19 complex, and 4 compound-complex sentences.

Table 2. Distributions of sentence structure

Unit Text Types	Simple Sentence	Compound Sentence	Complex Sentence	Compound- Complex Sentence	Total
1 / Social Media Caption	1	1	1	0	3
2 / Descriptive Text	6	1	6	2	15
3 / Analytical Exposition	9	0	4	0	13
4 / Narrative Text	7	1	7	2	17
5 / Procedure Text	8	1	1	0	10

Based on the analysis, sentence structure types that appear in Unit 3 (analytical exposition text) are Simple sentences represent 69.2% of all sentence occurrences, and complex sentences constitute 30.8%. According to Gerot & Wignell (1994), in analytical exposition, the use of complex clauses is common, particularly because this type of text relies on logical reasoning and cause-effect relationships. Although analytical exposition texts usually rely on sentence complexity (Gerot & Wignell, 1994), this text is dominated by simple sentences, as Martin & Rose (2008) suggest that simple sentences form the framework of exposition. Unit 1 (social media caption): There are 1 simple, 1 complex, which consists of two short clauses, and 1 compound-minor elliptical sentence. However, there are compound and complex sentences, but those sentences commonly are in basic form (short and brief) due to the character of the caption text that prioritizes brevity and attractiveness (Crystal, 2011). The sentences are generally short and structurally simple, which enhances readability and directness to support the function of the text genre; that is, to convey information in a concise and interesting manner prevalent in captions on digital platforms. In Unit 2 (descriptive text), all types of sentence structures appear, namely simplex, compound, complex, and compound-complex, with a dominance of complex and simple sentences (12 out of 15). That indicates a higher level of syntactic complexity, in line with the function of descriptive text to explain the nature of objects. Likewise, Unit 4 (narrative text) also contains all four types of sentences, with simple and complex sentences appearing 7 times each. This supports the theory of Biber et al. (1999) and Halliday & Hasan (2013), which posits that narratives tend to employ complex clauses to convey logical sequences and psychological states. In Unit 5 (procedural text), imperative simplex sentences are the most frequent occurrence (80%) of sentence type. This is in line with the statement from Gerot & Wignell (1994): imperative sentences are the most common grammatical feature in procedural texts to express commands and instructions addressed to the reader. In terms of the sentence structure that appeared in each type of text, most of the texts are composed with sentence types that are in line with the purpose or function of each genre.

Syntactic patterns

Syntactic patterns in social media caption

My two years at Stanford taught me many things.

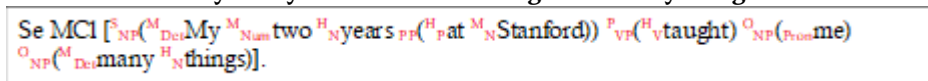


Figure 1. Labeled bracketing of Sentence 1

The sentence above is a declarative simple sentence that has the SVOO (Subject–Verb–Object–Object) structure. “My two years at Stanford” is the subject of the sentence in the form of a complex noun phrase with a prepositional phrase as its postmodifier. “taught” functions as the main predicate in the form of a transitive verb followed by two objects: “me” (indirect object) and “many things” (direct object). Referring to the theory of Carnie (2006) and Quirk & Greenbaum (1973), the sentence

is a simple declarative sentence with a double object construction of the transitive type with the structure NP + V + NP + NP.

Accounting, finance – you name it.

Se MCI [Coord(NP Accounting, NP finance) – S NP(H From you) P VP(H V name) O NP(H From it)].

Figure 2. Labelled bracketing of Sentence 2

The sentence consists of two parts. The first part, the phrase “Accounting and finance,” is a coordinating noun phrase that serves as a topic or a list of entities. The second part, “you name it” is the main clause that functions as a comment or affirmation of the previous topic. In the sentence, “you” is an explicit subject, and “name it” is an idiomatic predicate that conveys the meaning of “all of it”. Based on Carnie’s theory, the sentence has a topic-comment structure with coordinated NP topicalization. Quirk & Greenbaum (1973) refer to it as a minor compound sentence with elliptical relations between its parts, which reflects the spoken style.

But I also learned to shift my perspective on what leadership truly is.

Se MCI [CoordCl (But) S NP(H From I) P VP(M Adv also H learned) P (to shift) O NP(M Det my perspective) A PP(H P on [Det (what) S NP(H From leadership) VP(M Adv truly H is)])].

Figure 3. Labeled bracketing of Sentence 3

The sentence above is a complex sentence. In the sentence, “I” functions as the subject followed by the adverb “also” and the past tense verb “learned” followed by “to shift my perspective on what leadership truly is” (infinitival clause). The part “on what leadership truly is” is in the prepositional object function in the form of a noun clause. Based on Carnie’s theory (2006), this sentence is a complex clause with an infinitival complement and embedded WH-clause as PP adjunct. According to Quirk & Greenbaum (1973), this is a complex sentence that has a noun clause structure as a prepositional complement in the construction of the goal.

In summary, the three sentences in the social media caption represent simple to complex syntactic structures whose main focus is declarative sentences. The first sentence is a simple declarative sentence with a ditransitive structure: Subject-Verb-Object-Object (SVOO). The second sentence is a compound minor elliptical sentence with a topic-comment construction, while the third sentence is a complex sentence that combines an infinitive clause and an embedded clause. The most frequently used type of phrase is a complex noun phrase (NP) pattern. All in all, the sentence structure in the text uses a construction that is dense in information but concise in its arrangement, which aligns with the reflective narrative style.

Descriptive text : Waste Not, Want Not: “Waste Banks” in Indonesia

As experts in the field would argue, solid waste management is not the sole responsibility of a municipal government, but a collective one.

Se MCI [SCI [SubConj As S NP(H From experts M PP(H P in NP(M Det the H field)) P VP(M Aux would H argue)], S NP(M Adj solid H waste H management P VP(H Aux is Neg not) C NP(M Det the M Adj sole H responsibility M PP(H P of NP(M Det a M Adj municipal H government))), Coord but NP(M Det a M Adj collective H one)].

Figure 4. Labeled bracketing of Sentence 4

The sentence begins with the subordinate clause “As experts in the field would argue” which functions as an adverbial in the sentence, and then continues with the main clause. “solid waste management” is the main subject of the sentence that has the copulative predicate “is not”, followed by a complex noun phrase as its complement. Based on Carnie’s theory (2006), this sentence is categorized as a complex sentence with embedded subordinate clauses and nominal coordination. Quirk & Greenbaum classify it as a complex sentence with a coordinated subject complement.

As populations grow and consumption patterns increase, more and more solid waste is created– and landfills can only take so much waste!

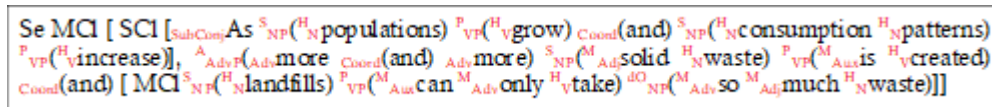


Figure 5. Labeled bracketing of Sentence 5

The sentence begins with a subordinate clause as an adverbial combined with two coordinated main clauses. Coordination is in the subordinate clause and in the main clause. Referring to Carnie (2006), the sentence above is a sentence with multiple coordination and adverbial fronting structures. According to Quirk & Greenbaum (1973), the sentence is a compound-complex sentence with coordinated finite clauses.

So what to do?

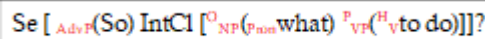


Figure 6. Labeled bracketing of Sentence 6

The sentence above is an elliptical interrogative sentence that does not use an explicit subject. "What to do" is an idiomatic form that functions as an indirect question. Referring to Carnie (2006), sentences structured like this include elliptical interrogative clauses. In Quirk & Greenbaum (1973), this sentence form illustrates the informal and idiomatic use used in the context of rhetorical questions.

What is a 'waste bank'?

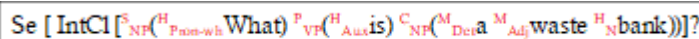


Figure 7. Labeled bracketing of Sentence 7

The sentence above is a wh-interrogative clause. The clause has a pattern of subject + linking verb (predicator) + complement. That reflects the form of a definitive question even though its structure is very basic. According to Carnie (2006), the sentence is categorized as an interrogative main clause. Quirk & Greenbaum define it as a simple sentence of the subject-verb-complement interrogative type.

The vast majority of eco-friendly households in Indonesia keep three bins or three large garbage bags in their homes; over time they began separating their waste into three different sections.

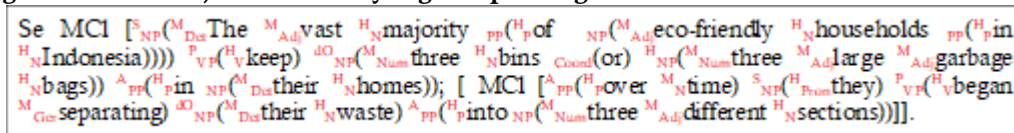


Figure 8. Labeled bracketing of Sentence 8

The sentence above is a compound sentence whose two main clauses are separated by a semicolon. In the first clause, "The vast majority of...Indonesia" functions as the subject clause followed by "keep" as the predicate. "Three bins or three large garbage bags" is a complement in the form of a coordinating NP. The first clause describes routine activities or habits while the second clause explains changes in habits. In the second clause, "over time" is an adverbial PP which is a time description in the clause. The phrase "they" is the subject of the second clause, while "began separating" is the predicate. Referring to Carni (2000), the sentence is grouped as a main clause with a coordinated temporal clause. Based on Quirk & Greenbaum (1973), the sentence is categorized as a compound declarative sentence.

Those are several examples of sentence analysis in descriptive text that have been described. Of the 15 sentences analyzed, the text is dominated by declarative complex and simple sentences. Meanwhile, of the two interrogative clauses, there is one elliptical interrogative sentence that does not use an explicit subject. Furthermore, the type of adverbial clause is often used in subordinate clauses, which are then combined with coordinated main clauses. Participial clauses, passive voice, and enumerative structures are the most used structures in this text. Meanwhile, the most frequently used phrases are patterned as complex noun phrases (NP).

Analytical Exposition Text: The Problem of being too Fat

This condition is deined because there is too much fat in the body.

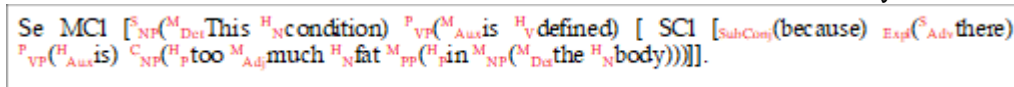


Figure 9. Labeled bracketing of Sentence 9

The sentence above is a complex sentence with the passive verb "is defined" in the main clause and followed by a subordinate clause through the subordinative conjunction "because". The subordinate clause "because there is too much fat in the body" applies an existential structure. The clause is semantically interpreted as the cause of that condition. In Carnie's theory (2006), the sentence has a main clause structure with an adverbial subordinate clause. Referring to Quirk & Greenbaum (1973), the sentence above is a complex sentence with subordinate causal.

Being too fat is one of the main factors for heart disease.

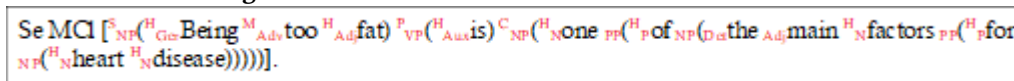


Figure 10. Labeled bracketing of Sentence 10

Similar to the previous sentence, the sentence has the subject "Being too fat" which is a NP in the form of a gerund phrase. "is" is a verb that functions as a predicate in the sentence that connects it to the complement "one of the main factors for heart disease". The graded PP is used as a postmodifier of the noun "factors". According to Carnie, this is an example of a sentence with a head complex NP that has a recursive PP. Referring to Quirk & Greenbaum (1973), it is a simple sentence with an SVC (Subject–Verb–Complement) structure with prepositional postmodifiers.

Because of being overweight, the heart will work harder than usual.

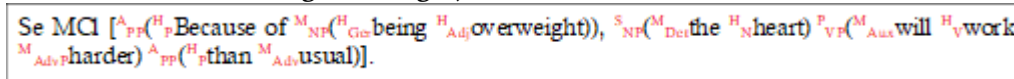


Figure 11. Labeled bracketing of Sentence 11

The sentence above is opened with an adverbial stating the cause and closed with a comparative adverbial ("than usual"). "the heart" is the main subject of the sentence, while "will work harder" is the main predicate. In Carnie (2006), the clause consists of two adjuncts (adverbial phrases) and a modal structure of auxiliary + verb ("will work"). In Quirk & Greenbaum (1973), the sentence above is a complex declarative sentence with two descriptions: cause and comparison.

From those statements, we could clearly understand that being overweight is dangerous for our life both appearance and serious disease.

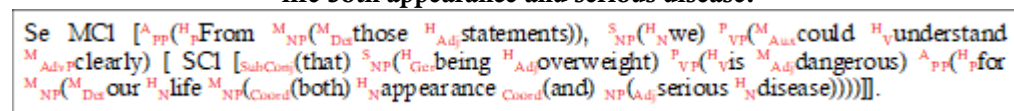


Figure 12. Labeled bracketing of Sentence 12

The sentence is a complex sentence with an adverbial as the opener. In the main clause, "we" is the subject of the sentence. Meanwhile, "could understand clearly" is a predicate of the sentence in the form of a VP followed by a subordinate that-clause as its object. That clause is a subordinate clause where "being overweight" is the subject, while the predicate of the second clause is the auxiliary verb "is dangerous". Carnie categorizes sentences like this as clausal complements. Referring to Quirk & Greenbaum (1973), the sentence is defined as a nominal clause functioning as an object with a coordinated NP as an additional complement.

Of the 13 sentences analyzed, all sentences in the analytical exposition text are declarative sentences, some of which use gerund phrases as their subjects. Some complements in the sentences are infinitive or prepositional clauses. Many subordinate sentences are in the form of cause-and-effect clauses as explanations of causes or effects. Meanwhile, many sentences are in Subject-Verb-Complement (SVC) with complex prepositional elaboration and enumerative structures. Meanwhile, the most frequent phrases in the complex noun phrase (NP) pattern.

Narrative Text: Aeshnina Azzahra Aqilani

Of all countries globally, Indonesia is the third-largest producer of plastic waste every day.

Se MC1 [^{A_{PP}}(^{H_F}Of ^{M_{NP}}(^{H_N}countries ^{M_{Adv}}globally)), ^{S_{NP}}(^{H_N}Indonesia) ^{P_{VF}}(^{H_{Aux}}is) ^{C_{NP}}(^{M_{Det}}the ^{M_{AdjP}}third-largest ^{H_N}producer ^{M_{PP}}(^{H_F}of ^{M_{NP}}(^{M_{Adv}}plastic ^Nwaste ^{M_{Adv}}every day)))]].

Figure 13. Labeled bracketing of Sentence 13

The sentence is a simple declarative sentence. The presence of a prepositional phrase as an opening adverbial is useful for providing additional information about global comparisons. The phrase "Indonesia" is the main subject, while "is" is the predicate copula followed by the complement "the third-largest producer of plastic waste every day". Referring to Carnie (2006), this is a simple clause with a complement in the form of a complex NP. Quirk & Greenbaum classify it as a simple declarative sentence with an adverbial beginning in the form of a prepositional phrase.

One of the so-calledriver warriors is Aeshnina Azzahra Aqilani, or Nina.

Se MC1 [^{S_{PP}}(^{M_{Det}}One ^{M_{PP}}(^{H_F}of ^{M_{NP}}(^{M_{Adv}}so-called ^{H_{NP}}(^{H_N}niver ^{H_N}warriors))) ^{P_{VF}}(^{H_{Aux}}is) ^{C_{NP}}(^{Aeshnina Azzahra Aqilani}), ^{Conj}(or) ^{H_{NP}}(^{Nina}))].

Figure 14. Labeled bracketing of Sentence 14

The sentence above is a simple declarative sentence with SVC structure. The phrase "One of the so-called river warriors" is a subject in the form of NP complex. The phrase "is" is a predicate in the form of an auxiliary verb followed by the complement "Aeshnina Azzahra Aqilani, or Nina". According to Carnie, this is a simple declarative clause with NP as a complement. Quirk & Greenbaum call it an identifying clause or simple declarative clause.

First, Nina was interested in the environmental world when she was little.

Se MC1 [^{A_{AdvP}}(^{First}), ^{S_{NP}}(^{H_N}Nina) ^{P_{VF}}(^{H_V}was ^{M_{Aux}}interested) ^{A_{PP}}(^{H_P}in ^{M_{Det}}the ^{A_{AdvP}}environmental ^Nworld) [SC1 [^{AdvP}Adv_P(when) ^{S_{NP}}(^{H_N}she) ^{P_{VF}}(^{H_V}was ^{M_{Adv}}little)]]].

Figure 15. Labeled bracketing of Sentence 15

The sentence is a complex sentence that has a subordinate clause in the form of an adverbial clause. In the main clause, there is an adverbial phrase "First" as an introduction to the sentence. The phrase "Nina" functions as the main subject, while "was interested in the environmental world when she was little" is the main predicate in the form of a VP. This sentence has an embedded adverbial clause "when she was little". According to Carnie (2006), this sentence has a main clause structure + adjunct temporal clause. Referring to Quirk & Greenbaum (1973), this sentence is categorized as a complex declarative sentence with a subordinate adverbial of time.

Moms & Dads also always teach Nina to reduce single- use plastic as much as possible and tell her how important the river is.

Se MC1 [^{S_{NP}}(^{H_N}Moms & ^{H_N}Dads) ^{A_{AdvP}}(^{Adv}also ^{Adv}always) ^{P_{VF}}(^{H_V}teach) ^{O_{NP}}(^{H_N}Nina) [CP ^{C_{VP}}(^{H_V}to reduce ^{M_{NP}}(^{M_{Adv}}single-use ^Nplastic ^{PP}(^{H_F}as ^{M_{Adv}}much as possible)))] ^{Conj}(and) [MC1 [^{P_{VF}}(^{H_V}tell ^{M_{Pro}}her [SC1 [WH-Clause_{how} ^{A_{AdvP}}(^{Adv}important) ^{S_{NP}}(^{M_{Det}}the ^{H_N}plastic) ^{P_{VF}}(^{H_V}is)]]]]].

Figure 16. Labeled bracketing of Sentence 16

The sentence above is a compound-complex sentence, consisting of two independent sentences and one dependent sentence. The first independent clause has the subject “Moms & Dads” and has the predicate “teach” followed by an infinitival clause as a complement. The second clause has the verb “tell” as its predicator followed by a subordinate clause in the form of a wh-clause. The wh-clause in “how important the plastic is” is a dependent clause that complements the verb “tell” in the second clause. That reflects a complex VP structure. According to Carnie (2006), this is a coordinated VP with a complement clause. Quirk & Greenbaum (1973) refer to it as a declarative sentence with clause-object coordination.

Nina managed to meet the ambassador in Jakarta, and they promised to tighten supervision at the port.

Se MC1 [^{S_{NF}}(^{H_N}Nina) ^{P_{VF}}(^{H_V}manage) [CP ^{C_{VF}}(^{H_{Vi}}to meet ^{M_{NF}}(^{Det}the ^{N_{NF}}ambassador)) ^{A_{PP}}(ⁱⁿ^{N_{NF}}indonesia)] ^{Coq}(and) [MC1 [^{S_{NF}}(^{H_{Pro}}they) ^{P_{VF}}(^{H_V}promised) [CP ^{C_{VF}}(^{H_{Vi}}to tighten ^{N_{NF}}supervision ^{PP}(^{H_{Pat}}at ^{N_{NF}}(^{Det}the ^{H_N}port))))]]].

Figure 17. Labeled bracketing of Sentence 17

The sentence is a compound sentence with two clauses connected by a coordinating word. In the VP of both clauses, each has an infinitival clause as a complement. Referring to Carnie (2006), the sentence is categorized as a coordinated VP with a complement clause. Quirk & Greenbaum call it a declarative compound sentence with coordinated clausal complements.

In summary, of the 17 sentences analyzed in this narrative text, the majority are declarative sentences, and only one sentence is interrogative. Of all the declarative sentences, 7 sentences are complex sentences with complement clauses such as that-clauses and how-clauses. This text displays a combination of active and passive sentences, temporal clauses, and relative clauses in the context of the character's narrative. Adverbial clauses such as temporal and causal adverbial, VP coordination, and relative clauses form a structure that facilitates the delivery of events chronologically. The sentences in this text reflect the development of the storyline, which is built with advanced syntactic structure precision.

Procedure Text: How to change your PIN

Insert your card into the ATM machine and select the language from the menu displayed.

Se MC1 [^{P_{VP}}(^{H_V}Insert) ^{O_{NF}}(^{M_{Pron}}your ^{H_N}card) ^{A_{PP}}(^{H_P}into ^{M_{NF}}(^{Det}the ^{H_N}ATM ^{H_N}machine)) ^{Coq}(and) ^{P_{VP}}(^{H_V}select) ^{O_{NF}}(^{M_{Det}}the ^{H_N}language) ^{A_{PP}}(^{H_P}from ^{M_{NF}}(^{Det}the ^{H_N}menu ^{M_{V ed}}displayed))].

Figure 18. Labeled bracketing of Sentence 18

The sentence above is a compound imperative sentence that has two coordinated verbs: “Insert” and “select”. The first imperative clause has the object “your card” with the prepositional phrase “into the ATM machine” as a complement. Meanwhile, the second imperative clause has the object “the language” with the prepositional phrase “from the menu displayed” as a complement. In Carnie (2006), this imperative clause has a structure that contains coordinated verb phrases with adjuncts in the form of prepositional phrases, while according to Quirk & Greenbaum, the sentence is a compound imperative sentence.

Now enter your ATM PIN number.

Se MC1 [^{A_{AdvP}}(^{H_{Adv}}Now) ^{P_{VP}}(^{H_V}enter) ^{O_{NF}}(^{M_{Pron}}your ^{H_N}ATM ^{H_N}PIN ^{H_N}number)].

Figure 19. Labeled bracketing of Sentence 19

The sentence is a simple imperative sentence that uses a fronted adjunct in the form of a temporal adverb “Now”. The phrase “enter” is the main predicate followed by a direct object in the form of a noun phrase, “your ATM PIN number”. Referring to Carnie (2006), the sentence is an imperative main clause with a fronted adjunct. According to Quirk & Greenbaum (1973), the sentence above is a simple imperative sentence with a temporal adverbial.

Make sure that you type the PIN correctly the second time.

Se MC1 [^{P_{VP}}(^{H_V}Make sure) [CP [^{Conj}that ^{S_{NF}}(^{H_{Pro}}you) ^{P_{VP}}(^{H_V}type) ^{O_{NF}}(^{M_{Det}}the ^{H_N}PIN) ^{A_{AdvP}}(^{H_{Adv}}correctly ^{M_{PP}}(^{M_{Det}}the ^{H_{Adj}}second ^{H_N}time))]]].

Figure 20. Labeled bracketing of Sentence 20

The sentence above is a complex imperative sentence that has one independent clause and one dependent clause. In the first imperative clause, “Make sure” functions as the sentence verb and is followed by the complement clause “that you type the PIN correctly the second time”. The second clause is a dependent clause where “you” is the subject of the clause and “type” is the verb. In Carnie (2006), this imperative clause has a structure that contains a subordinate clause with adjuncts in the form of an adverbial phrase. According to Quirk & Greenbaum (1973), this sentence is a complex imperative sentence.

A new screen appears “Your PIN has been changed successfully”.

Se MC1 [^{S_{NF}}(^{M_{Det}}A ^{M_{Adj}}new ^{H_N}screen) ^{P_{VP}}(^{H_V}appears) [Quote “Your PIN has been changed successfully”]].

Figure 21. Labelled bracketing of Sentence 21

The sentence above is a simple declarative sentence composed of the subject NP “A new screen” and the intransitive verb “appears”. According to Carnie (2006), the sentence is a simple intransitive main clause, and Quirk & Greenbaum (1973) classify the sentence as a simple declarative sentence with an intransitive verb.

In summary, of the 10 sentences in this procedure text, the majority of the sentences are imperative sentences, and some of them are declarative sentences. Furthermore, of the ten sentences, six are direct imperative sentences (verb-initial), two are polite imperative sentences with the interjection “please”, and two are passive declarative sentences in the perfect and future tense forms. From the existing imperative sentences, the use of temporal adjuncts is found. This text shows a tendency to use simple but effective sentences for instructions.

Sentence Alignment

The researcher presents an account of the extent to which these features are achieved by the representative texts, as displayed in the table below.

Table 3. Language feature fulfillment matrix

Unit / Title of Text	Language Features Outlined in Each Unit		Alignment (✓ / X)	The Attained Language Features Targets
	Grammar	Vocabulary		
1 / Sosial Media Caption by Maudy Ayunda	Subject questions, Transitional words	Words related to social media post: engagement and interaction	✓ Partially-Aligned	Using transition words <i>But</i> and <i>Also</i> The phrase “...to shift my perspective on what leadership truly is” bring the elements of interaction and reflective social.
2 / <i>Waste Not, Want Not: “Waste Banks” in Indonesia</i>	Present tense, Adjective phrases	Words related to issues of domestic waste and types of waste, Verbs related to five senses	✓ Fully Aligned	Using present tense Using adjective phrases Using all targeted vocabularies

3 / <i>The Problem of being too Fat</i>	Simple present tense, Internal conjunction	Words related to healthy life	✓ Fully Aligned	Using simple present tense Using internal conjunction Using all targeted vocabularies related
4 / <i>Aeshnina Azzahra Aqilani</i>	Simple past tense	Words related to environmental preservation	✓ Fully Aligned	Using simple past tense Using all targeted vocabularies
5 / <i>How to change your PIN</i>	Imperatives, Comparative, Superlative adjectives and adverbs	Words and phrases related personal money management	✓ Partially-Aligned	Using imperative and superlative adjectives Using all targeted vocabularies

The scope and sequences in the textbook present different language features in every unit. Unit 1 covers vocabulary related to social media, subject questions, and transitional words. Whereas the representative text of this unit only includes transition words and reflective interactions, it still lacks subject questions. Unit 2 includes vocabulary about domestic waste, verbs of senses, waste types, and grammar on present tense and adjective phrases. The representative text entitled *Waste Not, Want Not: "Waste Banks" in Indonesia* aligns with the language targeted by using present tense, adjective phrases, and all targeted vocabularies related to issues of domestic and types of waste and five senses's verbs. All targeted language features (vocabularies related to healthy life, simple present tense, and internal conjunctions) outlined in Unit 3 are fulfilled in the representative text entitled *The Problem of being too Fat*. The text uses simple present tense, internal conjunction, and all vocabulary about healthy life in its sentences. As with the previous one, the representative text entitled *Aeshnina Azzahra Aqilani* in Unit 4 reflects all the targeted language features, namely using simple past tense and all targeted vocabularies related to environmental preservation. Unit 5 set out language features—imperatives, comparatives, and superlatives adjectives and adverbs, as well as vocabulary related to personal money management. Whereas the representative text entitled *How to change your PIN* in Unit 5 only uses imperative and superlative adjectives and vocabularies related to personal money management, it does not provide examples of comparative or superlative adjectives and adverbs. From the analysis, there are several important aspects that can be identified. First, in terms of linguistic appropriateness, all representative texts show well-organized grammar, using appropriate tenses and relevant vocabularies. Second, in terms of curriculum relevance, representative texts of Units 2, 3, and 4 directly integrate the grammar and vocabulary focus listed in the scope and sequences, indicating a strong relationship between the content and the learning objectives curriculum. However, representative texts of Units 1 and 5 show partial alignment with language features listed in the scope and sequences.

CONCLUSION

In conclusion, the analysis of five representative texts reveals that sentence structures vary according to the function and genre of each text. Simple and complex sentences dominate overall (31 and 19 out of 58), with representative texts in Units 1 and 5 favoring brief, direct forms, while those in Units 2, 3, and 4 show greater variety, including complex and compound-complex sentences to suit descriptive, expository, and narrative purposes. Unit 3, despite being analytical in nature, is mostly composed of simple sentences. Whereas, the representative text in Unit 5 is dominated by imperative simple sentences to deliver instructions. Each representative text in each unit contains a variety of sentence patterns. The social media captions range from simple to complex declarative forms, featuring ditransitive, elliptical, and embedded structures, with complex noun phrases commonly used to deliver dense yet concise information in line with a reflective narrative style. The descriptive text mainly uses declarative simple and complex sentences, often with adverbial and coordinated clauses. It also features compound and interrogative forms, with frequent use of complex noun phrases, participial clauses, passive voice, and enumerative structures for detailed yet efficient expression. The

analytical exposition text is composed of declarative sentences dominated by complex noun phrases, SVC patterns, and cause-effect subordinate clauses. Gerund subjects and prepositional or infinitival complements are also common, supporting the text's logical and explanatory function. The narrative text mainly uses declarative sentences enriched with complement, temporal, causal, and relative clauses, supported by coordinated verb phrases, complex noun phrases, and varied voice to create detailed, structured, and coherent storytelling. The procedure text consists mainly of imperative sentences, including direct, polite, and complex forms, with a few declarative sentences in passive voice. These imperatives often use verb-initial structures with prepositional complements and temporal adjuncts to guide actions clearly. In general, the sentences in all representative texts reflect the communicative function of the types of the text. The representative texts attain the targeted language features to varying degrees. Representative texts in Units 2, 3, and 4 are fully aligned with the targeted language features. They contain all vocabularies and grammar outlined in the scope and sequences. Whereas, the first representative text only includes transition words and reflective interactions; it still lacks subject questions. Similarly, the fifth representative text only uses imperative and superlative adjectives and vocabularies related to personal money management, it does not provide examples of comparative or superlative adjectives and adverbs.

This study contributes to support syntactic analysis by offering a comprehensive explanation of sentence structure used in an academic textbook. Practically, the findings can help teachers comprehend the complexity and variation of syntax in the textbook, enabling them to adjust teaching to student needs. This study also can be used as an insight for curriculum developers to assess how textbooks support the development of language competence by English curriculum standards for eleventh-grade students. Despite its detailed syntactic analysis, this study has several limitations. Firstly, this study only uses one representative text per unit, which may not depict the overall syntactic diversity of the entire textbook. Secondly, this study does not explore student or teacher perception as well as learners' comprehension in evaluating the effectiveness of syntactic structures to enhance language acquisition. These limitations open chances for further research to involve larger text samples and learner-centered evaluations.

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