

An Evaluation Of English Textbook For Second Grade Elementary School

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Abstrak

Buku pelajaran merupakan komponen penting dalam pengajaran dan biasa digunakan sebagai sumber atau media pembelajaran bagi guru. Namun, terkadang buku ajar yang digunakan guru tidak dapat dikatakan layak untuk mengajar karena buku ajar yang digunakan mungkin memuat materi yang tidak sesuai dengan tingkatan siswa yang dituju. Oleh karena itu, penting untuk mengevaluasi buku teks yang akan digunakan untuk pengajaran, sehingga guru dapat mengetahui apakah buku teks layak digunakan sebagai sumber atau media pembelajaran. Penelitian ini bertujuan untuk mengevaluasi buku teks bahasa Inggris kelas II sekolah dasar yang berjudul "STAIRWAY a Fun and Easy English Book". Penelitian dilakukan secara kualitatif dengan pendekatan analisis isi. Kriteria penilaian buku teks Ur (1996) digunakan untuk mengevaluasi buku teks. Penilaian buku teks memuat 18 kriteria yang meliputi aspek materi, penyajian materi, kebahasaan, dan aspek kegrafikaan. Hasil penelitian menunjukkan bahwa buku ajar Bahasa Inggris berjudul "STAIRWAY a Fun and Easy English Book" untuk kelas II SD memenuhi relevansi 16 dari 18 kriteria.

Kata Kunci: *evaluasi; buku pelajaran; sekolah dasar.*

Abstract

Textbooks are an important component in teaching and commonly used as learning resources or media for teacher. However, sometimes the textbooks used by teachers cannot be said to be appropriate for teaching because the textbooks used may contain material that is not suitable for the level of students it is intended for. Therefore, it is important to evaluate textbooks that will be used for teaching, so that teachers can find out if textbooks are suitable for use as learning resources or media. This study aims to evaluate an elementary school grade II English textbook entitled "STAIRWAY a Fun and Easy English Book". The research was conducted qualitatively with a content analysis approach. Ur's (1996) textbook assessment criteria was used to evaluate the textbook. Textbook assessment contains 18 criteria covering material aspects, material presentation, linguistics, and graphical aspects. The results showed that the English textbook entitled "STAIRWAY a Fun and Easy English Book" for elementary school grade II met relevance of 16 out of 18 criteria.

Keywords: *textbook; evaluation; elementary school.*

INTRODUCTION

Textbooks have been used for a long time and are commonly used by teachers to convey teaching material. Textbooks have become one of the important components in the teaching and learning context of English. Although there are many other learning media that teachers can use to support teaching English such as picture books and e-books, printed textbooks are still widely used by teachers. According to Richards, (2015) textbooks can provide a balance between the skills taught and the types of language exercises students take part in and function as teaching instructions for teachers. Through textbooks teachers are helped to organize their teaching, they use it as a framework or guide. Meanwhile for students, textbooks can help them as a source of important contact that they have with the material they will learn. Moreover, Cunningsworth (1995) elaborated several functions of textbooks in ELT classroom, such as source of teaching and learning materials, syllabus, and a support for less experienced for the teachers who have yet to gain confidence.

Those flexibility that makes printed textbooks are still widely used by teachers in English language teaching context. By using the textbook, the teacher can easily prepare and deliver teaching material, even for inexperienced teachers they can use the textbook to know what material they must provide to students. However, the selection of textbook must be considered for the teacher before they used it as source or teaching media. The textbooks that are used may not necessarily in accordance with the classroom situation and the needs of students. There are currently some frameworks developed for analyzing textbook, such Ur (1996) which proposed 18

criteria to evaluate textbooks that cover content/ material aspects, presenting content/ material aspects, linguistic aspects, and graphic aspects. While, (Cunningsworth, 1995) proposed four criteria to evaluate textbook, such as textbooks must meet the needs of learners, must contain what the learner will make of the language (reflecting the present and future of the language), textbooks help students learn in many ways, and textbooks must be able to support learning. In the context of Indonesia Education system, the used of the textbook has been regulated by the Regulation of the Minister of Education and Culture No. 8 Year 2016 that the textbook is used by education institution must be in line with Pancasila values, the 1945 Constitution of the Republic of Indonesia, and the positive norms that apply in society (Permendikbud, 2016).

There are a few of previous research in investigating English Textbook that has been conducted. The first study conducted by Gunantar, (2017) in this study focused on analyzing EFL Textbook from the perspective of Indonesian Culture. The results showed that the textbooks being analyzed covered local or Indonesian culture. The second study was conducted by Ayu & Indrawati, (2018) that focused on analyzing of tasks presented in English textbook and the result showed that textbook has interesting tasks which meet the objectives in curriculum 2013. Third study was conducted by Dharma et al., (2018) which focused on analyzing English textbook relevance to the 2013 English curriculum, the results showed that the English textbook used had been relatively relevant to the 2013 curriculum with few lack of relevance to the 2013 curriculum. The fourth study was conducted Tyas & Safitri, (2019) their study which also focused on analyzing English Textbook relevance to the 2013 English curriculum and the result showed that textbook was well designed and encouraged students' autonomy to learn and use the language. The fifth study was conducted by Amalia & Rahmawati, (2022) focused on analyzing vocabulary materials in English textbook for Vocational High School, the study revealed vocabulary in textbooks that are relevant to the subject and learning objectives are preferred over irrelevant vocabulary. The last study was conducted by Suryarini, (2020) on evaluating English textbook for grade VI Elementary School, the study revealed that the book met 28 of the 44 criteria of good book.

Based on the explanation above, it can be seen that most studies only focus on the analysis of English textbooks at the junior and senior high school levels, while analyzing English textbooks at the elementary level are under-researched. Therefore, to fill the gap, this study aims to evaluate English textbooks for grade II elementary school. Ur's (1996) textbook assessment criteria were utilized in analyzing English textbook for elementary students.

METHOD

This research was qualitative research with a content analysis approach. According to Ary et al., (2010) content analysis is a research method to analyzed characteristic of the written or visual materials such as textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents. The Material of this study was the English textbook "*Stairway: A fun and Easy English book*" for Elementary Schools Grade II. This book was published by PT Tiga Serangkai Mandiri and consists of 12 units with 224 pages.

The researcher used the textbook assessment criteria table Ur (1996) as a research instrument The author will thick Yes if the points under study are in accordance with the book and will thick No if the points do not match the textbook. The author will also describe the points on the instrument with the book being evaluated. The following table is the description of the textbook being evaluated:

Table 1. Textbook Information

Title	STAIRWAY "A Fun and Easy English Book" for Grade II Elementary Schools
Authors	Ida Kusuma Dewi, M. A. Prof. Dr. Djatmika, M. A. Agus Dwi Priyanto, M.CALL
Editor	Ahmad Thomy Hanafie, S.S.
Illustrators	Dwi Prabowo Wiyono
Year of Publication	2013
Publisher	PT Tiga Serangkai Pustaka Mandiri
ISBN	978-602-320-608-7

RESULT AND DISSCUSION

Based on the results of the analysis, "*Stairway: A fun and Easy English book*" for Elementary Schools Grade II met some compatibility of textbooks assessment criteria, i.e. Meanwhile, the analysis suggested that the textbook lacked in encouraging learners' independence and guidance for teacher. The following criteria points are the results of the evaluation that has been carried out:

1. Objectives explicitly laid out in an introduction, and implemented in the material

The first criterion in the textbook evaluation criteria by Ur (1996) is related to the learning objectives in the textbook. The objectives in STAIRWAY's book "A Fun and Easy English Book" for Grade II Elementary Schools are clearly stated in each chapter and sub-chapter, such as Standard of Competence, Basic Competence, and Objectives. This result is in line with Cunningsworth, (1995) theory where learning objectives must be in accordance with the needs of students. In the STAIRWAY textbook, learning objectives are implemented in existing material and according to student needs.

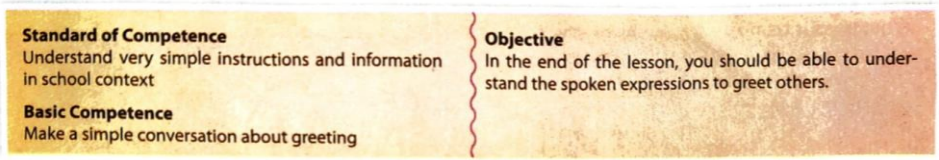


Figure 1. The Example of Textbook Objectives

2. Approach educationally and socially acceptable to target community

The second criterion relates to the approach that is applied to textbooks and is acceptable in a social context. In this textbook, the criterion for the existing approach is to emphasize students' understanding of discourse skills, the ability to understand and produce text orally or in writing. This approach is realized in the sub-chapters in each chapter with the four language skills namely listening, speaking, reading, and writing with these four language skills students will be helped to be able to use English in their daily. This result is in line with (Cunningsworth, 1995) theory in which textbooks must be able to assist students in using language effectively

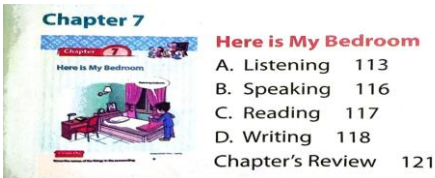


Figure 2. The Example of the second criterion

3. Clear attractive layout; print easy to read

On the third criterion, books must have an attractive layout to increase students' interest in reading and have a layout that is easy to read. This layout is related to the illustration of the picture, size, font, color, and the sequencing of the contents of the book. In this third criterion, the STAIRWAY textbook meets suitability by having interesting graphic illustrations, the illustrated images in the book are adapted to the existing content/material. Meanwhile, the layout of the book can be said to be in accordance with having attractive colored fonts and having various sizes and thicknesses to distinguish between chapters, sub-chapters and contents.



4. Appropriate visual materials available

In this fourth criterion relates to the suitability of the pictures or illustrations used in the book to support learning material. Image or illustration criteria must be in accordance with the material and can help students to understand learning material. In addition, the graphic or illustrative material used must not contain elements of gender deviations or bias. In the STAIRWAY textbook, there is a lot of visual material that can be said to be in accordance with the material in question, the visual material used is also quite interesting and related to real life, such as examples of using pictures of activities or items that are quite common and can be found in everyday life. Meanwhile, gender bias and deviations are not found in this textbook. The representation of pictures or illustrations of men and women in the STAIRWAY book is quite balanced, so that there is no gender bias.



Figure 4. The Example of Visual Material

5. Interesting topics and tasks

This fifth criterion relates to the use of topics and tasks that can attract students' interest to get involved. In this book there are several assignments that can interest students such as the Let Us Try, Fun Time, and Creative hands activities. These activities can attract students' interest to try with topic activities that can make students curious about what activities they will do. The Let Us Try activity aims to invite students to do interesting activities which are still related to the topic. In the fun Time activities students are invited to do fun activities such as singing, and this activity can also give them additional knowledge in a fun way. Meanwhile, for Creative hands activities students are invited to hone their creativity by making interesting handicrafts.



Figure 5. The Example of Interesting Task

6. Varied topics and tasks, so as to provide for different learner levels, learning styles, interests, etc.

The sixth criterion relates to the diversity of topics and assignments in textbooks that can attract students' interest. In the STAIRWAY book the topics and assignments are quite varied and interesting, for example the topic of learning greetings, numbers, etc. which is then followed by various sub-topics as well such as Listening, Speaking, Reading, and Writing. Apart from that, the tasks and activities in this book are quite varied, such as Let Us Try, Fun Time, Creative hands, and Developing High Order Thinking Skills. The result is in line with Suryarini's Research (2020) who evaluated STAIRWAY English textbook for Grade IV Elementary schools, and stated that the topics in the textbooks are quite diverse and able to attract students' awareness.

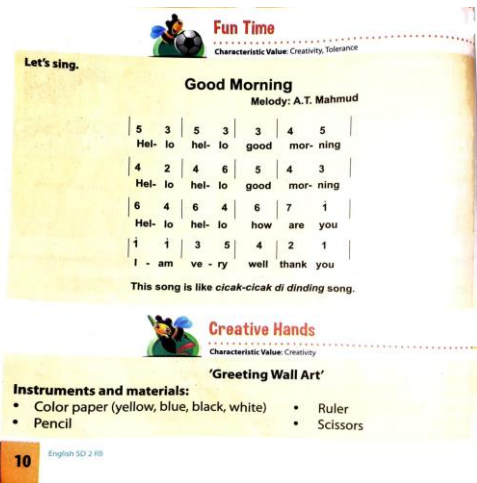


Figure 6. The Example of Various Topic & Task

7. Clear instruction

On this criterion, textbooks must provide clear instructions for each activity or task. This is intended so that students are not confused about carrying out the tasks listed in the book so that learning objectives can be achieved properly. In this book, instructions for each task are stated briefly and clearly and use appropriate vocabulary for the intended level of students.

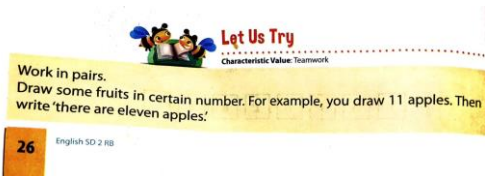


Figure 7. The Example of Clear Instruction

8. Systematic coverage syllabus

On this criterion textbooks must include a systematic syllabus such as standard and basic competence. In the STAIRWAY book, in each chapter and sub-chapter, the standard competence, basic competence, and objectives of each language skills material are clearly stated.

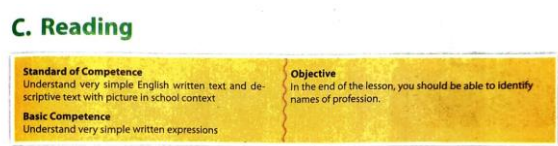


Figure 8. The Example of the eight criterion

9. Content clearly organized and graded (sequenced by difficulty)

For this criterion, the content in textbooks must be arranged and sorted based on the level of difficulty. In this book, the content is quite organized and sequentially sequenced with sub-chapters beginning with listening, speaking, reading, writing, and developing HOTS or chapter’s review. These activities are sequentially sequenced in each chapter in the book.

Semester 2		
Chapters	Sub Chapters	Time Allocation
Chapter 7 Here is My Bedroom	A. Listening	1 x 35 minutes
	B. Speaking	1 x 35 minutes
	C. Reading	1 x 35 minutes
	D. Writing	1 x 35 minutes
	Chapter's Review	1 x 35 minutes
Chapter 8 My Mother is a Nurse	A. Listening	1 x 35 minutes
	B. Speaking	1 x 35 minutes
	C. Reading	1 x 35 minutes
	D. Writing	1 x 35 minutes
	Chapter's Review	1 x 35 minutes
Chapter 9 What Day is Today?	A. Listening	1 x 35 minutes
	B. Speaking	1 x 35 minutes
	C. Reading	1 x 35 minutes
	D. Writing	1 x 35 minutes
	Chapter's Review	1 x 35 minutes
Chapter 10 When is...?	A. Listening	1 x 35 minutes
	B. Speaking	1 x 35 minutes
	C. Reading	1 x 35 minutes
	D. Writing	1 x 35 minutes
	Chapter's Review	1 x 35 minutes
Chapter 11 My Bike	A. Listening	1 x 35 minutes
	B. Speaking	1 x 35 minutes
	C. Reading	1 x 35 minutes
	D. Writing	1 x 35 minutes
	Chapter's Review	1 x 35 minutes
Chapter 12 Let Us Do Something	A. Listening	1 x 35 minutes
	B. Speaking	1 x 35 minutes
	C. Reading	1 x 35 minutes
	D. Writing	1 x 35 minutes
	Chapter's Review	1 x 35 minutes

Figure 9. The Example of the nine criterion

10. Periodic review and test sections

This criterion relates to the availability of periodic reviews and tests that cover several activities in the textbook. In this STAIRWAY book, each chapter is complemented by a chapter's review and semester review activity which contains questions to test the extent to which students understand after learning in each chapter. In addition, STAIRWAY textbook also includes reflection activities in each chapter. This activity aims to review the learning that has been carried out, so that the teacher can find out the needs of students and improve learning designs for further learning.

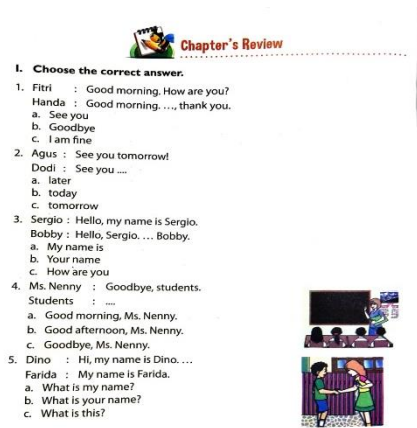


Figure 10. The Example of Chapter Review

11. Plenty of authentic language

This criterion relates to the availability or use of authentic language in student learning textbooks. Authentic language is the language used or designed not for educational purposes. In the STAIRWAY textbook, one can find the use of authentic language which can be found in the Around The World activities. In this activity, many use authentic language taken from several articles on the internet.

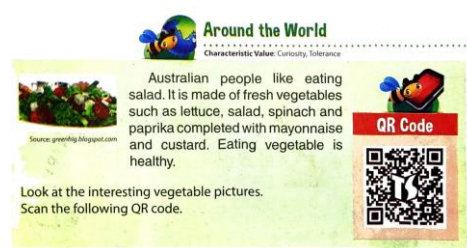


Figure 11. The Example of Authentic Language

12. Good pronunciation explanation and practice

This criterion relates to the availability of explanations and pronunciation exercises in the book. The purpose of providing explanations and pronunciation exercises in textbooks is for students to be able to communicate using English fluently. The STAIRWAY book contains pronunciation training for students, namely listening and repeating activities in the listening section. The listen and repeat section are also included with phonetic transcripts for each word being taught. However, this listen and repeat activity cannot be carried out by students independently because only the teacher has access to audio from listen and repeat activities.

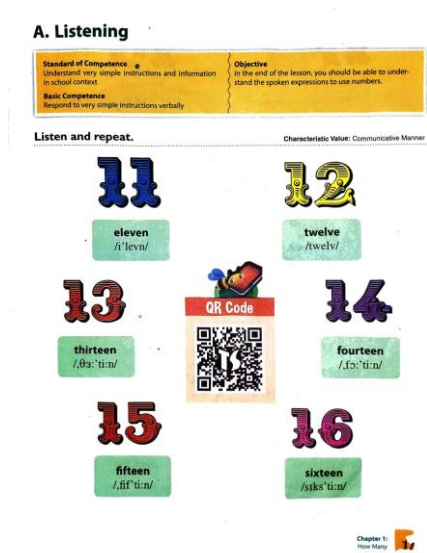


Figure 12. The Example of Good Pronunciation Practice

13. Good vocabulary explanation and practice

In this criterion, the STAIRWAY book contains several activities that can help students understand vocabulary. These activities are contained in the glossary section which can be found in each chapter. The glossary section includes vocabularies that are used as learning materials, the glossary section is also equipped with Indonesian translate.

Glossary			
Characteristic Value: Curiosity			
and	: dan	coloring pencils	: pensil warna
bag	: tas	crayon	: krayon
ball	: bola	lucky	: beruntung
bin	: keranjang sampah	make	: jadi hasilnya
candy	: permen	mango	: mangga
cap	: topi	ruler	: penggaris
cat	: kucing	youngest	: termuda
chair	: kursi	oldest	: tertua

Figure 13. The Example of Good Vocabulary Explanation

14. Good grammar presentation and practice

In the exercise book and explanation of grammar, the STAIRWAY book can be said to meet this criterion. The STAIRWAY book is equipped with grammar explanations that are appropriate to the learning topics in each chapter. An explanation of grammar can be found in the More to know section. However, the criteria regarding in-depth grammar exercises cannot be found in the STAIRWAY textbook.

More to Know

Characteristic Value: disiplin, jujur, amanah, tanggung jawab, peduli

Singular vs Plural Noun

- Tiger – Tigers
- Lion – Lions
- Monkey – Monkeys

That + is + a + singular noun

- That is a tiger.
- That is a rhino.
- That is a lion.

Those + are + plural noun

- Those are tigers.
- Those are rhinos.
- Those are lions.

This is a monkey.
This is an elephant.
This is a camel.

These are monkeys.
These are elephants.
These are camels.

Figure 14. The Example of Good Grammar Presentation

15. Fluency practice in all four skills

In this criterion, the STAIRWAY textbook can be said to meet the suitability of fluency training in all four language skills. These exercises can be found in every chapter in the book. The STAIRWAY book is equipped with exercises for the four language skills namely listening, speaking, reading, and writing. The four skill exercises are presented in equal portions for each skill.

Chapter 2	
	My Toys
A. Listening	33
B. Speaking	34
C. Reading	37
D. Writing	40
Chapter's Review	
45	
Chapter 3	
	Going to the Zoo
A. Listening	51
B. Speaking	53
C. Reading	55
D. Writing	58
Chapter's Review	
61	
Chapter 4	
	Vegetables
A. Listening	67
B. Speaking	69
C. Reading	70
D. Writing	73
Chapter's Review	
76	

Figure 15. The Example of the fifth criterion

16. Encourages learners to develop own learning strategies and to become independent in their learning

In this criterion, textbooks must be able to encourage students to be able to develop their learning strategies so that they can learn independently. In the STAIRWAY book there are no activities/tasks that can develop their learning abilities independently. Even though there are many activities such as Let us try, Fun time, Around the world, Developing HOTS and More to know, it cannot be said that it is capable of developing students' learning abilities independently. Activities and tasks in the STAIRWAY textbook still require teacher guidance in practice or implementation. The result is in line with Suryarini's research (2020) who stated that STAIRWAY's textbook does not include assistance for students in learning in the sense of assistance for learning strategies.

17. Adequate guidance for the teacher; not too heavy preparation load

In the STAIRWAY textbook there is no teacher's book that can support teaching and can provide material sources that make it easier for teachers to prepare for teaching. However, in preparation for teaching the teacher this textbook can be said to be practical, for example in the listening activity. Even though there is no cassette to support audio, but there is a barcode that can be scanned by the barcode scanning application from PT Tiga Serangkai and will be connected directly to audio listening. So that teaching listening activities is much more practical than using tapes/CD Audio. However, in the absence of a teacher's book, it can place a heavy burden on teachers to prepare teaching and learning.

18. Readily available locally

The last criterion requires books to be easily obtained. Textbooks should be available in bookstores and easy to obtain. The STAIRWAY textbook itself is quite easy to get because this book is available in bookstores.

Based on the results of the evaluation that has been carried out on the STAIRWAY textbook, it found 16 suitability of the 18 existing assessment criteria. The strengths of this textbook are in the very diverse topics/tasks where the topics/tasks cover the four English skills namely listening, speaking, reading, and writing. In addition, the STAIRWAY textbook is equipped with activities that can encourage student interest and creativity, such as the "Creative Hands" activity so that students are not only focused on developing English language skills but can also develop their creativity. However, the STAIRWAY English textbook is not equipped with a teacher's book, where the teacher's book is also very important so that it is easier for teachers to prepare lessons. In addition, the book also does not find conformity in point 17 where textbooks should be able to make students develop their learning abilities independently.

The findings from the evaluation results above are not much different from the relevant research findings that have been conducted by (Suryarini, 2020) in which her study also stated that the STAIRWAY English textbook integrates the four English language skills and has a weakness where the textbook is not equipped with a teacher's book.

CONCLUSION

Based on the results of the analysis that has been carried out, the STAIRWAY English textbook for grade II elementary schools found 16 suitability of the 18 criteria in Ur's theory. The results of this analysis show that the STAIRWAY English textbook for grade II elementary schools is feasible to be used as a source and reference for teaching English for grade II elementary school students.

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