

An Evaluation of English Textbook for Second Grade Elementary School

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Abstrak

Buku teks merupakan salah satu komponen penting dalam proses belajar mengajar. Baik guru maupun siswa sebagian besar menggunakannya sebagai landasan pembelajaran di kelas dan menjadi sumber belajar yang efektif. Banyaknya penerbit buku yang memproduksi buku teks dalam berbagai format dan jenis berdasarkan implementasi kurikulum di Indonesia, menunjukkan pentingnya mengevaluasi buku teks apakah memenuhi standar materi pengajaran. Evaluasi buku teks merupakan bagian penting dalam kegiatan belajar mengajar karena penting dalam membantu guru agar lebih selektif dalam memilih buku teks untuk siswa. Penelitian ini bertujuan untuk menjelaskan apakah buku ajar bahasa Inggris berjudul "Grow with English" buku 2 terbitan Erlangga memenuhi kriteria penilaian buku ajar. Diperhitungkan dan dikembangkan berdasarkan adaptasi kriteria evaluasi materi yang diajukan oleh BSNP dan teori Cunningsworth. Desain penelitian adalah penelitian kualitatif deskriptif. Pengumpulan data dilakukan melalui evaluasi checklist. Temuan menunjukkan bahwa buku teks memenuhi hampir semua kriteria. Hal ini berarti buku teks tersebut dikategorikan baik. Ini dapat digunakan dalam proses belajar mengajar, namun dapat ditingkatkan.

Kata Kunci: *Evaluasi Buku Teks, Kelas 2*

Abstract

A textbook is an important part of the teaching and learning process. Both teachers and students mostly use it as a foundation for classroom learning and become an effective learning resource. The large number of book publishers that produce textbooks in various formats and types based on the implementation of the curriculum in Indonesia, indicates the importance of evaluating textbooks whether they meet the teaching standard material. Textbook evaluation is an important part of learning and teaching activities because it is important in helping teachers to be more selective in choosing textbooks for students. This study intends to explain whether the English textbook entitle "Grow with English" book 2 published by Erlangga meets the criteria for evaluating textbooks. It takes into account and is developed based on the adaptation of the material evaluation criteria proposed by BSNP and Cunningsworth theory. The research design is descriptive qualitative research. Data collection is done through checklist evaluation. The findings show that textbooks meet almost all criteria. This means that the textbook is categorized as good. It can be used in the teaching and learning process, however, it could be enhanced.

Keywords: Textbook Evaluation, Second Grade

INTRODUCTION

Teaching and learning by teachers and students' activities will not be separated from teaching materials. Teaching resources are necessary for carrying out classroom teaching and learning activities. Instructional materials should be created in accordance with the manufacturing conditions. Teaching materials are crucial and important learning tools required for subject learning in schools in order to promote instructor efficiency and student success. According to Lewis (2018), the primary guidelines for helping teachers achieve learning objectives in the classroom are the instructional materials. As a result, teaching materials are one of the crucial components of student learning resources. Learning becomes more exciting, practical, and realistic when teaching materials are used. Teaching materials are learning materials used to assist pupils to learn. The

material in question can take the shape of written or unwritten material. It will be easier for teachers to transmit learning objectives to students if they use teaching materials, and students will grasp the teaching materials they will learn if they use teaching materials. Textbooks are one of the essential components of instruction (Woodrow, 2017). So, when choosing a book to utilize as a model for classroom teaching materials, care must be taken.

A textbook is an important asset to have when it comes to the teaching and learning process. Textbooks are used frequently as a resource for both teaching and learning by both students and teachers. Teachers usually rely on textbooks as their major teaching resources in order to effectively educate. It also helps students understand the materials delivered by the teacher. In some cases, this serves as a basis for student linguistic input and practice in the classroom. In other contexts, it offers a transparent structure that enables both the teacher and the students to see where they are going and what lies ahead. It also gives ready-made texts and exercises with possible relevant student levels, saving the teacher time. According to Cunningsworth (1984), a textbook is a book prepared by knowledgeable and experienced authors, and the content is typically thoroughly tested in pilot tests before publication. When teaching English, textbooks are specifically employed in the teaching and learning process. For many years, textbooks have been used in education in Indonesia. Hutchinson and Torres (1994) claim that texts, exercises, explanations, and other elements from textbooks are incorporated into classroom lessons. An English teacher cannot instruct the students without a textbook since using a textbook can aid the teacher in providing instruction while the learning process is in progress. Both the teacher and the students will be referring to the textbook throughout the lesson. According to (Altay, 2013) and (Hanifa, 2018), textbooks may have an impact on how well students perform in foreign language classes. In addition, reading can encourage kids to actively connect and speak in other languages with their classmates and professors.

Many publishers offer textbooks in a variety of formats and scenarios based on the curriculum's application in Indonesia. Because of the wide range of textbooks accessible it is critical for the teacher to choose a textbook that is acceptable for the students. Despite the fact that numerous textbooks are available, the teacher must select the textbook that is most suited for use. "No textbook designed for the wide market is genuinely appropriate for a specific group of students." writes Cunningsworth (1995, p.5). As a result, assessing textbooks is required in order to select relevant textbooks for pupils. The teacher must take various factors into account while selecting a suitable textbook. The National Education Standards Agency (BSNP) also makes decisions on textbook evaluation credentials. First and foremost, the use of language is reasonable, entertaining, and appropriate for pupils. Then, textbooks must include suitable vocabulary, phrases, paragraphs, and discourse for the student's level (Suryani, 2018). In (Hanifa, 2018), (Jack C. Richards, 1998) states that the chosen textbooks occasionally fail to take students' requirements into account. Some pupils may not be able to afford it. In other words, textbooks must match the curriculum, and teachers and students must ensure that the learning process's objectives are met. As a result, ensuring that the textbook is appropriate for the curriculum, teachers, and students is vital.

Several academics have presented various criteria for analyzing textbooks. Many EFL textbook evaluation specialists, including Sheldon, Grant, Cunningsworth, and Harmer, propose this criterion. Each expert has their own idea of how to evaluate textbooks. Likewise, Several research on textbooks has been undertaken. For example, Arif Prasjo (2014) conducted study with titled "The Analysis of English Textbook Pathway to English" researched by Arif Prasjo (2014) aims to assess and identify English teaching materials and determine whether or not these materials are relevant in the English curriculum. The second research was conducted by Trisyana Sari. In 2015, Trisyana Sari released "An Analysis of the Relevance of English Material in a Textbook Titled Bright for Junior High School Grade VII.". She discovered that all chapters are important to basic curriculum competence and that all learning activities are pertinent to a scientific approach. Then, the article "A Content Analysis on "Think Globally Act Locally" English Textbook in Curriculum 2013 for the Ninth Grade Student of Junior High School Published by Kementrian Pendidikan dan Kebudayaan Republik Indonesia" by Heru Evry Yanto was written in 2016. His research sought to evaluate the effectiveness of the Think Globally Act Locally English textbook.

Based on the existing research on English textbooks, it is important to investigate these Grade 2 elementary

school textbooks to find out the suitability of the level and needs of these books and students. The goal of this research is to establish whether or not the textbook *Grow with English Book 2* for elementary schools is appropriate for the linguistic needs of students at their age and whether or not it possesses a material quality that is appropriate for those needs. *Badan Standar Nasional Pendidikan* (BSNP) and Cunningsworth's evaluation theory are used in this study. According to Cunningsworth (1995), a textbook assessment should set its own priorities by using some of the criteria provided in one book and adding others depending on personal priorities. Cunningsworth (1995) put forward four evaluation criteria for textbooks: (1) textbooks must be adapted to the demands of students, namely, they must be in accordance with the program's aims and objectives; (2) the book should reflect the learner's (current or future) usage of the language. Textbooks should be chosen in such a way that they prepare students to utilize language effectively for their aims. (3) they should address students' requirements as learners and aid their learning process rather than imposing dogmatically inflexible "methods"; and (4) they must have a clear role as a learner supporters. Textbooks, like teachers, serve as a link between the learner and the target language. This research needs to be conducted to better understand which books are good and of good quality as a reference in the learning and teaching process and are relevant with the 2013 curriculum used in Indonesia. According to the preceding statement, the authors decided to carry out this study which aims to analyze an English textbook entitled "*Grow with English (A Thematic English Course for Elementary Students)*" Book 2.

METHOD

In this study, a descriptive In this study, descriptive qualitative research was adopted, which is classified as is concerned with described the textual and visual text in the textbook. This aims to assess students' suitability and needs in the *Grow with English book 2* textbook because it will have an impact on students' English learning. As a basis for evaluation, each part of the teaching materials for the English language in the textbooks which is the topic of this research was analyzed. The textbook evaluation instrument employed was based on the BSNP (*Badan Standar Nasional Pendidikan*) framework and Cunningsworth's checklist methodology (1995). The Cunningsworth checklist model is made up of eight criteria: Aims and Approaches, Design and Organization, Language Content, Skills, Topic, Methodology, Teachers' Books, and Practical Considerations. The total number of items from the eight criteria is 44. The use of Yes/No questions is a unique characteristic of this checklist. The researcher read the texts and looked at the photos in the textbook as part of the data analysis process. The goal was to determine whether or not this textbook adheres to the BSNP framework and the textbook evaluation theory developed by Cunningsworth. After that, the researcher went through some of the textual and visual examples contained in the relevant textbooks and categorized them according to whether or not they indicated the criteria. In addition, the researcher carefully examined the many textual and visual samples that were chosen in order to comprehend the requirements that were outlined in the textbook.

RESULT AND DISCUSSION

Material Aspects

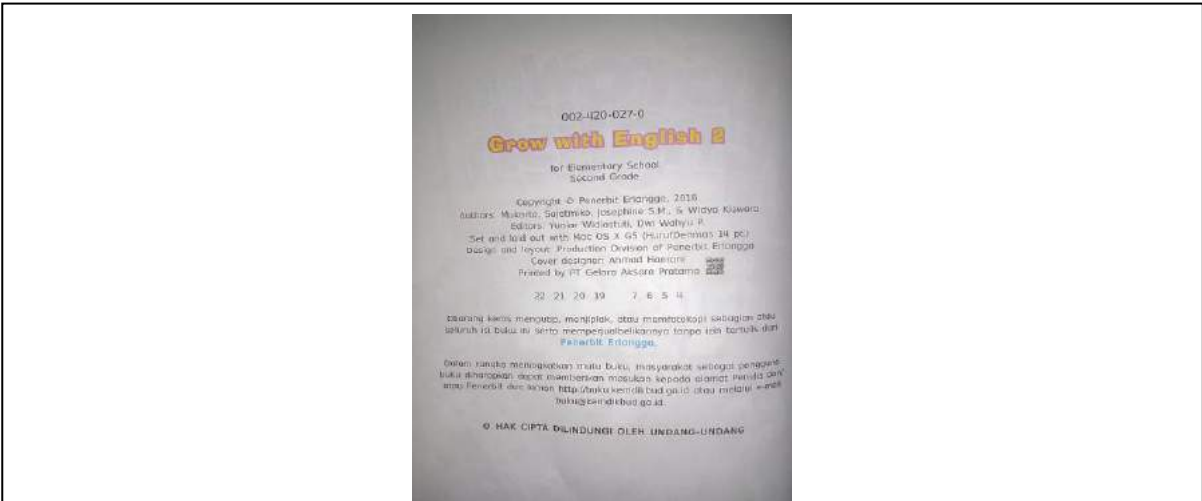
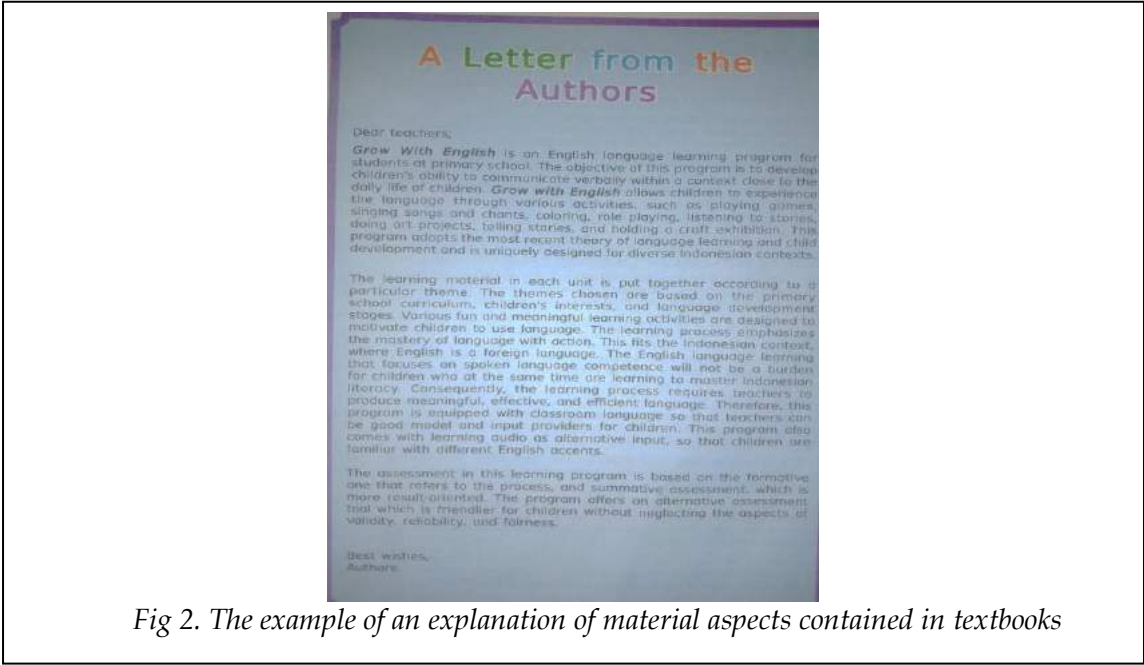
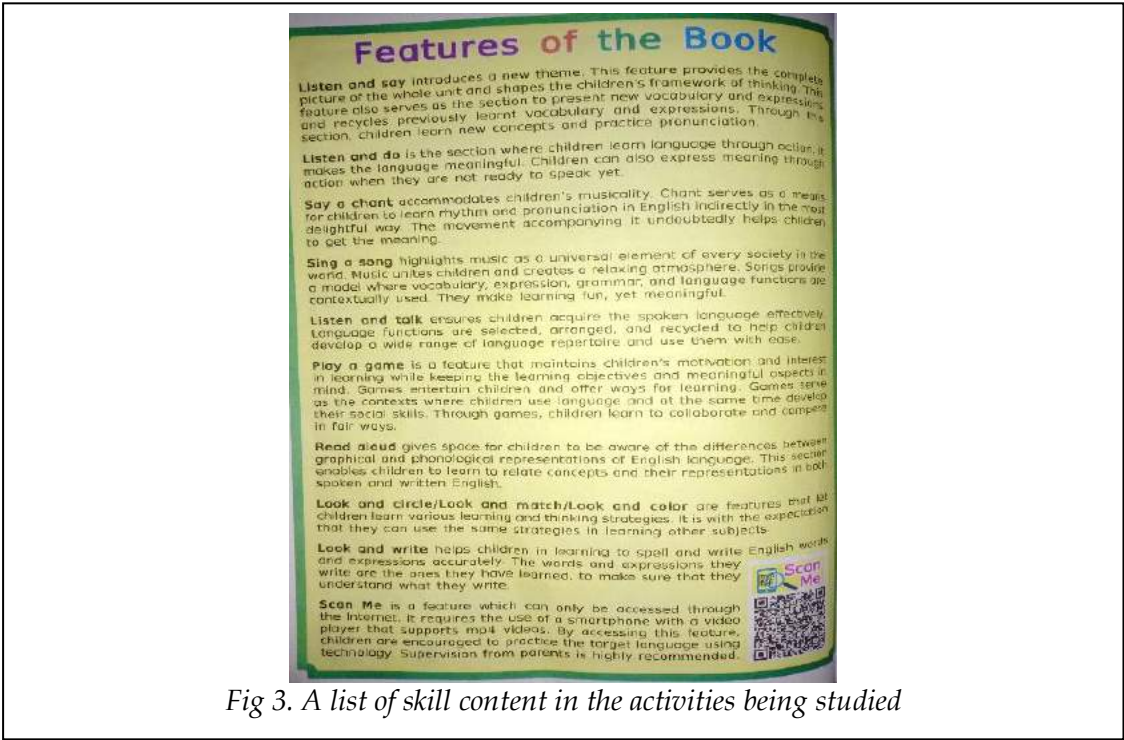


Fig 1. The statute page contains the book's copyright sign

From the figure 1, the materials contained in this book is accurate and truthful. The data and concepts contained in this book can also be said to be up-to-date because this book adapts to the latest English learning methods and the applicable curriculum.



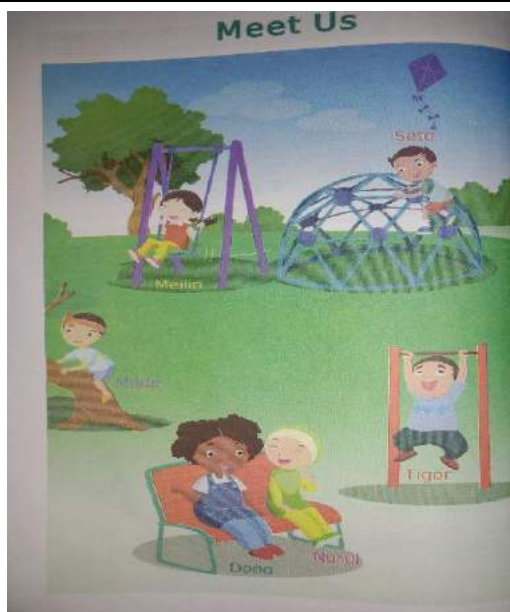
From figure 2, this textbook contains theoretical and empirical material sources. The theoretical source of material can be seen in part A Letter from the Authors which states "This program adopts the most recent theory of language learning and child development and is uniquely for diverse Indonesian context." Empirical material sources are divided into several units with themes that are tailored to the interests and age development of students.



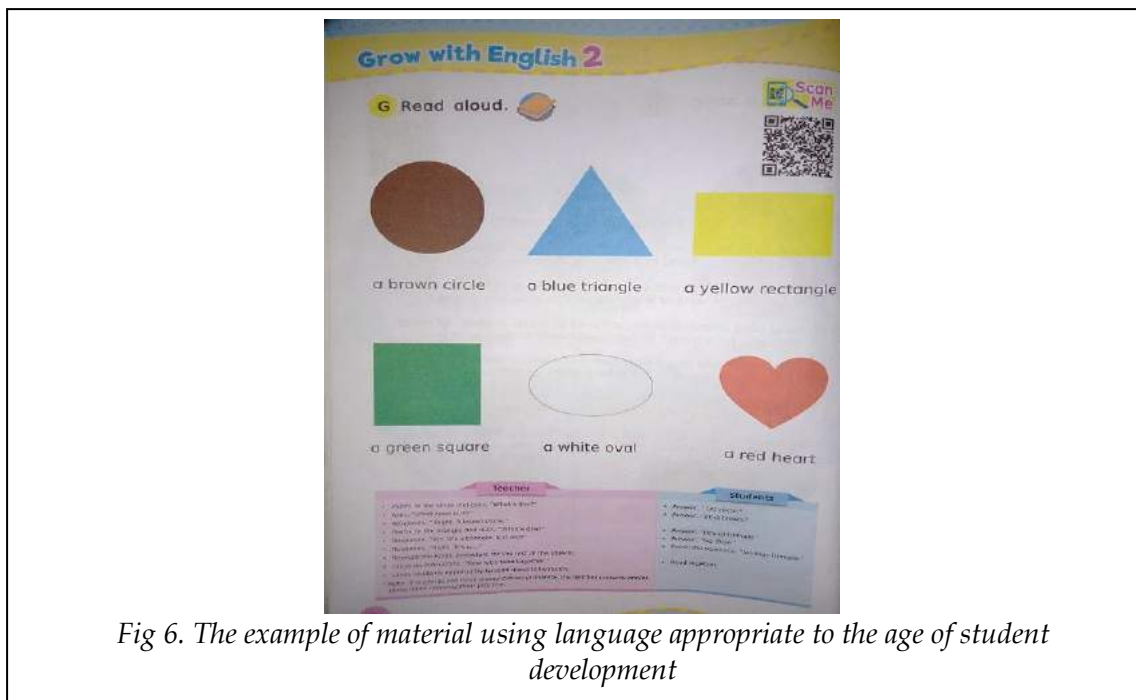
From the figure 3 shwos that this textbook encourages independence and innovation in students. This can be seen in the features of the book which encourage student activity in carrying out certain activities such as "Listen and say, Listen and do, Say a chant, Sing a song, Listen and talk, Play a game, Read aloud, Look and circle/ Look and match/Look and color, and Look and write".



Figure 4 indicates that this textbook can motivate students to develop themselves, in that students can realize what they read and see. For example, material in Lesson 3 "Wash Your Hands". This material can provide motivation/inspiration for students to maintain their tidiness and cleanliness of themselves.



From figure 5, this book has the ability to preserve the cohesiveness and unity of the nation by recognizing the value of diversity and cooperation among individuals, as well as respecting the myriad of differences that exist. This can be seen in the introduction of the book entitled "Meet Us", where it can be seen that with different characters, both different in skin color (Dona), different customs (Made), they still respect each other and play together



From figure 6 shows that this book uses language (spelling of words, sentences, and paragraphs) that is exact, direct, and clear, and has language that is appropriately that is suited for the level of development of students according to the age it is intended for.

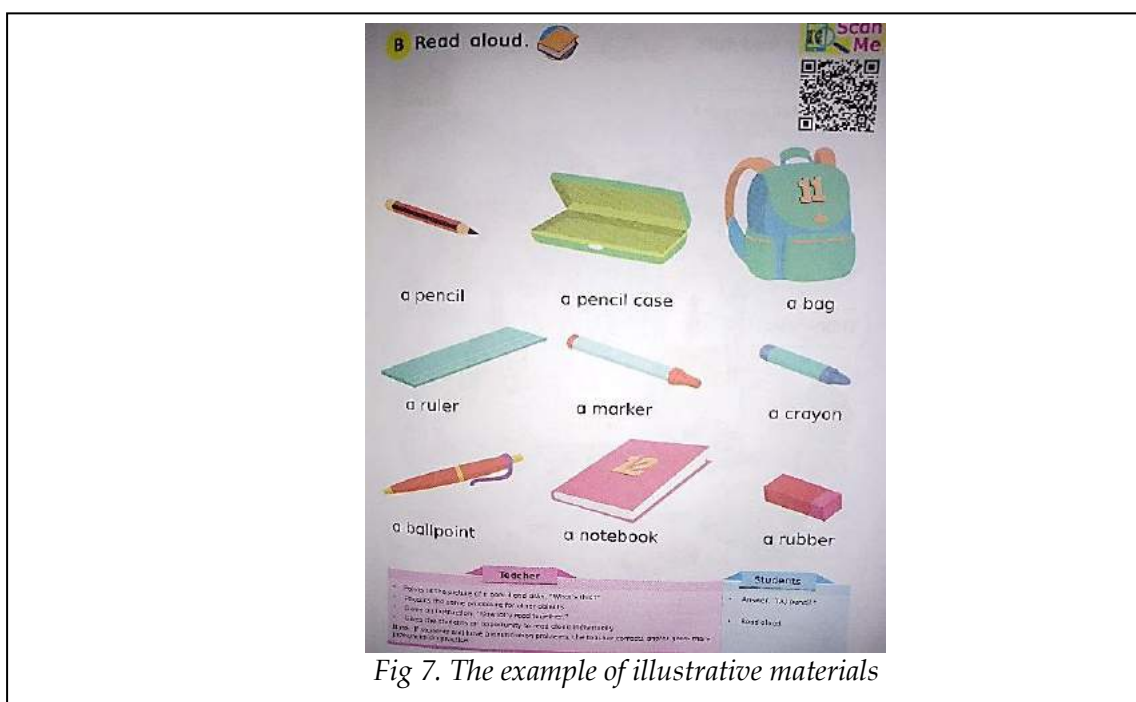


Figure 7 demonstrates that the illustrations of the information offered in this book, both images and text, are appropriate for the developmental level of the reader, that is, elementary school students in the second grade, and are able to clarify the subject matter so that it can be comprehended in a more straightforward manner.

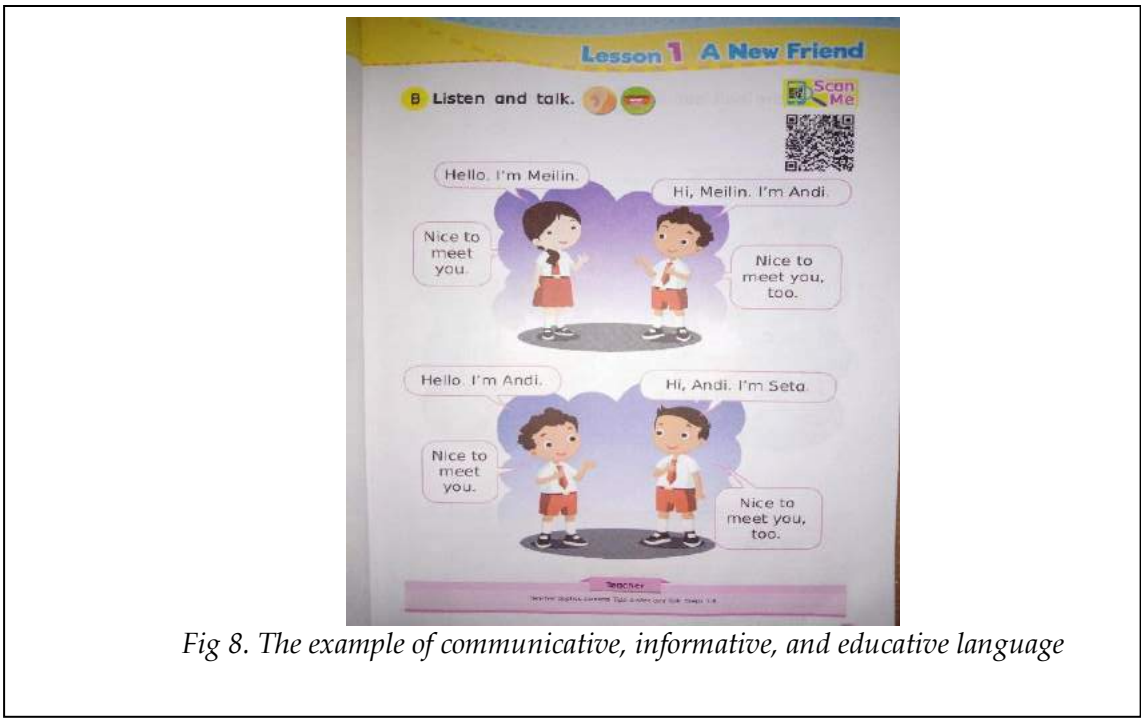


Fig 8. The example of communicative, informative, and educative language

From figure 8 shows that the language used in the Grow with English book for grade 2 is structured in communicative and informative language so that readers can properly understand the positive messages you want to convey. In addition, the language used can be said to have educative, courteous, ethical, and aesthetic attributes based on developmental age

Contents	
A Letter from the Authors	v
Features of the Book	vi
General Notes	vii
General Tips	ix
Unit 1 A New Friend	1
Unit 2 May I Borrow Your Book	13
Unit 3 Wash Your Hands	25
Unit 4 I Want Some Noodles	39
UNIT REVIEW 1	55
Unit 5 A Blue Shirt	63
Unit 6 Where Is the Chair	79
Unit 7 Where's the Shop	93
Unit 8 At the Zoo	109
UNIT REVIEW 2	123
References	134
Cutting Page	107

Fig 9. The contents of the book

From figure 9 shows that this book has an interesting book title, namely "Grow with English" and can attract students' attention and interest in reading. In addition, the title for each unit or lesson also uses an interesting title, harmonious and not provocative.

Aspects of Material Presentation

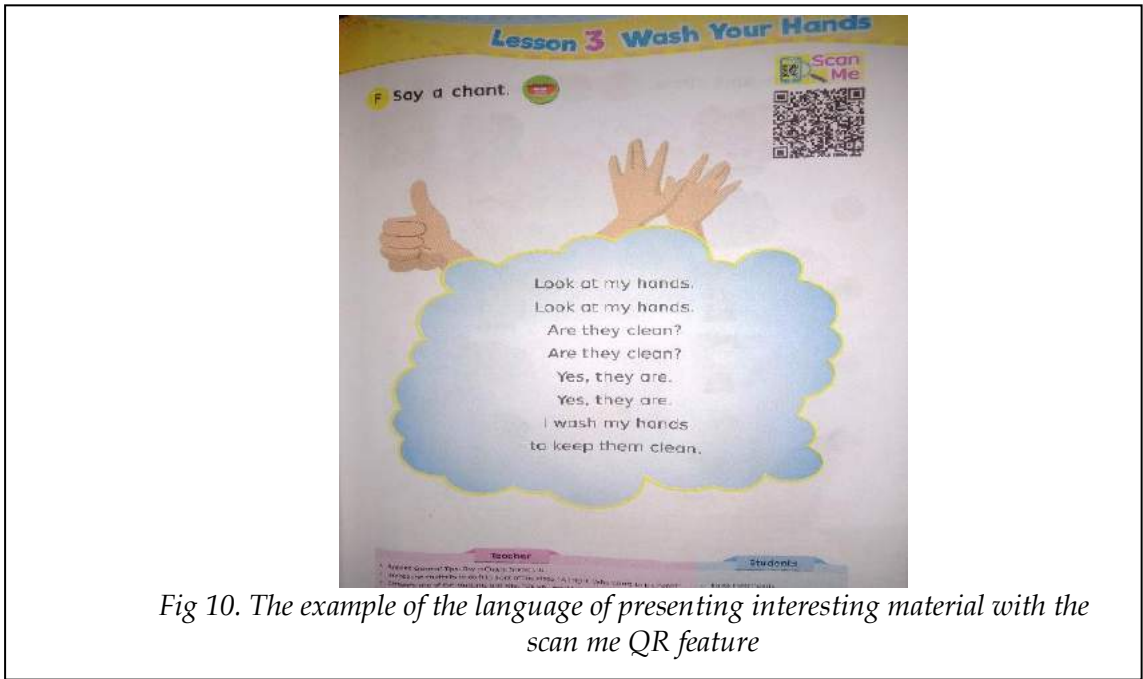


Fig 10. The example of the language of presenting interesting material with the scan me QR feature

From figure 10, this book presents interesting material that is organized, coherent, coherent, straightforward, interactive, and easy to understand. In addition, this book has followed existing developments or is up to date by including the Scan me QR feature for listening to audio in order to make it easier for students to understand existing material/content, and can train students in the field of Listening by getting students used to listening to the English accent presented.

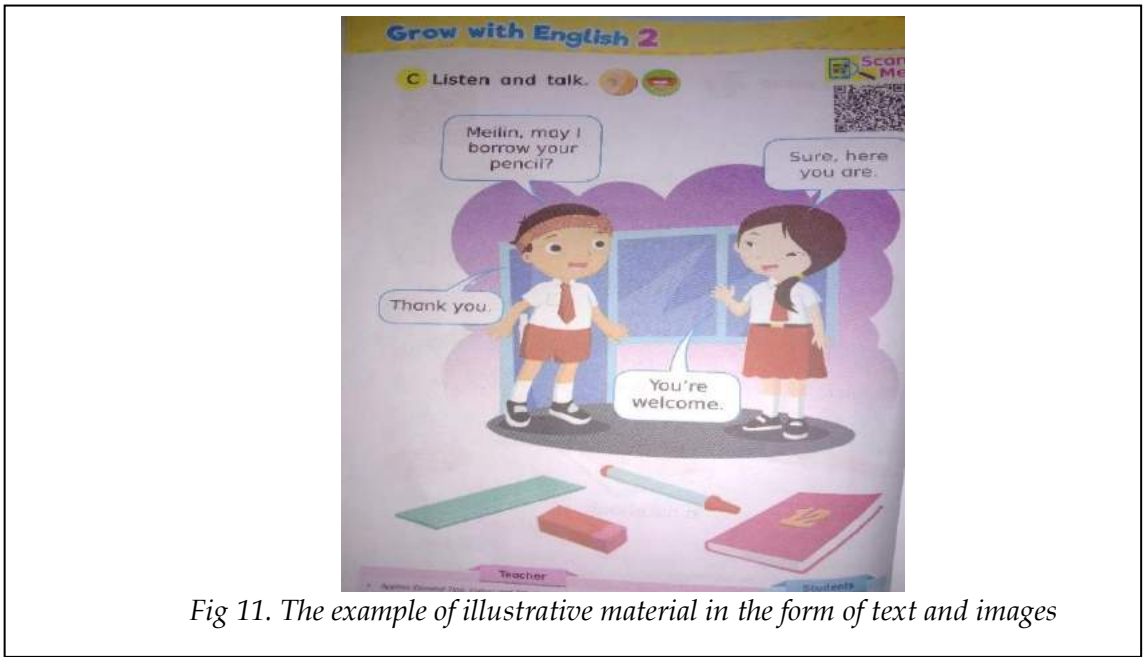


Fig 11. The example of illustrative material in the form of text and images

From figure 11, the illustrative material used in this book, both in the form of images and text, is presented in an attractive way and adapts to the age of the reader/level student of development and is able to politely clarify the existing materials or contents.

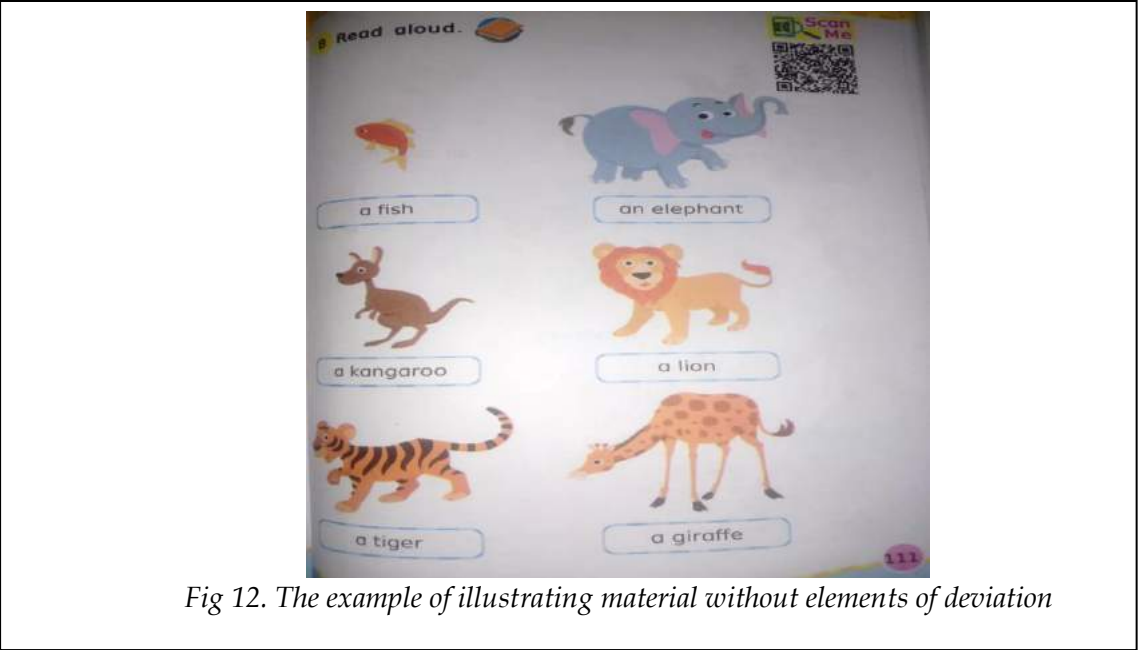


Fig 12. The example of illustrating material without elements of deviation

From figure 12, the illustrations used to clarify the material/content in this book do not contain and allow elements of pornography, extremism, radicalism, violence, SARA, gender bias and other deviations.

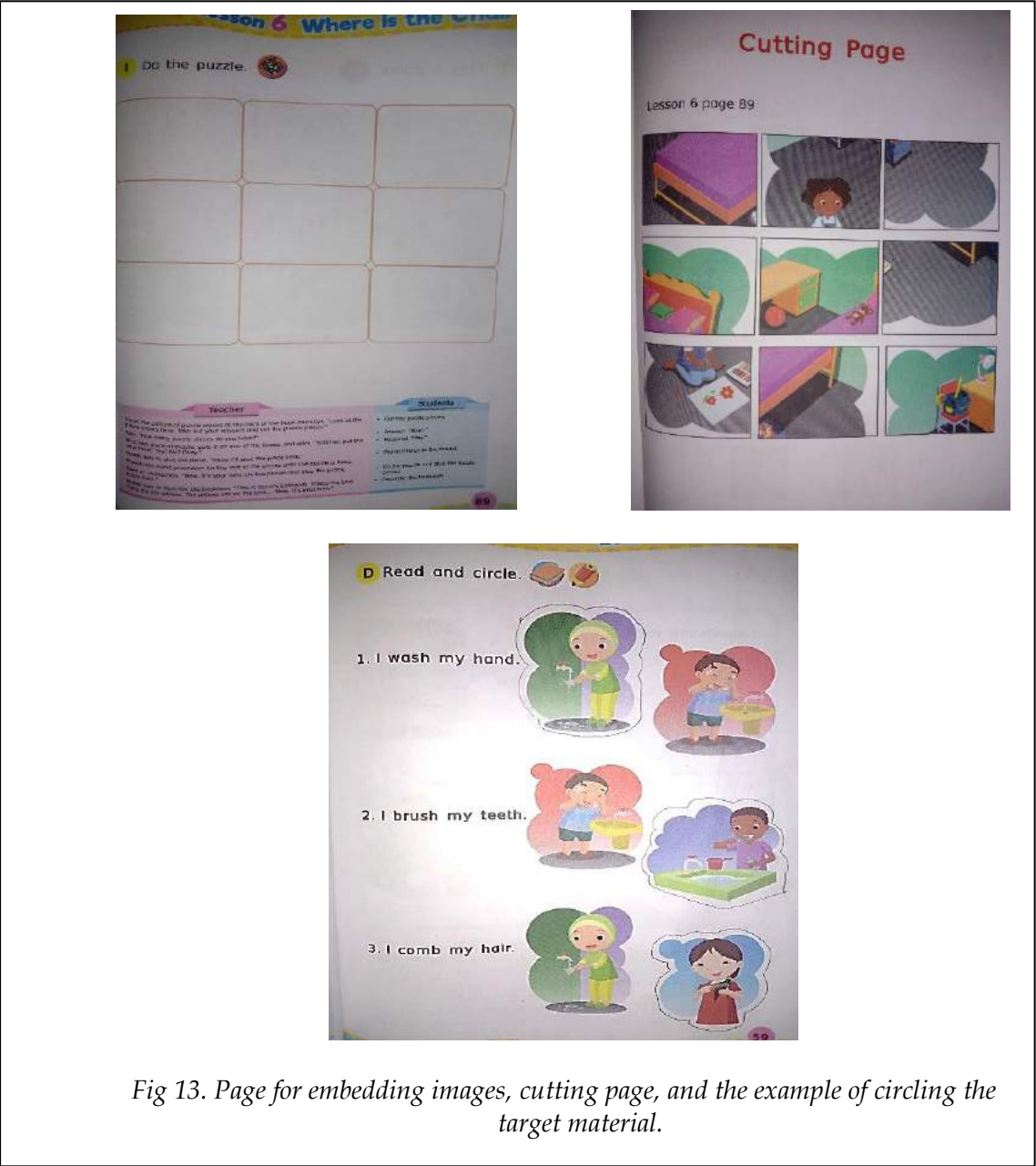


Fig 13. Page for embedding images, cutting page, and the example of circling the target material.

From figure 13, the presentation of material in this book can encourage students to think creatively, critically, and innovatively. For example, as stated in this book it contains puzzles or circles the object in question.



Fig 14. The example of material relevant to everyday life.

From figure 14, the presentation of the material in this book is structured and adapted based on contextual insights that are relevant to everyday life

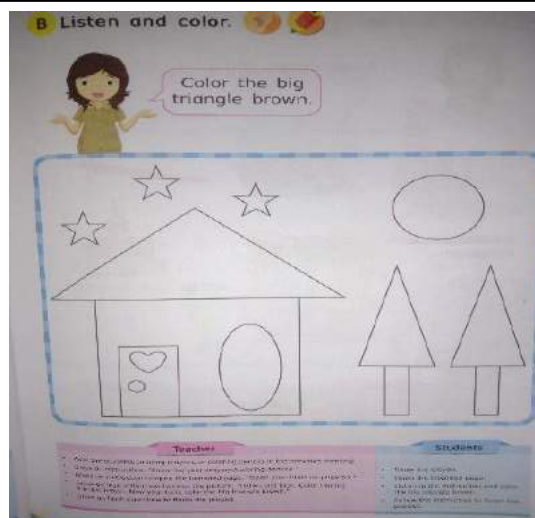


Fig 15. The example of fun material

From figure 15, the presentation of the material in this book is filled with interesting and fun material so that it can attract a deep sense of curiosity in its readers.

Graphic

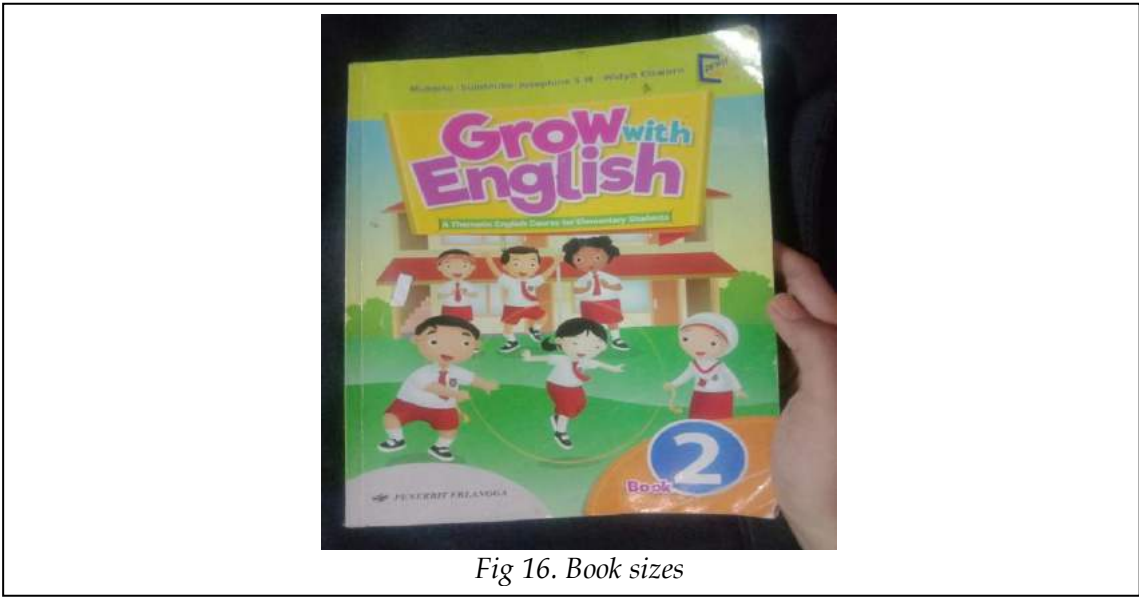


Fig 16. Book sizes

According to the results of the analysis as in figure 16, the book Grow with English (Book 2) has a size and material/content that is appropriate to the developmental level of the student's age, and is neither too small nor too big.

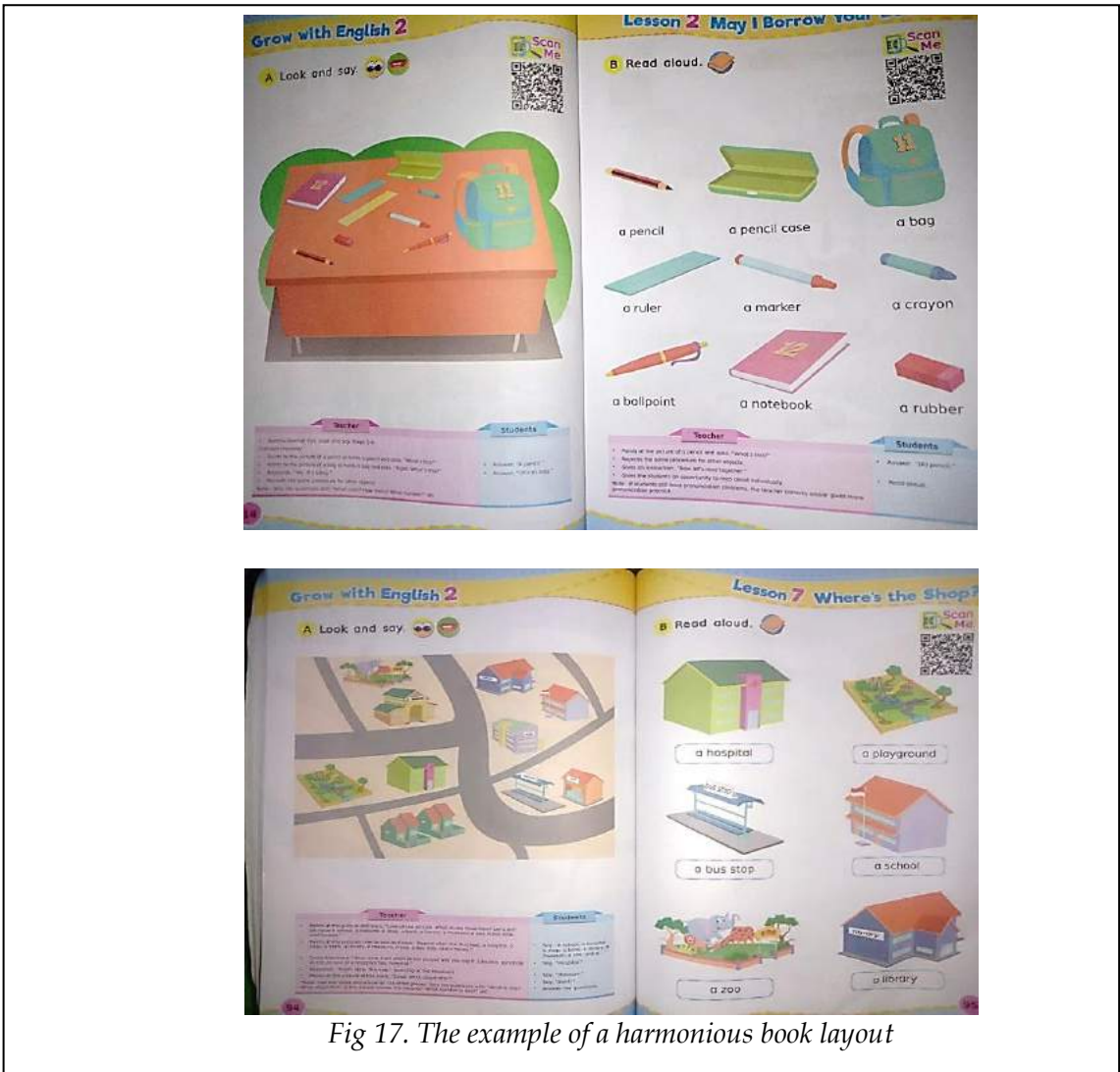


Fig 17. The example of a harmonious book layout

From figure 17, this book has unity and harmony in its book cover layout elements, as well as appropriateness. These elements are also exhibited in harmonious hues, which add to the book's ability to communicate its functions clearly.

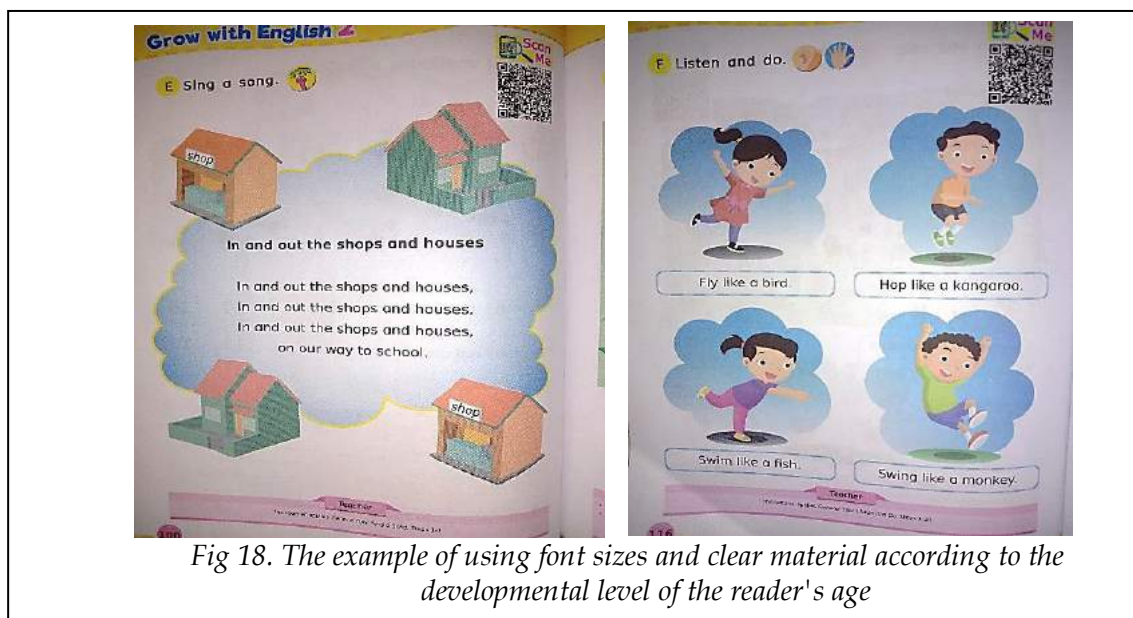


Figure 18 shows that the font size used is not excessively small or excessively large, but rather is proportional to the degree of age development. In a similar vein, choosing the correct font for the text helps to ensure that it is easy to read. In addition, the textbook has graphics that will assist students in comprehending the point that is being made.

Based on the findings of an examination of the book *Grow with English (A Thematic English Course for Elementary Students)* book 2 which uses the framework of the *Badan Standar Nasional Pendidikan (BNSP)*, it can be seen that this book also fulfills content suitability with several Cunningsworth (1995) theoretical criteria in evaluating textbook.

The book *Grow with English (A Thematic English Course for Elementary Students)* book 2 has teaching and learning program objectives and situations that suit students' learning needs. It also corresponds to learning and teaching situations that allow students in practice and students' communicative competence. This book can be one of the main learning resources for teachers and students because there are directions for teachers and students in carrying out learning. In addition, this book consists of several chapters and topics, which allow for different learning styles in each lesson so students will not feel bored quickly with existing teaching and learning activities. Students who like auditory, visual and kinesthetic learning styles will be fulfilled by the activities provided.

In terms of design and organizational criteria, the overall components or content contained in the book include books for teachers and students. Topics and material are arranged differently in each chapter. Content is sorted according to the complexity of the topics that have a variety of activities. This book also provides *Sqan Me QR* to complement teaching and learning activities in the field of listening (e.g. figure 10). It includes an image that explains the topic to be learned at the start of each lesson. Some of the content in the book is also appropriate for working independently. The layout of this book is quite clear and attractive because it contains colorful pictures. According to Anjaneyulu, 2014), the vivid images in the textbook make the book more engaging to pupils. In addition, this book provides worksheets that students can fill out so they can find out the extent of their understanding.

In the language content criteria, the grammar in this book uses a level appropriate to the needs of the intended students. According to Cunningsworth (1995: 31), the content of the language can be compared to what is required for students to learn and anticipate in learning to accept or relate the materials in relation to language content. The process of learning begins with pictures in which students observe and exchange ideas about the topics they will soon learn. For example, in chapter 2, students are introduced to the names

of stationery in English and how to borrow stationery from friends. The style of language used is adjusted to the style of everyday language in order to make it easier for students to understand existing material/content. The language style is also adapted to social situations. This book also contains material that makes students active in taking part in conversations or just practicing pronunciation as one of the features of the book, namely Listen and Say. In addition, it contains material in the form of constructing sentences and identifying the main points in a reading.

The skill criteria in this book are fully covered. Four appearances were successfully presented with several kinds of activities. Each chapter is always composed of four skills. They include listening, which is related to reading and writing, and reading which is related to writing and speaking. Then, listening material is supported by utilizing the QR code scan feature. Students must listen to some of the dialogue provided by a QR code in order to download the audio in the following activity (e.g figures 8,10,11,16,21, & 22). Each chapter has activities that involve speaking skills, such as dialogue and singing a song. The activities in this book also relate to interactions that occur in real life with general expressions.

This book presents interesting topics related to everyday life. For example, the topics May I Borrow Your Book (p.13) and Wash Your Hands (p.25). The researcher noticed that each unit contains various kinds of expressions. As the result, in each unit, Students are continuously exposed to new topics. As the result, students must learn wide knowledge of languages used in a variety of procedures for a variety of objectives. This book presents a social context well. In addition, the images presented have no gender gaps because women and men are depicted without differences. The material in this book can help develop student self-awareness and increase student experience by providing material related to everyday life. However, this book does not adequately describe the cultural context of each topic. The topics in this book are quite sophisticated in content, because almost all students are familiar with the topics given.

In terms of method criteria, the approach used in this book is expected to help students achieve learning objectives that integrate these four skills. Cunningsworth (1995:67) defines methodology as the way content is organized and the types of activities supported, which can have a considerable impact on what happens in the classroom. They not only teach students or provide information, but they also give students opportunities to learn on their own by conducting independent research. This book helps students a lot with study skills and study strategies. It provides more clear explanations and instructions for students. Furthermore, the 2013 curriculum includes a teaching paradigm and learning implementation that allows the teacher to operate as a facilitator. They not only teach students new information or provide existing information, but they also provide students with opportunities to investigate topics on their own. Curriculum 2013 addresses instructional material by changing the learning paradigm away from the teacher and toward the student (Suranti et al., 2017). It promotes learner by providing students with opportunities and holding them accountable for their learning. For example, in chapter 6, students learn to match pictures with the words they mean. Students are expected to complete assignments through a series of instructions.

The teacher's book criteria, provide good guidance for teachers in conveying materials based on the activities offered in the textbook, what kind of approach should be taken by the teacher, as well as opening and closing sentences in learning. This teacher's book is essential because it provides instructions to teachers on how to prepare lessons. However, this book does not provide answer keys for each question given in each assignment.

On the criteria of practical consideration, the price of this book is not too expensive. This textbook is strong and durable because the cover and paper are thicker than ordinary paper. Moreover, many online bookstores sell this book.

Arif Prasajo (2014) with study titled *The Analysis of English Textbook Pathway to English* aims to assess and identify English teaching materials and determine whether or not these materials are relevant in the English curriculum. Based on the findings of this investigation, this textbook is suitable for first graders of SMA who have started to adopt the 2013 Curriculum. The second research was conducted by Trisyana Sari. In 2015, Trisyana Sari released "*An Analysis of the Relevance of English Material in a Textbook Titled Bright for Junior High School Grade VII.*". She discovered that all chapters are important to basic curriculum competence and that all learning activities are pertinent to a scientific approach. The last previous is the article "*A Content*

Analysis on "Think Globally Act Locally" English Textbook in Curriculum 2013 for the Ninth Grade Student of Junior High School Published by Kementrian Pendidikan dan Kebudayaan Republik Indonesia" by Heru Evry Yanto was written in 2016. His research sought to evaluate the effectiveness of the Think Globally Act Locally English textbook. Using BSNP's philosophy on evaluating a textbook, he examines the English junior high school textbook Think Globally Act Locally from the Kementrian Pendidikan dan Kebudayaan Republik Indonesia. The previous studies had the same goal as this study, which is to measure the quality of textbook materials using qualitative research. They also examined textbooks using the BSN rubric assessment. Meanwhile, the author will conduct an analysis of the textbook using Chunningsworth and BSNP Theory.

CONCLUSION

According to the findings and discussion of this research, the conclusions of this study are: First, "Grow with English (A Thematic English Course for Elementary Students)" book 2 does not fully meet the eight criteria for a good textbook by Cunningsworth as a whole. The criteria fulfilled in the textbook Grow with English (A Thematic English Course for Elementary Students)" book 2 are Aim and Approaches, design and organization, language content, skills, methodology, and practical consideration. While other checklist criteria are not met. On the other hand, the Grow with English book 2 textbook fulfills the criteria for a good textbook by the Badan Standar Nasional Pendidikan (BSNP) which involves material aspects, language content, aspects of material presentation, and graphics. Second, this book has advantages in skills, activities, and social context. This book is interesting because it has colorful pictures in each picture. This book also provides various activities and topics in each chapter. This book presents various topics and activities by integrating the four skills. Despite the fact that only a limited amount of the social and cultural setting is shown, the presentation does a good job of combining local and foreign elements. Then, digital media is involved in supporting an effective and good teaching and learning process. However, this textbook also has its drawbacks. These deficiencies are the lack of material related to the cultural context and the absence of answer keys for the questions given in each assignment.

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