



An Analysis of the English Textbook "My Next Word Grade 4" for the Elementary School

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Abstrak

Penggunaan buku ajar dalam proses pembelajaran sangat penting karena dapat dijadikan sebagai pedoman atau sumber dalam proses pembelajaran. Namun, seorang guru perlu mengevaluasi apakah buku tersebut memenuhi kriteria standar. Penelitian ini merupakan analisis terhadap salah satu buku ajar berjudul 'My Next Word Grade 4' yang digunakan di sekolah dasar. Tujuan dari penelitian ini diperoleh untuk mengetahui apakah buku ajar ini layak digunakan untuk siswa sekolah dasar dan apakah buku ajar ini memenuhi kriteria buku yang baik. Penelitian ini menggunakan penelitian kualitatif dan analisis isi terapan. Menggunakan Kerangka analisis dari Badan Standar Nasional Pendidikan. Hasil temuan menunjukkan bahwa buku ajar 'My Next Word Grade 4' sudah memenuhi empat kriteria buku yang baik menurut Badan Standar Nasional Pendidikan, meskipun masih terdapat kekurangan.

Kata Kunci: *Buku teks Bahasa Inggris, analisis buku teks, kelas empat*

Abstract

The use of textbooks in the learning process is very important because they can be used as a guide or resource for the learning process. However, a teacher needs to evaluate whether the books meet the standard criteria. This study was an analysis of one of the textbooks entitled 'My Next Word Grade 4' which is used in elementary schools. The aims this study was obtained to examine whether this textbook is suitable for use to students at the elementary school and whether this textbook fulfill the criteria for a good book. This research used qualitative research and applied content analysis. An analysis framework from National Education Standards Agency was utilized. The findings show that the 'My Next Word Grade 4' textbook includes the four criteria for a good book according to the National Education Standards Agency, although there are still deficiencies.

Keywords: *English textbook, textbook analysis, fourth grade*

INTRODUCTION

Textbooks are teaching materials and resources used by teachers as learning resources. Textbook is one of the most important tools of the teaching and learning process. Textbooks is the most important teaching materials (Altbach et al., 1991; Tomlinson., 2001; Garinger., 2001; Richards., 2001; Lee., 2003). A textbook for a particular field of study is a standard book, compiled for instructional purposes by experts in that field, with compatible and easy-to-understand educational tools for user schools and universities to support their programs (Tarigan and Tarigan, 1986:13). Based on this opinion textbooks are used as learning resources used by teachers to facilitate the teaching and learning process carried out in the classroom.

Regulation of the Minister of National Education Number 11 of 2005 explains that textbooks use in teaching and learning process that contain learning materials to improve student skills, character and personality as well as faith that are mandatory reference books which is based on national education standards. Textbooks are a central part of any educational system. They help to define the curriculum and can either significantly help or hinder the teacher (Altbach in Altbach, et all, 1991: 1). Based on the explanation above, it can be said that a textbook is a collection of writings that are made systematically by experts in their respective fields containing certain subject matter and have fulfilled indicators according to a predetermined

curriculum as a guide for educators and a tool to help students understand learning material in the learning.

There are several previous studies that discussed the analysis English textbooks. Research that has been conducted by Ayu and Inderawati (2018) which analyzes English textbooks with book entitled 'Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1'. They found out that the textbook meet the objectives in curriculum 2013 and the English textbook has interesting tasks and a good distribution of tasks across chapters. Furthermore, the study of textbooks analysis has been conducted by Suryani with textbook entitled 'WHEN ENGLISH RINGS THE BELL'. Based on they analysis, the textbook received a score of 74% on four consideration criteria. It means that the textbook can be categorized as a good textbook. It can be used in teaching and learning processes, but it needed a lot of improvement. And in the next previous study conducted by Akbar (2016), two selected her eleventh grade English textbooks were analyzed by document analysis. The analysis showed that both textbooks were adequate in terms of content based on the National Education Standards Agency (2014) textbook evaluation framework.

Mellawati and Hamied (2020) in an analysis of a book entitled 'English for class X SMA/MA/SMK/MAK'. Based on the analysis, this book meets several criteria for a good EFL textbook. This is because there are seven standards for books by the Education Standards Agency. Apart from that, the book meets the criteria for most of the sub-aspects of curriculum relevance, material accuracy, material learning support, linguistic accuracy, presentation techniques, teaching and learning techniques, presentation scope. However, there are some items on the checklist that are not met. A book is the categorized as a "Good book" if it achieves an average score of 90% on seven criteria set by the National Education Standards Agency. Furthermore, Keban, et.al (2012) they conducted research with the book title 'English for Kids Grade 3' to find specific research problems. They found out this textbook can use as a source for teaching in third grade elementary students. The English for Kids Grade 3 textbooks are relevant to the EFL text assessment criteria as evidenced by the English for Kids Grade 3 suitability score of 60.86%.

Textbooks can be used as references, evaluation materials, and teaching aids in carrying out the curriculum, providing opportunities for students to repeat learning and learn something new. However, a good textbook must be by the times, because science continues to develop and students' interests must also be increasingly diverse. Determining the criteria for good books as learning resources is certainly not easy because many things must be considered in determining good and correct textbooks. As a source of learning, quality textbooks according to the National Education Standards Agency must meet four eligibility standards, namely language appropriateness, content, presentation, and graphics as well as one other important aspect, namely readability. Therefore, researchers was conducted an analysis a book entitled 'My Next Word grade 4' used qualitative research methods and tentative checklist instruments. This aims to be a source of student learning so that the learning process becomes more effective.

METHOD

This research was conducted to find out whether the textbooks used by the teacher were in accordance with the curriculum, class, and student development. This research uses qualitative research, the reason for using qualitative research is because qualitative research is a type of research that uses analysis and has a theoretical basis that is used as a research focus. According to Williams (1995), qualitative research is an attempt by researchers to collect data based on a natural setting. Of course, because it is done naturally and naturally, the research results are also scientific and accountable. Data analysis was taken from the contents of an English textbook entitled My Next Word grade 4.

The collected data were analyzed qualitatively using an instrument called a tentative checklist for evaluating textbooks. The data source is "My Next Word grade 4", a textbook used in elementary schools. The textbook has been published by the Center for Curriculum and Books, the Book Assessment and Development Agency, Ministry of Education, Culture, Research and Technology since 2021. The textbook is used for class IV. In this class, students are prepared to study at a higher level so that the material must be effective.

This study will analyze the criteria for books according to the criteria for books from the National Education Standards Agency. First, the material includes being able to maintain the correctness and accuracy of the material to achieve national education goals, then using material sources that are theoretically and empirically correct, encouraging independence and innovation in students, and being able to maintain

national unity by accommodating diversity, the nature of cooperation cooperative, and can appreciate a variety of opinions. Second languages, includes the use of language such as words, spelling, paragraphs, and sentences that are precise, clear, straightforward, and age-appropriate. Illustrated material both text and images, the language used is communicative and informative and can be understood easily, and giving a book title can attract readers.

Third, the presentation of material, including book material, is presented in an interesting way (coherent, straightforward, easy to understand, and interactive), material illustrations and pictures are able to have an impact because students will not get bored quickly and are able to follow the lesson well, use illustrations to make it clear that the material does not contain elements of violence, racism, gender bias, extremism, and radicalism does not contain other deviation values, then the material can stimulate critical, creative and innovative thinking, and be able to present contextual insights that are relevant to daily life and material interesting and enjoyable for readers. And the last, graphics, which consist of the size of the book, the appearance of the layout of the book, the coloring of each image, and the use of letters and illustrations conveyed to clarify the message conveyed.

RESULT AND DISCUSSION

Based on the National Education Standards (Regulation of the Minister of National Education Number 11 of 2005 Article 1) textbooks use in teaching and learning process that contain learning materials to improve student skills, character and personality as well as faith that are mandatory reference books. Textbooks are used as a mandatory reference by teachers and students in learning (Regulation of the Minister of National Education Number 11 of 2005 Article 2). There are four criteria for textbooks that are assessed by National Education Standards Agency and determined by a Ministerial Decree (Government Regulation Number 19 of 2005 concerning National Education Standards, Article 43 Section 5), these criteria consist of feasibility of the content or material, language, presentation of the material and graphics. This study analyzes an English textbook entitled *My Next Word* Grade 4, along with an analysis carried out based on four criteria according to the assessment from the National Education Standards Agency.

Feasibility of the content or material

The feasibility of the content in this textbook includes several components such as having to be able to maintain the correctness and accuracy of the material, updating data and concepts, and being able to support the achievement of national education goals based on analysis reader. This book is also suitable for grade 4 because it displays material or vocabulary accompanied by pictures. In addition, this book can support the achievement of national goals because this book can develop the potential for each student to learn according to their abilities and development. Example sentences using the simple present tense as found in unit 4 on pages 34, 35, 36, and 37 with example sentences: *Cici cooks in the kitchen, Joshua watches TV every Saturday and Mrs. Neneng cooks in the kitchen*. Then, the source material used in this book is theoretically and empirically correct because it is written and published by a reliable source. Using sentences that are following the rules of language in English, this book is compiled based on the results of observations and experiences that have been made by the author through teaching English in various regions in Indonesia.

This textbook can also encourage independence and innovation and can motivate students to develop themselves because the material presented has a lot to do with daily activity which students usually do this can give encouragement to students to always do good things and use that can lead to a spirit of independence and can innovate through sentences or a new word they just found. Examples of sentences that show daily activity can be found on page 60, such as: *Cici eats in the kitchen. She does not eat in the dining room*. This textbook also contains student worksheets on pages 7-12. And what is no less important is that this textbook can maintain the unity and integrity of the nation, nationalism, the nature of cooperation, and respect for various opinions because judging from the illustrations of the various characters and there are pictures such as pictures of eagles, photos of presidents, the togetherness of students with friends and differences student pictures showed. This can be found on pages 1, 3, 4, 9, and page 101 in figure 3 which shows someone worshipping according to their beliefs.

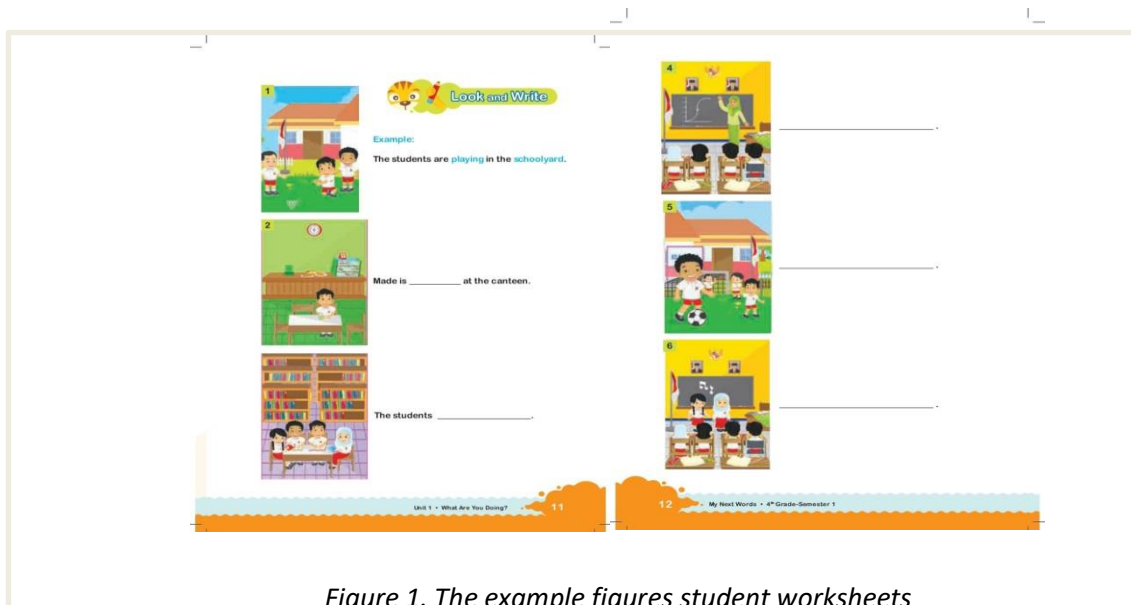


Figure 1. The example figures student worksheets



Figure 2. The example figures unity and integrity of the nation, nationalism, the nature of cooperation, and respect for various opinions

Based on the analysis that has been carried out, this textbook has similarities with the analysis conducted by Keban, et.al (2012) they conducted research with the book title 'English for Kids Grade 3', that these two textbooks present material or topics related to daily life. Keban, et.al (2012) stated that in the book 'English for Kids Grade 3' each unit of the book presented specific objectives, the topics of each unit were about real life as well, such as Family, Occupation, Daily Activity, Gardening, Parts of Body, Shopping, Weathers, Beach, Camping, Transportation, and Sport. Thus, this has similarities with the textbooks that I analyzed, for example, such as the Daily Activity on page 36 and Transportation on page 120.

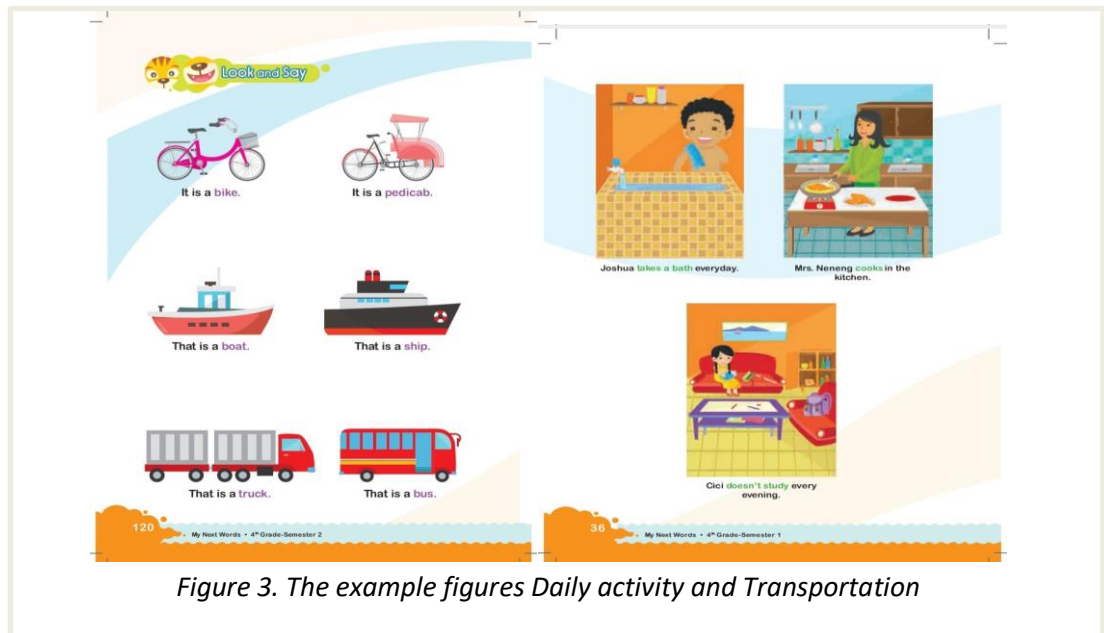


Figure 3. The example figures Daily activity and Transportation

Languages

The language used is a good language, according to the age development of students, and has a politeness value. The aspect of language also has several components such as the use of language (spelling, words, sentences, and paragraphs) that is precise, straightforward, clear, and by the level of age development. After being analyzed for the use of languages such as spelling, words, and sentences it looks appropriate for grade 4 students, the words or sentences used are clear and straightforward and there are no long sentences and there are no sentences or paragraphs that are difficult to read or understand. However, there is a spelling error on page 73 with the sentence: *My Faher drink coffee*, the word that should be 'Father' becomes 'Faher'. Then the illustrations displayed in this textbook, both text, and images, are for the developmental level age of grade 4 and can clarify the material to be studied because it presents language that is easy to understand and images that can be images/shadows for students in remembering the material. Then, overall the language used is communicative and informative, and well understood and there are positive messages conveyed because seen from the sentences and vocabulary used it has educational characteristics and is following the level of development of students. In addition, the title of the book and the titles of the book's sections are very interesting and able to attract interest to read because each title of the material section displays pictures of activities related to daily life and displays attractive colors.



Figure 4. The figure spelling error

Presentation of the material

The material in the book *My Next Word Grade 4* is generally presented in an interesting, easy-to-understand, and clear manner, this can be seen from the delivery of simple sentences, using the simple present tense which can be understood by students according to their age development so that the meaning can be conveyed properly and arranged sequentially following the method for example 'Look and Say' on page 3, 'Look and Write' on page 7, 'Listen and Write' on page 8' and 'Look, Count, and Say' on page 16' this to train students' abilities, so it is very suitable for use for children aged 4th grade. The illustrations in this book are interesting and easy for students to understand and the availability of pictures is very capable of making an impact because students will not get bored quickly and can follow the lesson well. "Mantei & Kervin (2014: 76) explain that picture books are an important form of visual art and can be accessed by children because they provide opportunities for children to explore personal experiences and understand the values contained in family and social life." In addition, there is a book section that displays 'My New Words', for example on page 13, in this section students will learn and add new vocabulary. The use of illustrations to clarify the material does not contain elements of pornography, extremism, radicalism, violence, racism, or gender bias, and does not contain other deviation values. Because the displayed image upholds the differences between people and shows the differences in each character but look harmonious together. For example the figures on pages 114 and 118.

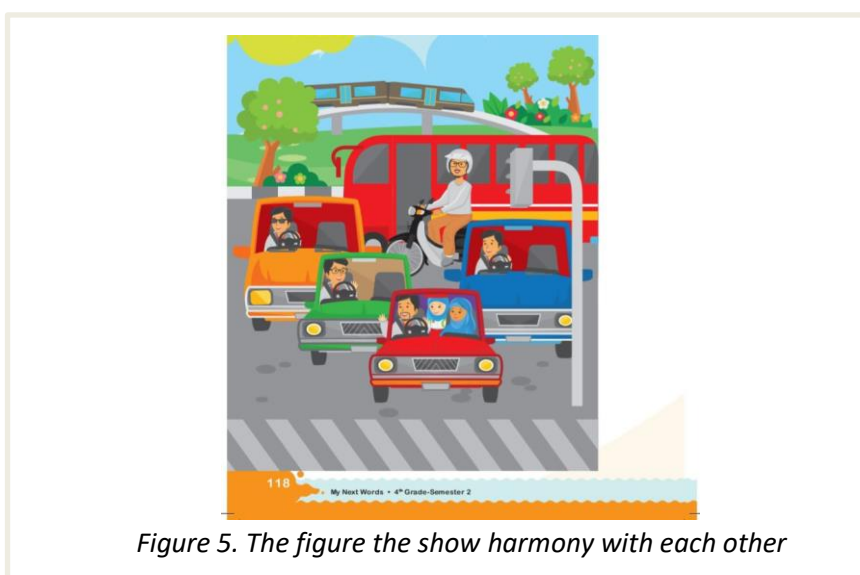


Figure 5. The figure the show harmony with each other

In this textbook, the presented illustrations of the material does not contain negative elements because it can be seen from the images displayed that uphold differences among people and show differences in each character, but a harmonious togetherness is seen. This book does not fully present the material but there are examples of questions and student worksheets that students must work on so that students are asked to think critically, creatively, and innovatively. In addition, this textbook contains contextual insight, that it is relevant to daily activity and can encourage readers to experience and find positive things for themselves that can be applied in everyday life because all of them learn about life or daily life activities such as activities in the classroom and at home, this can encourage students to have a positive attitude and be able to apply it in everyday life. Then, this book presents interesting material because it is displayed in colorful pictures, as well as basic vocabulary and sentences that are simple and easy to understand. Pictures can also foster students' curiosity about vocabulary and the meaning contained in the picture, for example, in the pictures on pages 56 and 57 about 'in the kitchen' and 'in the bathroom'.

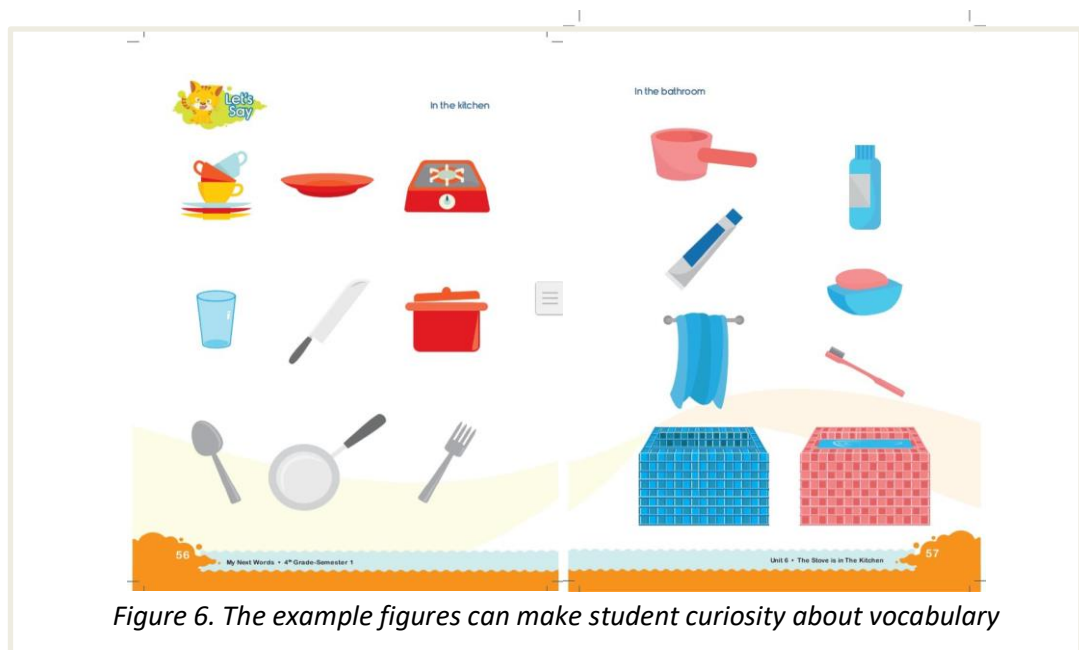


Figure 6. The example figures can make student curiosity about vocabulary

Graphics

And the last is graphics, which consist of the size of the book, the appearance of the layout of the book, the coloring of each image, and the use of letters and illustrations conveyed to clarify the message conveyed. The size of this book is following the level of children age development and book material or content, because this book has a size of 25 cm, so this book is suitable for grade 4. The book elements' layout is appropriate and has unity because it uses attractive pictures and is in line with the target audience (grade 4 students), the book displays pictures of children that can attract attention. A reading book that has an attractive cover and is equipped with pictures can arouse someone's interest in reading. Thus, every book publication must be designed in such a way as to attract everyone's interest in reading it (Mudjito, 2001:86). Then, the color to the layout elements is harmonious and clarifies the function because the material written in the book is always side by side with colorful illustrations. Just an example of giving color to objects used for cooking, the colors used are also the actual colors so that students can recognize or know these objects clearly and as real. In this book, the use of font sizes and letters is appropriate for the development age level of grade 4 elementary school students because the letters look bigger and clearer and the use of very simple sentences. Finally, the illustrations used in this book seem to be able to clarify the message being conveyed because the illustrations are displayed clearly and in the real form to clarify the message being conveyed. According to Baldinger, illustration is the art of making pictures that serve to clarify and explain texts. Thus, this book can clarify the message conveyed through an illustration that is displayed.

CONCLUSION

Based on the findings and discussion textbook entitled 'My Next Word for Grade 4', it already includes four criteria for a good book according to National Education Standards Agency because this book already has four criteria explained. Therefore, this textbook is classified as relevant enough to be a learning tool or learning resource that is used by teachers and students in the learning process. Even though there is an incorrect spelling of words on one of the textbook pages, this textbook is still feasible to use because overall it can provide appropriate learning based on the child's age development level and does not have deviating values.

Even so, the task of a teacher cannot be replaced the teacher must remain a facilitator by providing good and appropriate material. The teacher also has to bridge the gap that occurs, such as explaining precisely the incorrect spelling in the textbook. Therefore, teachers must be more critical, creative, and innovative so that they can overcome a weakness in a textbook used. Teachers are also advised to be more careful in choosing textbooks that are appropriate to the development of their students, in other words, teachers must also know the criteria for a good textbook that can be used in the learning process.

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