

## **ACTIVE ENGLISH FOR 3RD GRADE ELEMENTARY SCHOOL: AN ANALYSIS OF ENGLISH TEXTBOOK**

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**Abstract:** Textbooks is a type of instructional media that has a significant impact on the learning process. However, one of the challenging tasks that English teachers face on a regular basis is choosing an appropriate textbook for English teaching. An investigation is required to obtain a good English textbook. This study focused on the evaluation and analysis of English KTSP textbooks to Elementary schools' grade III. For evaluation of the textbook, the framework was used to figure out the strengths and weaknesses of the textbook is Regulation of the Minister of Education and Culture No. 8 Year 2016 and Harmer's (2007). The results have shown accordance and satisfactory from this textbook, it has accurate materials, affordable, contain Indonesian cultural appropriacy, methodology, teachers' guide and clear instruction. Nonetheless, this book has poor graphics (blurry picture) and lack of add on or extras sources material.

**Keywords:** English textbook, textbook evaluation

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### **INTRODUCTION**

English is a significant language that all Indonesian students, from kindergarten to university, must know and understand. Learning language is not only about speaking fluently, but also learning reading and writing in proper and correctly. Therefore, to support English language teaching and learning activities in school, teachers need textbooks in order to provide and gave materials that relevant for students. It also helps students to independently understand material clearly. Indeed, Richards (2002) said that textbooks is one of the type as teaching resource that is used for help students learn by improving cognitive processes and providing structure and progression. It also help students to enhance skills in writing, reading, listening, and speaking, especially "children learn new words from books especially when books are reread multiple times" (Musthafa, 2010). Furthermore, Richards (2002) stated that "teaching content materials is a key for language programs' component. For the language input students receive as well as the language practice that occurs in the classroom, regularly teachers use an education tool such as textbook.

Therefore, English textbooks have a critical role in the education process and activity. Indeed, according to Cunningsworth (1995), there is no oursebook designed for a general market that is entirely suitable for a specific group of students. Therefore, teachers are required to analyze the textbooks which suit best the needs of their learners. There are number of criteria proposed by several experts that can be used for analyzing students'

textbook (e.g. Harmer, 2007; Greene and Petty, 1981; Cunningsworth, 1995; Akhlan Husen, 1998). In Indonesia context, the government has stipulated the standard criteria for textbooks in Regulation of the Minister of Education and Culture No. 8 Year 2016 that textbooks should meet the criteria for material, language, presentation of material and material graphics.

Attempts to analyze textbooks have been previously conducted. For example, Dharma and Aritso (2018), examined two English textbooks in SMK Sintang and found the results that there are a few lacks of relevance to the 2013 curriculum, but the English textbook was relative relevant to the 2013 curriculum. Second, Suryani (2018) analyzed an English textbook entitled “When English Rings the Bell” using evaluation criteria by Cunningsworth (1995), Byrd (2001), and BNSP (2014) and found that the textbook met 74% of the four criteria for consideration which means the textbook was categorized as good. Third, Rahmawati, et al. (2016) found that 90,4% English textbook entitled “English in Focus” is suitable with curriculum of KTSP in Indonesia. In addition, Asri,et al. (2013) analyzed “Active English 5 for the Fifth grade” and used Rajan’s (2003) textbook analysis criteria. It was found that the materials on this textbook were 90.90% compatible with Rajan’s theory which means very good.

Hence, applying content analysis, this study was conducted to determine the relevance of the English textbook entitled “Active English: for Grade 3 Elementary Schools”. Framework for textbook analysis from the Regulation of the Minister of Education and Culture No. 8 Year 2016 and Harmer (2007) were utilized.

## **METHOD**

This study employed the descriptive qualitative method with a content analysis approach which concentrates on interpreting recorded and analyzing material (Ary, Jacobs, & Sorensen, 2010, p. 29). The material of this study was English textbook for third grade Elementary school students entitle “Active English: for Grade 3 Elementary Schools” written by Ida Kusuma Dewi; Dajtmika; Agus Dwi Priyanto which published by Tiga Serangkai Pustaka Mandiri in 2015. The instrument of this study was by using documents analysis as the main instrument.

Textbook analysis framework from Regulation of the Minister of Education and Culture No. 8 Year 2016 (PERMENDIKBUD) and Harmer (2007) were utilized. The instruments adopted from the Regulation of the Minister of Education and Culture No. 8 Year 2016 and Harmer (2007) are presented in Table 1.

**Table 1. Textbook Analysis Criteria**

No	Harmer (2007)	Regulation of Minister of Education and Culture No. 8 year 2016 (PERMENDIKBUD)
1	Price and availability	Materials
2	Add-ons and extras	
3	Methodology	
4	Syllabus	
5	Language skills	
6	Teacher's guide	
7	Instruction	Languages
8	Topics	Materials Presentation
9	Cultural Appropriacy	
10	Layout and Design	Graphics

**FINDING AND DISCUSSION**

From the analysis of the English textbook “Active English: for Grade 3 Elementary Schools”, it was found that the book met most of the criteria, i.e. materials, languages, price and availability, materials presentations, instruction, methodology, syllabus, language skills, topics, cultural appropriacy and teacher’s guide. While, the analysis suggested that the book lacked in graphics, add-ons and extras.

**The Appropriateness of Textbook Based on Regulation of Minister and Education of National Education No. 8 year 2016**

**1. Materials**

First, in terms of materials it must be able to maintain the material's truth and accuracy, updated information and concepts as well as contribute to the achievement of national education goals. It was explained in the page Foreword that “Active English” textbook is written based on the gradation of the Decrees of the Minister of National Education Number 22 and 23 about Standard of Contents and Standard of Graduate Competence.

Second, using the correct material sources theoretically and empirically. The material sources of this textbook are from native English sources which originally and correct to learn for student such as Doug Case, 2000 (English Puzzle) from Oxford; Gail Ellis, 2000 (We’re kids in Britain) from Essex; Henny, Lindy and Shelagh Rixon, 1990 (Look alive) from Musselburg; House. S, 1997 (A Intoduction to Teaching English to Children) from London; Lewis, Gordon and Gunther Bedson, 2003 (Games for Children) from New York; David Paul, 2003 (Teaching English to Children in Asia) from Hongkong: Longman; Sarah Philips, 1996 (Young Learners) from Oxford. These resources listed on bibliography page.

Third, textbooks must be capable of encouraging independence and innovation and motivating students to develop themselves. “Active English” textbook has many materials activities that students can do such as introduce oneself in class, ask each other identity, act like cartoons characters’ role, perform some activities and read aloud.

It also incorporates many national values into the contents' material, thus teacher does not only deliver new knowledge but also instill it to students. Serasi, et al (2022) stated that character value which contain in textbooks' material can be applied by students in learning process, also they said "the English textbook is very important because in that material it can stimulate the mindset of students to have morals.". For the example, in unit 1 until unit 12 contains several character values in educations such as communicative manner, initiative, reading interest, independence, patriotism, environmental awareness, discipline, honesty, social awarness and creativity in each unit.

## **2. Languages**

In terms of languages, this textbook has accordance development level of language for 3rd grade elementary school students. As stated in KTSP curriculum, the scope of the English subject at 3<sup>rd</sup> elementary school students includes the ability to communicate verbally in a limited way in the school context, such as greeting, describing people, asking for help, asking for permission, telling the position of the object, telling and asking time and date of birth.

Other term is the language of this textbook used is and communicative informative accordance with the level of age development (3rd grade in Elementary school) students is able to understand the positive messages being communicated, is insightful, polite, and morally acceptable. For example, a dialog in Unit 6 (Helping Mummy) asking for some help must used 'please?' word.

Mummy: *Could you wash the clothes, please?*

Dina: *Sure, mum.*

Moreover, the title and text of this textbook is aligned. For the example, the title is "Active English: a fun and easy English book" as well as the contents of this book because it has fun and challenging exercise so that students active in learning such as introduction practice with partners in Unit 1, act their roles (cartoons character), work in pair to ask each other's identity, counting items in the classroom, sing a song, etc. Pinter (2017) stated that "teachers who have observed children in learning situations can testify just how actively they are involved when they are interested", in this ocaasion students may learn through explorations.

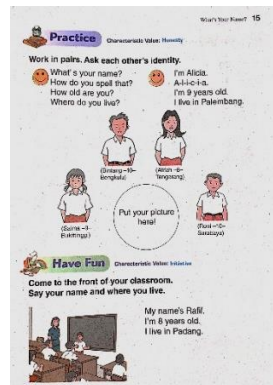


Figure 1. Fun Exercise materials

### 3. Material Presentation

This textbook is presented in an appealing manner (coherent, straightforward, interactive, and understandable), ensuring the integrity of the meaning to be conveyed. For the example, it first introduces vocabularies with pictures and it also has phonetic symbols so that students know how to pronounce them correctly. It also has interactive practice activity like students draw a smile and sad expressions if the sentence is right or wrong in page 63 in review six units of material; solve the crossword puzzle; acting; etc.

On the following pages the vocabularies change into dialogues sentence. The following content is introduced time (o'clock) for daily activities but there is no more explanation about time in o'clock, that is only shown in some dialogues at subunit Speaking in page 48, for example one thirty; five thirty; six thirty; and other. On the other hand, students can get knowledge and characteristics value as discipline because learning daily activities time. But, in Unit 5 page 48 about o'clock it has only dialogues about time such as I got to school at six thirty, I study at one thirty, and more without explanation about them before.

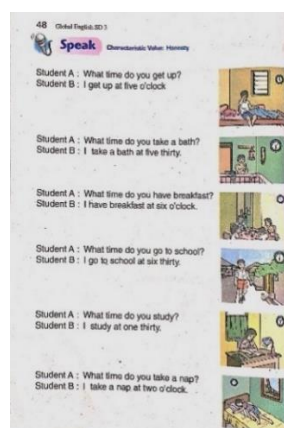


Figure 2. Speaking Practices

### 4. Graphics

In terms of graphics textbooks, the book size must accordance with the level of age development and the material/content of the book. This textbook has fit size for 3rd grade students in Elementary School. The size/format of “Active English” book has accordance with ISO standards. ISO standards set by the Badan Nasional Standar Perbukuan (BNSP) use a press size (A4, A5, B5, or crown quarto), this textbook use B5 ISO (25cm x 17,5cm) with 136 pages. Moreover, font in this textbook already in compliance with level of age or grade, it uses helvetica 14 pt so that students can read easily.

Pictures and illustration which used are able to clarify the message to be conveyed, students can easily understand the contents of material. For example, in express feeling vocabulary they put various human with different expression such as happy, sad, tired, sleepy and so on. The illustrations picture both in materials and exercises presented are mostly animations or cartoons of students, teachers, and other figures that can be utilized for brainstorming activities. Unfortunately, Illustrations of this textbook is not exactly clear because some pictures are blur, but it has various expression so that students can recognized the picture.



**Figure 3. Illustrations in the textbook**

### **The Appropriateness of Textbook Based on Harmer (2007)**

#### **1. Price and availability**

For the textbooks price, it is still affordable for students. Active English Textbooks are available for purchase for Rp 28,000,00-. This book available in book store and online store such as Lazada, Shopee, etc. This book does not have digital version, so that students must buy the physic's book. Also, Active English book only has one extra material that is tape script (audio script) from teacher which will be played in class to developed students' listening skill, for an example there is an instruction on page 79 “Pick (tape script 8) and show the cards to your class”. Eventhough, that is only tape script, it has benefit for students because they can get this textbook all-in-one. Thus, it is significant to keep in mind that in fact if the book is excellent and enganging, it will be worthless for students if it is expensive and they cannot



afford it. Fortunately, they are worth to buy and good deal. Richards (1998) and Harmer (2007) claimed that “price of a textbooks must be acceptable for students”

## **2. Add on and Extras Category**

In this section, Active English book lack of add-on and extra materials. It does not have additional learning sources from internet sites, so that student only learn materials from textbook. According to Cunningsworth (1995) textbooks must have reference source to support teacher’s development in teaching English.

## **3. Layout and Design Category**

In this category, design and layout the Active English book clearly reflect its title “Active English: A Fun and Easy English Book”. The front cover shows two elementary students, an Indonesian girl student and an English boy student who give English dictionary. It suggests that English language can brings people together from all varieties of life and backgrounds, or anyone be able to learn it. Richards (1998) emphasized the importance of making a textbook visually appealing and colorful. The book cover is colourful with green and blue colour, and there are some elements such as movie roll, headphone, clock, chalkboard, books with an Indonesian student and English student animations, which is good enough to interest learners.



**Figure 4. Cover of Active English Textbook**

## **4. Instruction Category**

For instruction in this Active Language textbook is clear and simple with easy-to-understand language. Learners might understand what they should do in each unit and exercise from read the instructions. Besides that, the activities and materials are not long and complicated, also it includes some related pictures and illustrations, so that students can understand quickly. An example has been taken for instruction on Unit 7 (Hobbies) in page 71 sub unit Practice, the textbook asked students to identify six hobbies in the picture “say their hobbies”. In addition, Tomlinson (2012) claimed that instructional materials should put students at ease.

## **5. Methodology Category**

In Active English : A Fun and Easy English book, the methodology of English learning is design to focus introduce English to students and to enrich the students of year three with other expressions used in daily English. However, teacher is free to arrange the teaching and learning process to meet the needs of the characteristic for students and the class. Furthermore, the exercises serve as a guide for pupils to learn more about the aspects of materials and language practice. For example, in unit 6 (Helping Mummy) students are asked to work in pairs and choose the roll paper which contain a sentence of daily activities such as sweep the floor!; wash your clothes!; cook the food!; etc, then they should ask partner to act out the job on the roll paper that they choose. For other example, in chapter 4 (In the Schoolyard), students learn materials around them. They must be capable of describing and identifying an activity. They asked to go to their schoolyard and write what their friends are doing. For example, there is a table in column 1 for names of friend and column 2 activity such as eating, reading, playing football, chasing, drinking, painting, etc. According to Musthafa (2010), in order to comprehend the lesson based on previous experiences help children learn better uses actual experiences and scripts which serve as guidelines. In essence, textbooks include suitable methodology, syllabus, and give clear instructions.

## **6. Syllabus Category**

From analysed the syllabus of the the textbook, Active English textbook is suitable for 3rd grade Elementary School. Materials in this textbook can support the curriculum's learning objectives. There are thirteen materials that is, introduce oneself in Starting point; introduce each other in Unit 1; counting number in Unit 2; express feeling in Unit 3; activities in school in Unit 4; daily activities in Unit 5; activities at home in Unit 6; hobbies in Unit 7; names of fruits in Unit 8; describe people (adj) in Unit 9; school subject in Unit 10; human body activities in Unit 11; names of pet in Unit 12) and eight grammar focus of the materials (expression to introduce each other, expression to introduce oneself, numbers, adjective, verb, simple present tense verbs, gerund, noun) that the third grade Elementary School is expected to learn based on the syllabus. This textbook covers almost all of materials content.

## **7. Language Skills Category**

There are the four English language skills in learning: writing, reading, speaking, and listening which students' required to employ. Active English textbook may categorize as satisfactory textbook for students, because it includes practice skills in each unit. English skill practice begins with listening and repetition whereby students paying attention and listening to the teacher say some new vocabularies from material content, the students repeat it. After that, the students are asked to listen tape script from teacher and put the numbers in order that relevant with audio which tape script said. Then, students asked to read aloud a story that



relevant with materials. Finally, they are asked to write in order to complete sentence. For example, in Unit 3 (How do you feel?) there are some practices such as Listen and Repeat adjective words (happy, sad, tired, sleepy, etc) for listening and speaking skill; Read a content, students must read aloud a sentence in book (I am in a doctor, I am sick. I am sad); Write for writing skills (students identify activities in pictures).

### 8. Topics Category

In topic category, each unit of the book has introduced different expressions. For example, on Unit 1 the topic is introduce oneself and topic Unit 2 counting numbers. Unit 3 students start learn about express they feeling such as happy, sad, tired, sleepy, angry, sick, etc. The topics chosen are related to our everyday communication, in which introducing oneself, express their feeling, expressing daily activities (reading, playing football, jumping, get up, breakfast, go to school, study, lay the table, make bed, wash the clothes, etc). According to Tomlinson (2012), learners must gain extensive experience with the language in a variety of contexts and for a wide range of purposes. As a result, students will grasp the gist of the language.

### 9. Cultural Appropriacy Category

In this category, Active English textbook is culturally appropriate for 3rd Elementary Indonesian school students. Septiyana, et al. (2022) examined cultural content in English textbook, there are three elements that presented culture such as product, person and practice. In addition, textbooks must maintain the unity and integrity of the nation by accommodating diversity, the nature of mutual cooperation, and respecting various differences. In this textbook Unit 1 page 16 contain students use Indonesian uniform introduce names of various icon of the city in Indonesia, it also Indonesia city icon such as Monas, Baiturrahman big Mosque, Keraton Surakarta, Honai traditional house in Papua, and Pura Indah Bali in page 16 reading practice as a sample picture.

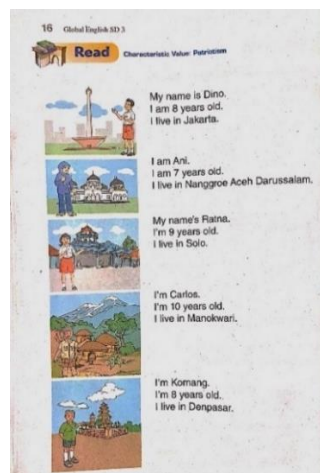


Figure 5. Indonesian city's icon

### 10. Teacher's Guide

There is Map of the Book on part of the last page (page 133) which can be used as teaching guide. It contains Unit, Topic, Competence, grammar focus, vocabulary and time allocation. As stated in Richards, J.C. (2014) "the textbook may serve primarily to supplement the teacher's instruction. For inexperienced teachers a textbook together with the teacher's manual may be an important source of training on the job."

Unit	Topic	Competence	Grammar Focus	Vocabulary	Time Allocation
Starting Point	None to Start	• Melakukan komunikasi interpersonal sederhana • Menanggapi ungkapan ekspresi perasaan • Menanggapi ungkapan pendapat, tanggapan • Menanggapi ungkapan informasi	• Kata kerja • Kata benda • Kata sambung	• Kata kerja • Kata benda • Kata sambung	5 x 20 minutes
1	Myself and Myself	• Melakukan komunikasi interpersonal sederhana • Menanggapi ungkapan ekspresi perasaan • Menanggapi ungkapan pendapat, tanggapan • Menanggapi ungkapan informasi	• Kata kerja • Kata benda • Kata sambung	• Kata kerja • Kata benda • Kata sambung	4 x 30 minutes
2	Our School	• Melakukan komunikasi interpersonal sederhana • Menanggapi ungkapan ekspresi perasaan • Menanggapi ungkapan pendapat, tanggapan • Menanggapi ungkapan informasi	• Kata kerja • Kata benda • Kata sambung	• Kata kerja • Kata benda • Kata sambung	4 x 30 minutes
3	How do I feel?	• Melakukan komunikasi interpersonal sederhana • Menanggapi ungkapan ekspresi perasaan • Menanggapi ungkapan pendapat, tanggapan • Menanggapi ungkapan informasi	• Kata kerja • Kata benda • Kata sambung	• Kata kerja • Kata benda • Kata sambung	4 x 30 minutes
4	My School Activities	• Melakukan komunikasi interpersonal sederhana • Menanggapi ungkapan ekspresi perasaan • Menanggapi ungkapan pendapat, tanggapan • Menanggapi ungkapan informasi	• Kata kerja • Kata benda • Kata sambung	• Kata kerja • Kata benda • Kata sambung	4 x 30 minutes
5	My Daily Activities	• Melakukan komunikasi interpersonal sederhana • Menanggapi ungkapan ekspresi perasaan • Menanggapi ungkapan pendapat, tanggapan • Menanggapi ungkapan informasi	• Kata kerja • Kata benda • Kata sambung	• Kata kerja • Kata benda • Kata sambung	4 x 30 minutes
6	My Daily Activities	• Melakukan komunikasi interpersonal sederhana • Menanggapi ungkapan ekspresi perasaan • Menanggapi ungkapan pendapat, tanggapan • Menanggapi ungkapan informasi	• Kata kerja • Kata benda • Kata sambung	• Kata kerja • Kata benda • Kata sambung	4 x 30 minutes

**Figure 6. Map of The Book**

### CONCLUSION

The objective of this research is to analyze the content of 'Active English: A Fun and Easy English book' for 3rd grade in Elementary school. Analysis framework from the Regulation of Minister and Education and Culture No. 8 Year 2016 and Harmer (2007) were utilized. It was found that in terms of material, this textbook is accurate and can achieve national education goals. It also provides activities for learning the four language skills, i.e. listening, speaking, reading and writing. In addition, it uses correct sources and capable to motivate students. In languages term, it uses simple language and instruction suitable for 3rd grade students, although in some chapters material explanations are not provided. Likewise, the material presentation is appealing and contains contextual insight despite some blurry illustrations. Unfortunately, the book is only available in print and provides no additional learning sources and teaching guide for teachers. It is concluded that although lacking in few aspects, 'Active English: A Fun and Easy English book' for 3rd grade in Elementary school meets the standard requirement for English textbook at elementary level.

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