

ANALYSIS OF ENGLISH TEXTBOOK FOR FIFTH GRADE ELEMENTARY SCHOOL

Tahriidl Nur Khoiroh Azaini, Evi Karlina Ambarwati
Universitas Singaperbangsa Karawang
1910631060201@student.unsika.ac.id, evi.karlina@fkip.unsika.ac.id

Submitted: 2023-01-10

Accepted: 2023-03-21

Abstract: The purpose of this study is to evaluate the English language textbook from the Ministry of Education and Culture (MOEC) for grade 5 Elementary School Level, entitled “My Next Word 5”. As an evaluation method, content analysis was used in this study. To evaluate this book, the researchers adapt the instrument from Minister of Education and Culture Regulation Number 8 of 2016 and the book evaluation from Cunningham's worth (1995); (1) Materials, (2) Language (3) Materials presenting (4) Graphic. As a result of the evaluation, it was found that the textbook is suitable for learners in materials, and language i.e., there was a topic that is relevant to the curriculum, the content of the book is more practical so that it can improve students' skills, there was reflection table for the student on the last page in every page. This book meets the criteria, but there are a few things that could be improved, such as the presentation of culture that is balanced with the culture of the language being studied.

Keywords: textbook analysis; English textbook; elementary school

INTRODUCTION

Learning media is one of the most important tools used by teachers and students to teach and learn in schools. Textbooks are valuable learning resources that students and teachers can use. Textbooks are used as a learning tool to ensure that students not only hear but also comprehend what is being explained systematically. Among teachers and students, textbooks are a popular form of learning media. The selection of books used by teachers in the classroom must accede to the government's standard regulations. Two kinds of books are commonly used in schools: those published by the *Ministry of Education and Culture* (MOEC) and those published by local publishers who adhere to the same standards as the MOEC (Mahmud, 2019).

When using books in the classroom, an evaluation is required to serve as a reference in creating subsequent books that are in line with the accomplishments and learning objectives. English is a subject studied as English as a Foreign Language EFL, which means teachers must pay attention to the quality of the books that will be used in the classroom. It also means they must meet government standards in terms of students' needs and student's ability in learning English. Nabijanovna, Khamitovna, & Xikmatullayevna (2021) stated that the material obtained from the adaptation process must be appropriate for the student's level of ability. And most students in elementary school are beginners learning English, so they require material that is simple and applicable in everyday situations (Agustina & Karani, 2020). Situations in

everyday life can include the culture of a region or country; by learning English, students can get to know and understand the various cultures around them, as well as the culture of the language being studied. According to Isnaini, Setyono, & Ariyanto (2019), culture is important in English learning because it helps learners become more aware of their own culture. Books can use pictures or illustrations to assist learners in comprehending culture better. Young learners' thinking and curiosity can be stimulated by illustrations (Purwani,2020).

Because a language is supposed to be simple for students to understand and a material is supposed to make students feel comfortable and free of anxiety about learning a language (Tomlinson, 2011) as cited in (Hanifa, 2018). This can be accomplished through the evaluation of books. The process of evaluating a book involves analyzing its contents and determining whether the book's quality is consistent with the curriculum developed one of the methods for evaluating a book is to examine the contents; the quality of the book should be consistent with the curriculum used (Cunnings worth, 1995). One of the compatibilities between the book and that the book and the curriculum share a common goal, as the Merdeka Curriculum takes priority character development through content in learning, and Pancasila student profiles are formed through the important points of Pancasila, religiosity, independence, critical thinking, cooperation, and creativity (Maulida, 2022). However, it should be noted that there is no perfect book that can fit all the needs of students (Serasi, Fatimah, & Hakim, 2021).

Generally, all books are good; it all depends on how the teacher employs the book. Because the materials in the book can be adopted, adapted, developed, or a combination of the three from the authentic material, the material must comply with the applicable curriculum and syllabus (Brown, 1995) as cited in (Agustina & Karani, 2020). A teacher can initiate a conversation or role-play based on supporting materials (Hanifa, 2018). Because English textbooks serve several functions, one of which is to provide students with class activities and work that they can do independently, as well as to provide independent learning (Cunning worth, 1995). According to this perspective, the teacher can evaluate the book before using it. As a result, teachers can find the best books for their students for learning. It should be noted that the teacher's selection of books does not describe how a book is, but rather how a teacher evaluates and chooses a book.

Based on the theory from Cuning worth (1995) there are eight criteria for the evaluation of a textbook, such as (1) purpose and approach; (2) design and organization; (3) language information, (4) skills (5) topic (6) methodology (7) practical considerations (8) instructions. Furthermore, several rules can be used in Indonesia to evaluate a book based on the Minister of Education and Culture regulation Number 8 of 2016 regarding whether a book

is appropriate for use in schools. Material aspects, language, material presentation, and graphics are all important considerations.

Several studies have evaluated various English textbooks for the elementary level. For example, Serasi, Fatimah, & Hakim (2021) investigated the quality of a textbook used in elementary schools in grades five and six by taking four criteria into account: subject and content, skills and sub-skills, layout and physical makeup, and practical considerations viewed by teachers and students and the result of the study is the textbook *Grow with English for grade five* was categorized as good in all four criteria. Suryarini (2019) evaluated a textbook for grade VI elementary school using the Cunningsworth checklist, and the book passed 63% of the criteria (28 out of 44). Ilahi (2019) evaluated a textbook entitled *Guess What level 5* his found that this textbook is more practical than books at the previous level. Based on Hutchison and Totres' theory, a book is also analyzed in terms of its written material, and the results of this research have found that the book fulfills the requirements but requires additional material to support students' writing abilities (Agustina & Karani, 2020). Kurniawati & Mulyasari (2021) investigated learning materials in an elementary school English textbook for grade 5 (Learning by Doing) the learning materials examined are discourse in the form of dialogs, stories, chants, and reading text. Second, instructional tasks and activities are examples of learning material (question-answer and TPR). The third type of learning material is instruction, followed by games. Anjani & Riri (2021) evaluates the suitability of materials in the textbook *"Stairway: A fun and easy English for five grade in primary school"* using a five-criteria evaluation checklist that includes objectives, methodology, activities, language skill, and topic content and the result is all of the criteria in the textbook meet the criteria for a good textbook. Analysis of material in English books in the thematic curriculum was also conducted in grade 5 elementary schools; the result of this study revealed that there was a relationship between English material and material in thematic learning as in learning topics that teach vocabulary in everyday life, but the presentation of material in English books in the thematic curriculum is not as detailed as thematic material they should have been (Wulandari, Budiman, & Reffiane, 2022).

Hence, English textbooks play an important role in the teaching and learning process. This study aimed to evaluate a textbook used by elementary school students with a different curriculum and book title than previous studies. The book *My Next Word 5* will be analyzed using the framework from Minister of Education and Culture Regulation Number 8 of 2016 and the Cunningsworth book evaluation (1995).

METHOD

This study was qualitative research that used content analysis. According to Fraenkel and Wallen (2006), content analysis is a method for indirectly analyzing human communication, this entails analyzing the human-written content of communications such as texts, articles, papers, stories, magazines, news items, songs, and so on.

The material for this study was taken from a book for fifth-grade elementary school students. The textbook entitled "My Next Words" was written by the EYLC team, namely the working group of English teachers of Muhammadiyah elementary school Sidoarjo which was published by The Ministry of Education, Culture, Research, and Technology in 2021. The book was reproduced by CV Arya Duta in 2021 and the book was created using the Independent curriculum. The Independent curriculum is a new curriculum that aims to modernize the learning process, which has been hampered by the pandemic. The Merdeka curriculum is designed to assist learners to catch up on literacy and numeracy (Priantini, Suarni, & Adnyana, 2022). This curriculum prioritizes character development through learning content and student profiles of Pancasila; the characters formed in the curriculum are important points in Pancasila such as having a nice personality, religiosity, independence, critical thinking, teamwork, and creativity (Maulida, 2022).

To analyze and determine the feasibility of this book, the researcher used the framework of Minister of Education and Culture Regulation Number 8 of 2016 and the book evaluation from Cunnings' worth (1995). The analysis instrument is presented in **Table 1**.

Table 1. Textbook Analysis Criteria

No	Aspects	Component
1	Materials	<ul style="list-style-type: none"> ▪ The book must relate to the syllabus, and the book must employ a variety of teaching and learning methods. ▪ Must be able to maintain the material's truth and accuracy, update data and concepts, and contribute to the achievement of national education goals. ▪ The textbook should cover four skills: listening, reading, writing, and speaking. ▪ Theoretical and empirical application of the appropriate material sources. ▪ Promoting the development of independence and innovation. ▪ Capable of motivating himself to grow. ▪ Capable of preserving the nation's unity and integrity through diversity, cooperation, and respect for differences.
2	Language	<ul style="list-style-type: none"> ▪ Language use (spelling, words, sentences, and paragraphs) is precise, straightforward, and consistent with the age developmental level. And the application of grammar must be balanced between the form and use of language. ▪ Vocabulary criteria are divided into four categories: is vocabulary learning material included in proper learning, is vocabulary the main part of a lesson, and is

		<p>vocabulary presented in a structured manner through an exercise?</p> <ul style="list-style-type: none"> ▪ The book's instructions must be unambiguous ▪ The instructions must be written in a language that students can easily understand. ▪ Material illustrations, both text, and images are appropriate for the reader's developmental level and can help to clarify the material/content. ▪ The language used is communicative and informative so that the reader can understand the positive messages conveyed, and it has educational, polite, ethical, and aesthetic qualities appropriate to the reader's age development. ▪ Book titles and material/book content section titles are harmonious/harmonious, interesting, able to pique readers' interest, and not provocative.
3	Materials Presentation	<ul style="list-style-type: none"> ▪ The book material is presented in an attractive way (coherent, straightforward, easy to understand, and interactive). ▪ Material illustrations, both text, and images are attractive according to the level of development of the reader's age and can clarify material/content, and are polite. ▪ The use of illustrations to clarify the material does not contain elements of pornography, extremism, radicalism, violence, SARA, or gender bias, and does not contain other deviation values. ▪ Presentation of material can stimulate critical, creative, and innovative thinking. ▪ Contains contextual insight, in the sense that it is relevant to everyday life and can encourage readers to experience and find positive things for themselves that can be applied in everyday life. ▪ The presentation of the material is interesting so that it is fun for the reader and can foster a deep sense of curiosity.
4	Graphic	<ul style="list-style-type: none"> ▪ The size of the book is following the level of age development and the material/content of the book. ▪ Design refers to the book's overall content, student books, teacher books, workbooks, and tapes. ▪ The organizational criteria include textbook organization and chapter order. ▪ The appearance of the layout of the book cover elements is appropriate/harmonious and has unity. ▪ Giving color to the layout elements is harmonious and can clarify the function. ▪ The use of letters and font sizes are adjusted to the level of age development. ▪ The illustrations used can clarify the message to be conveyed. ▪ The total cost of a book represents good value for money ▪ The textbooks must be strong and durable.

FINDING AND DISCUSSION

From the analysis of the book entitled *My Next Word 5*, it was found that the book met most of the criteria, i.e., materials, topics, learning objectives, and language use (grammar, vocabulary, and instruction). Unfortunately, the analysis suggested that the book lacked graphic and presenting materials.

Table 3. Summarizes the analysis results

No	Aspects/ Book	My Next Word 5
1	Materials	The materials and topic were most relevant to the educational goals in the Merdeka curriculum. Furthermore, there are impacts on student needs and skills. Besides, the concept of the textbook is adapted from books published by Cambridge or Oxford which is more practical.
2	Language	The book has an appropriate amount and range of vocabulary concerning the topics being taught. The language aspect of the book considers the integrated development of language skills. The delivery of material and instructions in the book is simple, allowing students to easily understand it. Students can figure out what they need to do by reading the sentence.
3	Presentation of materials	This book presents the materials with interesting illustrations and drawings, students can also learn more about their culture
4	Graphic	The design and layout of this book are fully colored but the cover does not display the title.

From the finding above, it can be concluded that the book title *My Next Word 5* is suitable for learners in several aspects. The material in the book can be adopted, adapted, developed, or a combination of the three; however, the material must comply with the applicable curriculum and syllabus (Brown, 1995) as cited in (Agustina & Karani, 2020). Even though it is adapted from a book intended for native speakers or those who use English as a second language, the material in this book is suited to the ability level of students. According to Nabijanovna, Khamitovna, & Xikmatullayevna, (20221) stated that the material obtained from the adaptation process must be appropriate for the student's level of ability. Prioritizing character development through content in learning as well as Pancasila student profiles formed through the important points of Pancasila, religiosity, independence, critical thinking, cooperation, and creativity (Maulida, 2022) is the same goal as the materials in the book which use Merdeka curriculum. This book is more practical, there is a variety of short conversations related to the grammar being studied. As Ilahi (2019) found that the *Guess What level 5* textbook, which is more practical than books at the previous level, there are several short dialog texts related to grammar material in the books for grade 5.



Figure 1. Example of short

dialog

Most students in elementary school are beginners learning English, so they require material that is simple and applicable to everyday situations (Agustina & Karani, 2020). This is an important consideration when analyzing a book that must meet the needs and abilities of students. The material taught in this book is about things that are commonly found in everyday life, such as food taste, clothing types, food prices, common health problems, body parts, etc. The book already represents the socio-cultural conditions in Indonesia that students are likely to encounter and is appropriate for elementary school student's level of understanding. Aside from the topic, the book falls into the category of material that can encourage students to be independent and innovative. The English textbooks serve several functions, one of which is to provide students with class activities and work that they can do independently, as well as to provide independent learning (Cunning worth, 1995).

No	Name	What are they wearing?
1	Pak Dham	a pair of black trousers and a grey shirt
2		
3		
4		
5		

Report:

1. Pak Dham: He is wearing a pair of black trousers and a grey shirt.

2. _____

3. _____

4. _____

5. _____

Figure 2. Example of class activity

Figure 2. In Chapter V regarding types of clothes, there are assignments or activity which students are asked to observe the clothes of people outside the class, which they then write in an available report format. This must be done individually, and which of these

assignments can train student independence and creativity. We know that four skills must be mastered in learning English, one of these points is writing. At the end of each page in each chapter of the book **Figure 3.**, there was also a reflection table for students, the contents of which reflect one chapter previously studied. This can help students get to know themselves and encourage them to develop.

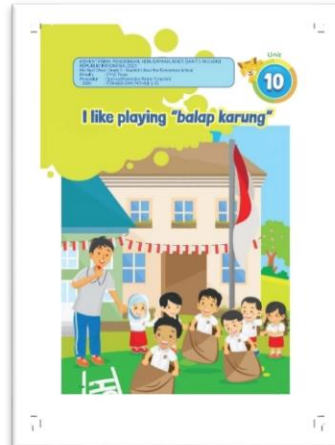


Figure 3. Example of table reflection

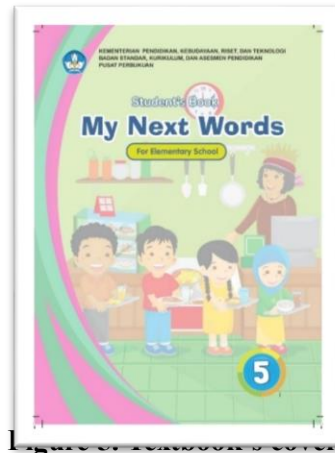
The presentation of material in a coherent book begins with material that is simple and progresses to difficult material. In terms of vocabulary, the book has an appropriate amount and range of vocabulary concerning the topics being taught. On the other hand, the language aspect of the book considers the integrated development of language skills.

For example, at the beginning of Chapter I, new vocabulary about *sweet cake and salty fish* is introduced, followed by a repetition of previously learned vocabulary *about sweet cake and salty fish* on the next page, and then it is continued with the material of a slightly higher level of difficulty *How does ice cream taste?* Furthermore, the delivery of material and instructions in the book is simple, allowing students to easily understand it. For example, of instructions *Look at the picture and say the sentences out loud to a friend! Look and say! Look and match! Look and write!* , and so on. Students can figure out what they need to do by reading the sentence. Because a language is supposed to be simple for students to understand and a material is supposed to make students feel comfortable and free of anxiety about learning a language (Tomlinson, 2011) as cited in (Hanifa, 2018).



Figure 4. Example of culture in the book

The presentation of content in illustrations and drawings is mostly based on Indonesian culture. Students can learn about the culture of the language they are studying through this presentation. According to Isnaini, Setyono, & Ariyanto (2019), culture is important in learning English because it helps students become aware of their own culture.



The title of the book *My Next Word* is not clearly illustrated on the cover. The front cover depicts children waiting in line at the cafeteria, while the title leads to the discovery or learning of new vocabulary. On the other hand, the pictures in the book have interesting coloring. The contents of this book are very clear and straightforward, especially in the presentation of material and assignments, with pictures and illustrations that are appropriate to the material. There is a presentation of images depicting cultural differences in Indonesia, as well as several images depicting differences in other countries. The clothes and names in the book, such as Made, Aisyah, Bagus, Pak Ilham, and clothes depicting various tribes in Indonesia, demonstrate the presence of these differences. Most of the illustrations in the book, such as teachers, students, parents, and others, use animation. Children's thinking and curiosity can be stimulated by these illustrations (Purwani, 2020).

CONCLUSION

This study evaluates a book for grade 5 elementary school students using the framework of MoEC No 8 of 2016, which is divided into several aspects, including materials, material presentation, language, and graphics, and using a theory based on Cunningsworth (1995). Based on the evaluation results, it is possible to conclude that the textbook adheres to the established framework. Even though the textbook is appropriate, some aspects could be

improved, one of which is the presentation of the material by presenting several cultures from the country of the language being studied.

REFERENCES

- Agustina, A., & Karani, E. (2020). An analysis of writing material in the English textbook " Joyful English" for fourth-grade students of elementary school. *International Conference on English Language Teaching*. Palangka Raya Indonesia.
- Anjani, & Riri. (2021). *An analysis of the textbook entitled "stairway: a fun and easy English textbook for the 5 grade in primary school*. Faculty of The Teacher Training and Education Jambi University, Master of English Education Study Program Language and Art Department.
- Hanifa, R. (2018, March). Efl published materials: an evaluation of English textbooks for junior high school in Indonesia. *Advances in Language and Literary Studies*, IX(2).
- Ilahi, A. R. (2019, December). The compatibility of the "Guess What" textbook based on the English final exam framework 2018/2019. *Journal of English Education and Literature*, I(2), 1-12. doi:<https://doi.org/10.51836/journeel.v1i2.43>
- Isnaini, F., Setyono, B., & Ariyanto, S. (2019, January). A visual semiotic analysis of multicultural values in an Indonesian English textbook. *Indonesian Journal of Applied Linguistics*, VIII(3), 536-544. doi:<https://doi.org/10.17509/ijal.v8i3.15253>
- Kurniawati, L., & Mulyasari, E. (2021). Analysis of learning material for elementary students. *Journal of Language Teaching and Literature*, VIII(1), 126-134. Retrieved from <https://ethicallingua.org/25409190/article/view/264>
- Mahmud, Y. S. (2019). The representation of local culture in Indonesian EFL textbooks: rationales and implications. *Indonesian EFL Journal*, 61-72. doi:<http://doi.org/10.25134/ieflj.v5i2.1727>.
- Maulida, U. (2022, Agustus). Pengembangan modul ajar berbasis kurikulum merdeka. *Jurnal Pemikiran dan Pendidikan Islam: Tarbawi*.
- Nabijanovna, A. K., Khamitovna, G. M., & Xikmatullayevna, A. S. (20221). Creating authentic reading materials for efl learners in uzbekistas. *Psychology and Education Journal*, 2730 - 2742.
- Priantini, D. A., Suarni , N. K., & Adnyana, I. K. (2022). Analisis kurikulum merdeka dan platform merdeka belajar untuk mewujudkan pendidikan yang berkualitas. *Jurnal Penjaminan Mutu*, 8(2), 238-244.
- Purwani, R. (2020). Pengembangan buku cerita bergambar berbasis karakter untuk pembelajaran membaca siswa sd kelas iv. *Jurnal Pendidikan Bahasa Indonesia*.

- Serasi, R., Fatimah , L., & Hakim, M. A. (2021). A textbook evaluation on english textbook entitled "grow with english" used by students of mi nurul huda bengkulu city. *Jurnal Al-Lughah, X*.
- Suryani, R. W. (2018, December). "When english rings the bell" an english textbook analysis. *Journal of English Language Teaching and Research, II*(1), 258-268.
- Suryarini, D. Y. (2019, December). Evaluasi buku teks bahasa inggris "stairways: a fun and easy english book" grade vi elementary school. *Trapsila: Jurnal Pendidikan Dasar, 1*, 33-46.
- Wulandari, D. R., Budiman, A. M., & Reffiane, F. (2022, June). Analisis materi bahasa inggris sebagai pendukung kurikulum tematik di kelas v sd 1 jepang kabupatern kudas. *Jurnal Pendidikan Dasar : Dikdas Matappa, V*(2). Retrieved from <https://journal.stkip-andi-matappa.ac.id/index.php/dikdas>