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Assesing The English Textbook Learning Daily English for Grade III Elementary School

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Abstrak

Menilai buku teks bahasa Inggris yang digunakan di kelas III sekolah dasar, penelitian ini bertujuan untuk menentukan apakah "The English Textbook Learning Daily English" memenuhi tujuan pengajaran bahasa Inggris dan dirancang sesuai dengan konsep Teaching English to Young Learners (TEYL). Selain itu instrumen penelitian ini sesuai dengan Peraturan Menteri Pendidikan dan Kebudayaan No. 8 Tahun 2016 dan juga menggunakan Evaluasi Checklist by (Cunningsworth, 1995). Dengan menggunakan checklist, ditemukan bahwa buku teks tersebut kurang dalam kriteria materi dan juga spesifikasi bahasa. Namun secara keseluruhan materi, bahasa, penyajian materi, dan visual grafis sudah sesuai dengan pedoman penggunaan buku teks di TEYL.

Kata Kunci: *Buku Teks, Buku Teks Bahasa Inggris, Media TEYL*

Abstract

Assesing the English textbook used at grade III for elementary school, this study aims to determining whether "The English Textbook Learning Daily English" fulfills the goals of teaching English and is designed in accordance with the concepts of Teaching English to Young Learners (TEYL). Additionally, the instrument of this study in accordance with Regulation of the Minister of Education and Culture No. 8 Year 2016 and also used an Evaluation Checklist by (Cunningsworth, 1995). Using the checklist, it was found that the textbook lacked in criteria material and also at language spesification. But, overall the materials, language, material presentation, and graphic visual is in conformance with the guidelines for textbook use in TEYL.

Keywords: *Textbook, English Textbook, TEYL*

INTRODUCTION

The usage of textbooks is fundamental in teaching, especially during teaching English language (Cunningsworth, 1995). Textbooks also play a major role in the English teaching process. As a result, the textbook plays an important role in the classroom. In some circumstances, textbooks are also used to teach students the fundamentals of language learning in the classroom. Textbooks can be used as a medium for learning plans in terms of skill balance and language practice style. One of the standards for teachers in supplying content in English learning is the availability of textbooks. According to Gremk et al. (2021), textbooks are the most fundamental instructional materials aimed at achieving educational goals and functioning as one of the knowledge guidelines defined in the curriculum and knowledge portfolio. Textbooks are also designed to offer content that covers a wide range of levels and types, allowing students to learn independently and acquire knowledge that fulfills their own needs. Depending on the level of education, each textbook is related with specific subjects or modules. Textbooks are another type of reading book that is a collection of materials that attempt to accomplish the educational unit's goals. Textbooks can be utilized in print, electronic, or both formats. As previously said, textbooks are a significant resource in the learning process that can help the teaching and learning process achieve or meet learning objectives. Pamungkas (2010: 23) stated that, textbooks are one of the different learning tools that may be used in learning and are often written, properly organised, and tightly compacted.

Not only do textbooks play an important role in the process of teaching and learning foreign languages, but textbooks must also be assessed in order to assist develop textbooks that are even better for enhancing students' cognitive, social, and psychological growth. Hutchinson And Waters (1987) postulated that Evaluation in textbooks can assist in the development of English teaching and learning. Teachers can also help with the selection process by evaluating the importance and quality of particular textbooks by comparing them to others. Aside from that, assessing textbooks helps to improve teachers' understanding of teaching strategies and approaches as one of the evaluation's goals. When evaluating textbooks, teachers might look for shortcomings as well as strengths. Textbooks are written or developed to be compatible with new teaching methods (Marijana et al., 2021). With textbook evaluation, teaching methods can also be updated to the times. As previously mentioned, textbooks can play a crucial role in students' cognitive, psychological, and social development. Textbooks are also useful as teaching tools, not only for containing material but also for controlling student learning activities in the classroom. As a consequence, textbooks must adapt to learners' cognitive skills, age, needs, context,

and culture, as well as introduce and support them in managing the learning process, so that students are more active and learning is more meaningful (Ivić and Pešikan 2013: 46)

Ahmadi and Derakhshan (2016) explained that using or adapting textbooks is an important part of reviewing from the perspective of the teacher's professional knowledge; the evaluation of textbooks can show whether there are problems with the book being used as teaching material, which leads to the fact that the eligibility of the book must be reconsidered. Therefore, the criteria for designing or publishing textbooks are critical since they affect the learning and teaching processes. A checklist is one of the tools that aids teachers, particularly in English Language Teaching (ELT), by evaluating language teaching resources such as textbooks. This provides for a more comprehensive inspection of textbooks using a well agreed set of evaluation criteria (Mukundan et al, 2011). Ur (1996) suggested that textbook evaluation criteria. According to the criteria, textbooks should include the following: 1) Textbooks give teachers and students a clear explanation of how to use textbooks. 2) Textbooks provide a methodical approach to determining the linguistic environment. 3) They enable teachers to select textbooks for most classes that are relevant to students' skills. 4) They offer inexpensive and straightforward learning tools to all students. 5) They offer appropriate packages with bound components. 6) The teacher guide assists teachers, particularly novice teachers, in teaching more effectively. 7) Allow students to use and learn new knowledge independently, as well as review and monitor progress.

Students rarely have chances to use English outside of the classroom in an EFL environment; as a result, the English textbook appears to be the only source of input for students and the primary source on which both teachers and students rely (Park et al, 2004:2). In the selection process for providing the material, evaluating textbooks is important. One important component in evaluating books, according to Regulation of the Minister of Education and Culture No. 8 Year 2016, is book material that is presented in an appealing way (coherent, coherent, simple, easy, understandable, and interactive), so that the integrity of the meaning to be conveyed can be properly maintained. As a consequence, textbooks used in Indonesia, particularly for English as a Foreign Language (EFL), must meet the needs of EFL students.

A large quantity of research has been performed to examine several English textbooks. For example, Keban et al. (2012) discovered that the degree of appropriateness on the textbook "English for Kids Grade 3" is 60,86%. That is, teachers can use the textbook to teach third graders in elementary school, but it requires a considerable amount of work, particularly in terms of the writing assignment, layout and design, a proportional integrated skill, expanded media, and glossaries.

Thus, in elementary school English courses, textbooks should be analyzed in terms of material, language, presentation of material, and graphics. Hence, this is essential for the development of English Young Learners (EYL) needs.

RESEARCH METHOD

This research was conducted using a qualitative descriptive method. It employed content analysis to investigate documents, such as textbook (Ary et al., 2010). The material of this study was Learning Daily English for Grade III Elementary School. Table 1 presents the information about the book.

Table 1. Textbook information

Title	Learning Daily English for Grade III Elementary School
Authors	Tanti Setiawati
Editor	Rini Indriani
Illustrators	Tri Ayuningtyas Ihsanti Kamilah
Publisher	Grafindo Media Pratama
ISBN	978-602-01-2386-8

The textbook criteria stipulated by the Regulation of the Minister of Education and Culture No. 8 of 2016 were used as the framework for analysis. The instrument adapted from Regulation of the Minister of Education and Culture No. 8 of 2016 is showed in Table 2. Collecting data from the textbook by analyzing the content of the textbook using the EFL textbook evaluation criteria (checklist) using scale 1-5 (Poor, Average, Good, Excellent, Fantastic); and gathering additional information from Regulation of the Minister of Education and Culture No. 8 of 2016.

FINDINGS AND DISCUSSION

FINDINGS

Based on the results of the analysis, "Learning Daily English for Grade III Elementary School" met some compatibility of textbooks assessment criteria, i.e. . Meanwhile, the analysis suggested that the textbook lacked in criteria material and also at language spesification. Table 2 summarizes the result of analysis.

Table 2. Result of analysis

Criteria	Scale				
	1	2	3	4	5
1. Material					
a. Must be capable of maintaining the material's truth and accuracy, update data and concepts, and assist in the achievement of national education goals.				√	
b. Theoretical and empirical implementation of the appropriate material sources.					√
c. Promoting the development of independence and innovative thinking					√
d. Capable of motivating young learners to grow.					√
e. Capable of preserving the nation's unity and integrity by accommodating variety, mutual cooperation, and appreciating various differences					√
2. Language Specifications					
a. Language use (spelling, words, phrases, and paragraphs) is exact, plain, and consistent with the age developmental level.				√	
b. Material illustrations, both text and graphics, are appropriate for the reader's developmental stage and can clarify the material/content.					√
c. The language employed is communicative and instructive, allowing the reader to understand the positive messages presented, and has educational, polite, ethical, and artistic qualities appropriate to the reader's age development.					√
d. Book titles and material/book content section titles are harmonious/harmonious, fascinating, able to stimulate readers' interest, and not provocative.				√	
3. The Material's Presentation					

a. The book information is conveyed in an engaging way (coherent, simple, easy to grasp, and interactive), ensuring the integrity of the meaning to be delivered.	√
b. Material illustrations, including text and graphics, are appealing in relation to the reader's age, are able to clarify material/content, and are polite.	√
c. The use of images to clarify the text is free of pornography, extremism, radicalism, violence, SARA, gender bias, and other deviating values.	√
d. Material presentation can encourage critical, creative, and innovative thinking.	√
e. Provides contextual understanding in the sense that it is relevant to everyday life and can motivate readers to experience and discover positive things for themselves that can be implemented in daily life.	√
f. The material is presented in an interesting way that is enjoyable for the reader and can arouse a strong sense of curiosity.	√
4. Graphics	
a. The size of the book correlates to the age level of development and the material / content of the book.	√
b. The layout of the book cover elements appears appropriate/harmonious and has unity.	√
c. Adding color to layout elements creates harmony and clarifies function.	√
d. The use of letters and font sizes is tailored to the age level of development.	√
e. The illustrations utilized can clarify the message being delivered.	√

As Ivić and Pešikan (2013) Textbooks, as teaching tools, not only contain content but also serve as "organizers of students' learning." Therefore, the content of the material and language specification must be carefully considered. As a result, the material's content and linguistic specificity must be carefully considered. However, flaws in the delivery of the material in the textbook "Learning Daily English for Grade III Elementary School" were

uncovered because the book was updated to thematic books according to the 2013 curriculum. With the distribution of materials with the theme "New technology everywhere." This content, however, does not reflect current technology advancements. But on the other hand, a textbook according to Gremk et al. (2021) is basic instructional material aimed at fulfilling educational goals and knowledge standards outlined in the curriculum or knowledge portfolio. But, this permits the authors to adapt to the current 2013 curriculum policies.

DISCUSSION

Textbook Evaluation According to Regulation of Minister of Education and Culture No. 8 Year 2016.

In accordance with the Regulation of the Minister of Education and Culture No. 8 of 2016 which is divided into four aspects of book eligibility including material, language, presentation of material and also graphics. Examine the material offered in this book by adjusting it to the revised edition of the 2013 curriculum theme book, the truth and reliability of the material, the updating of knowledge and concepts, and the ability to assist the accomplishment of national education goals. By presenting theoretically and practically correct material sources. The textbook also offers tasks for each content or sub-chapter to encourage the participation and creativity. With information that encourages the preservation of unity as well as material that demonstrates respect for individual differences. Aside from that, before beginning the learning process, the learning goals are explained in this book. As a result, the teacher can determine what students gain from the content that has been studied. The procedure for writing the table will be explained separately. This section also provides a discussion that explains the relationship between research results and theory, research objectives, and comparisons with other published studies. The discussion also explains the implications or contributions of findings to science.

1. Materials on the textbook

This English textbook has been changed and revised in accordance with the 2013 curriculum. Language use can be classified as easy or difficult, depending on the student's growth and development. By modifying the language or material from thematic books, which perform as learning handbooks for students. Images can help clarify the goal or meaning of writing. The use of the language presented is then classified as communicative, with examples of conversational text in each chapter in which there are exercises for

reading by having positive messages and also by delivering sentences or language that are polite but straightforward based on the student's age development. The title of the book is also intriguing in each chapter, as learners are introduced to the most fundamental elements first, namely what is around them and what may change. It can also draw students' attention during the learning process.

Figure 1. Materials on the book

Daftar Isi	
Kata Pengantar	iii
Prakata	v
Unit 1 We Grow up so Fast	1
Unit 2 We Need Animals and Plants around Us	25
Unit 3 Things around You	39
Unit 4 What Are Your Tasks at Home?	53
Semester Evaluation 1	67
Unit 5 The Weather	71
Unit 6 Energy around Us	85
Unit 7 It Is a New Technology Everywhere	99
Unit 8 I Am a Member of Pramuka	117
Semester Evaluation 2	129
Daftar Pustaka	135
Glosarium	136
Biadata	138

A more rigorous approach to evaluating materials in terms of their contribution to communicative language teaching would be to analyze the types of real-life interactions in which students would be expected to participate in their entirety and compare them to the models and practice activities included in the materials (Cunningsworth, 1995). In other words, the emphasis in language learning at a young age is on its communicative objectives. This material can be realized or acquired in everyday life.

2. Language in the textbook

In terms of linguistic usage. The language used in the textbook meets the needs of young students. The language utilized is straightforward and appropriate for young learners' needs. To support the text, illustrations that clarify the body of the information or content are employed. The language used is also very interesting and informative, helping readers to understand the positive lessons presented, which have educational aspects based on their developmental age level. Book titles and material/book content section titles are aesthetically pleasing, engaging, capable of piquing readers' interest, and not provocative.

Figure 2. Language in the textbook



Cunningsworth (1995) explained that for effective teaching and learning to take place, it is often important to analyze language and divide it into small components. However, it is notoriously difficult to isolate particular components of language from the total without losing authenticity and naturalness.

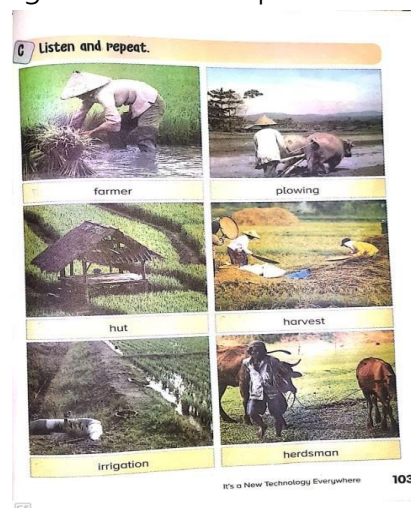
3. Material presentations

The material offered is also quite coherent and is written in the text book. In each book unit, the completeness of interpersonal texts connected to students' daily life. Presentation of material that is simple, dynamic, and simple for pupils to understand. In accordance with this, the material's presentation is supported with an explanation through pictures that might clarify the material's presentation. According to Minister of Education and Culture Regulation No. 8 of 2016, it is quite capable of drawing children's learning attention by offering intriguing material per chapter accompanied by illustrations. The textbook covers 2 semesters. In the first semester students are taught about the changes that occur around them. In the first part with "We grow up so fast" introduces students how they can grow big. However, in this chapter students are taught about how they can grow up and at the same time introduce how living things can live. In this case, it returns to the content section by adjusting the existing aspects of the presentation of the material by containing contextual insight, in the sense that it is relevant to everyday life and is able to encourage readers to experience and find positive things for themselves that can be applied in everyday life. In the next chapter or chapter 2 it is still appropriate regarding the material in chapter 1 namely "we need animals and plants around us" students are taught how humans and other living things can live side by side. In accordance with what is in the contents section by adjusting the presentation of the material with an interesting and most

importantly coherent presentation of the book. Furthermore, in chapter 3 students begin to be taught about "Things around you" where in this chapter it is very detailed how an object, living thing or object can occur in such a way. By harmonizing with natural science lessons. In chapter 4 students are taught about "what are you tasks at home" in this chapter students are taught how their daily activities outside of school. By learning about verbs such as (playing, singing, dancing, gardening, swimming, reading and also sweeping). Continue in the second semester. In chapter 1 "the weather" students are taught about how the weather is happening around them.

However, there is some incoherence in this chapter, as there is a discussion about fruits and vegetables in the middle of discussing the weather. Yet, this reflects the fact that there is Indonesia with a diverse range of fruits and vegetables, as well as Indonesia with a tropical environment. Then, in chapter 2, "Energy Around Us," students are taught how energy might exist through teaching values that include natural scientific aspects. Students are taught about "it's a new technology everywhere" in chapter 3, which still contains components of natural science, but the introduction of the latest technology is not included in this chapter. Only by communicating information about agriculture and how commodities can be produced. This is contrary to Permendikbud No. 8 of 2016 in the content section on the issue of material presentation. Aside from that, the information in this book are provided to reflect the realities that exist in Indonesia. Agriculture is one of Indonesia's most important commodities since it contains healthy soil and also provides as an introduction to young learners.

Figure 3. Material presentation



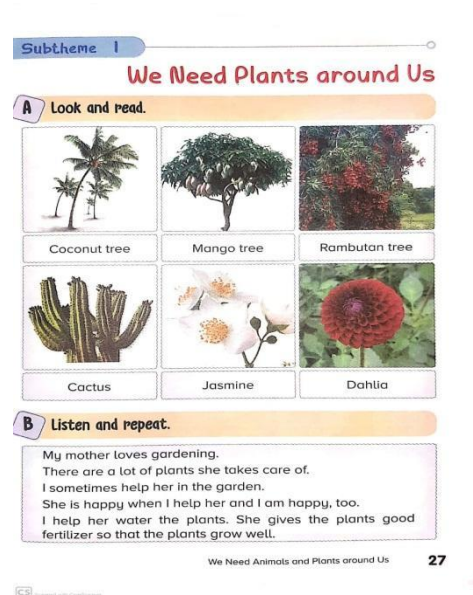
Materials evaluation is a complicated subject because there are various components that influence the success or failure of textbooks when they are used (Cunningsworth, 1995). As a result, it is critical to prioritize the criteria that each instructor

will employ, focusing on those that are most relevant to the context in which the materials will be used. The selection of acceptable criteria is critical since the evaluation process will produce a profile of the textbooks under consideration. And also Cunningsworth (1995) explained that coursebook analysis and evaluation aids teacher development by providing teachers with valuable insights into the nature of the subject matter.

4. Graphic Visual

Furthermore, graphics can assist children get engaged in learning. With picture books and colors that align to the developmental phases of the students. The book's phrasing is ideal for their reading and writing needs; the text is large and clear. The book's size is perfect for their developmental stage and is easily accessible. The color of the book might also help to explain its contents.

Figure 4. Graphic visual



Visual graphics must be evaluated to see how the implementation of writing or pictures in the textbook adapts to their learning age, mainly young students. Cunningsworth (1995) also pays attention to the presentation of textbook appearances, he stated that the level of continuity within the resources and the paths through the materials that learners have access to.

CONCLUSION

Following an examination, the Minister of Education and Culture's Regulation No. 8 Year 2016 is adjusted in terms of material, language, delivery of material, and graphics. It was discovered that there are certain issues in this book's language where the title does not

accurately reflect the contents of the book. Then it was discovered that there were issues in the material's distribution. One of the chapters in the text book contains material that does not correlate to its contents.

The textbook "Learning Daily English for Grade III Elementary School" for the EYL category was classified as a "excellent" textbook with an average scale of 5 meaning fantastic, after an analysis using a checklist form adapted from Regulation of the Minister of Education and Culture No. 8 Year 2016. In accordance with Minister of Education and Culture Regulation No. 8 of 2016.

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