

## **An Analysis of English Textbook for Fourth Grade Students of Elementary School**

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### **Abstract**

The purpose of this study was to determine if the English textbook *My Next Words* for the fourth grade was acceptable for English Language Teaching based on the Badan Standar Nasional Pendidikan (BSNP). The study employed descriptive qualitative research with document or content analysis. The research material was derived from *My Next Words*, an English textbook for Grade 4 elementary school students in Indonesia. The textbook was analyzed in terms of materials, language features, and graphic under the list of content requested by BSNP 2022. According to the findings, the *My Next Words* textbook for a fourth grade was categorized as good and acceptable according to the BSNP 2022 criterion. Grammar and spelling in the textbook, on the other hand, require greater attention. Equally important, various cultures must be covered in the textbook.

**Keywords:** *Badan Standar Nasional Pendidikan (BSNP), Elementary School, Textbook Analysis*

### **INTRODUCTION**

The effectiveness of the teacher manner is critical in the learning of English at school. To be involved in the teaching and learning process, a teacher must engage in a variety of activities. One of them is preparing instructional materials. The most popular type of educational material used by teachers is a textbook. This is one of the most easily accessible sources of knowledge and one of many tools available to help students gain a thorough understanding of the subject matter. Teachers and students must collaborate to ensure that the teaching and learning process operates smoothly. According to O'Neill (1991 as cited in Yulizar, 2016), textbooks are time and money efficient because their pricing is reasonable and affordable to all students, or they have a short lesson preparation time. In other words, the use of textbook is essential and helpful in language classroom.

Preparing appropriate teaching materials is critical to the effectiveness of the teaching and learning process. There are numerous English textbooks available; however, selecting the most appropriate one should more considered (Fredriksson & Olsson, 2006). Furthermore, Tomlinson (1998) outlined the prerequisites for an excellent English textbook. (1) The material should facilitate students' access to information. (2) The material should help students gain confidence. (3) Materials should be useful and relevant. (4) The information provided should be in the student's native language. (5) The information should enable students to attain clear chances by using objective language. (6) The material should accommodate the fact that students have a variety of learning styles. (7) The material should acknowledge that students' emotional

perceptions differ. (8) The material should promote learning by promoting academic, trendy, and ardent contributions that encourage two-way brain activity (9). The material should allow for criticism of the outcomes. Therefore, if a teacher is going to use a textbook in language learning, it must be of acceptable quality, useful, and relevant for the context and students.

The appropriateness of textbook composition is governed by standards and guidelines. Textbooks must fulfil four requirements, according to the Badan Standar Nasional Pendidikan 2022 (BSNP): content, language, presentation, and graph. The first aspect is to evaluate the textbook's content, which includes evaluating the relevance of the materials to the curriculum, material accuracy, and supporting learning materials. The second is that evaluating the language aspect, the appropriateness of the language covers the match between language and learners' development, communicativeness, and the coherence and unity of ideas. The presentation aspect is the third aspect that needs to evaluate in a textbook, including presentation technique, teaching and learning technique, and presentation coverage. The last aspect is meant to consider the graphic, which includes the size, design, and color of the textbook and the contents. BSNP will monitor and assess a textbook before it is widely distributed and used. As a result, teachers should select textbooks carefully.

There have been various past studies on English textbook analysis. The first is by Wulandari, Rais, and Ngadiso (2016), who used "Criterion-Referenced Evaluation" proposed by Burhan Nurgiantoro (1987) to examine an English textbook named *English in Focus for Grade VIII Junior High School*. They discovered that students will read the book because it is (1) relevant to their interests and needs. The textbook provides clear learning assistance since it considers students' needs as learners and supports their learning processes, represents current and future usage, and so on. (2) communicating accounts for 43.75% of overall work. 3) CLT is made up of 74.95% different materials. This suggests that the book is meant for use in schools alongside other books, allowing teachers to enhance their courses with additional materials. The other study was undertaken by Serasi et al. (2022), who assessed a fourth- and fifth-grade primary school textbook named *Grow with English* using Demir and Etras' criteria (2014). Both textbooks met the requirements for a good EFL textbook, including the availability of resources based on subjects and contents, abilities and subskills, layout and physical composition, and practical application. Rahmawati (2018) conducted more studies and discovered that the *Primary English as a Second Language* textbook for third grade met the standards for a quality English textbook. One of the 25 suggested materials does not meet the requirements for supporting the teaching and learning process because it requires contextual examples. However, while the exercises in the textbook do not feature pair or group work, they must fulfil the criteria for an excellent English textbook. In the future, these actions should be altered. The book also falls short of the benchmarks for an excellent English textbook in terms of vocabulary, as ten of the twenty-five chapters require the introduction of new terminology in future parts.

Furthermore, shortcomings in the textbook might be addressed by providing additional resources while teaching the subject.

None of the three studies described has examined a textbook based on the Badan Standar Nasional Pendidikan (BSNP). Furthermore, the researchers examined the Merdeka Curriculum textbook *My Next Words* for fourth grade, which had previously not been studied. As a result, the current study investigated whether the English textbook *My Next Words* for the fourth grade was adequate for English Language Teaching based on Badan Standar Nasional Pendidikan (BSNP).

## METHOD

This study employed descriptive qualitative research with document or content analysis. The term content analysis refers to the process of examining material through classification, tabulation, and evaluation (Anderson, 2007). Furthermore, to understand the data, it must be viewed, read, and interpreted (Krippendorff, 2004). The study was carried out to establish whether the textbook is suitable for English language teaching. The evaluation was based on each element in the textbook, which is also the focus of this research.

The study material was compiled from *My Next Words*, a chosen English textbook for Grade 4 elementary school students in Indonesia that is recommended by the Indonesian government and follows the Merdeka Curriculum. The materials, linguistic features, and images of the textbook were analyzed under the list of content requested by Badan Standar Nasional Pendidikan 2022 (BSNP) as the rubric evaluation in analyzing the textbook. The appropriateness of the material was the focus of this research. The material accuracy, language employed, material presentation, and visuals are the four criteria of the content area.

## RESULTS AND DISCUSSION

### Material Accuracy

*It should be able to preserve the material's validity and accuracy, provide current data and concepts, and contribute to the attainment of national educational goals.*

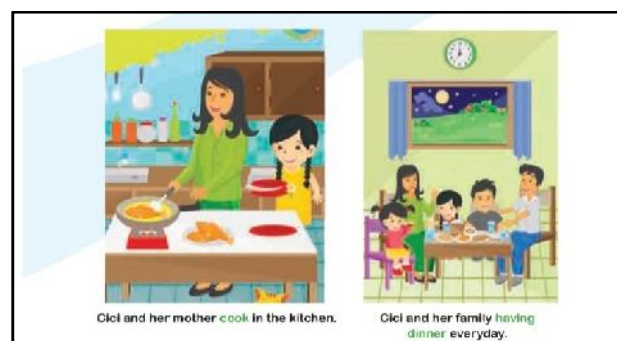


Figure 1. Sample of Grammatical Error

The textbook meets all of the material criteria. The contents supplied are accurate and mostly correct in terms of good English use. The materials presented are in basic

expression or sentence form, and they are relevant to the student's daily lives. Furthermore, images or photos that explain or symbolize words, phrases, paragraphs, or text are included in this book. For instance, in unit 1: What Are You Doing? On pages 3–5, the sentences are in the present continuous tense and are in the form of positive statements. However, in unit 4: Cici Cooks in the Kitchen, the simple present tense is discussed. There is a grammatical problem on page 37 (Figure 1) that may be unrelated to the contents discussed in this chapter. The sentence is "Cici and her family have supper every day," and the proper version might be one of two. The first is "Cici and her family eat dinner every day" while the second is "Cici and her family have dinner every day". The first option is the most correct and accurate for materials in unit 4, but the second option is in the present continuous tense and is accurate for materials in unit 1.

*It uses proper materials theoretically and empirically*



Figure 2. Indonesian culture and school life

The material offered in the *My Next Words* textbook is based on theoretical and empirical research. *My Next Words* textbook is the outcome of both practical and theoretical research. It is based on observations and experience teaching English in different parts of Indonesia. In other words, this textbook recognizes the background of Indonesian culture and school life. In unit 1, for example, page 4 (Figure 2) incorporates contextual language acquisition, in which students will study what they encounter regularly.

*Encouraging the emergence of independence and innovation*



Figure 3. Snakes and ladders game

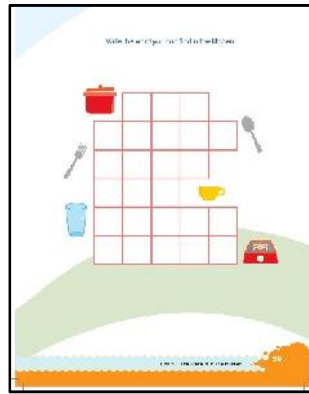


Figure 4. Crosswords puzzle



Figure 5. Singing



Figure 6. Drawing

Young English students gain the most from a variety of interesting activities tailored just to them (McCloskey, 2002). Some of the tasks in this book can help students build a sense of independence, but they also require students to collaborate with their classmates. Examples include snakes and ladders games (Figure 3), crossword puzzles (Figure 4), singing (Figure 5), and painting (Figure 6) are just some of the activities and pictures included in this book to aid and motivate students in learning and understanding the material presented. These exercises are ideal for young students who like physical activities and become bored easily.

*It should be able to motivate to develop himself/herself*

To enable dynamic learning, the *My Next Words* textbook materials incorporate captivating illustrations (Figure 3) and exercises (Figure 5). These can give a clearer image of the material being studied as well as a participatory learning process, so students should be motivated and capable of developing their full potential. Students in the textbook were also involved in interactive tasks and activities such as role play, painting, and singing a song, which required young learners to execute bodily motions and connect with the teacher and other students in the classroom.

*It should be able to preserve the nation's unity and integrity by embracing variety, fostering cooperation, and recognizing differences*



Figure 7. Indonesian names



Figure 8. Indonesian cultures

*My Next Words* textbook allows for diversity, cooperation, and respect for differences can help to maintain national unity. Visuals are used throughout the textbook to demonstrate this. The textbook reflects the range of the depicted personalities and the activities they engaged in. This book delves into Indonesia's diversity, customs, and culture, including the use of names, place settings, clothing, and art. This will make it easier for pupils, particularly younger kids, to understand the

content. However, it is critical to integrate other cultures into a textbook since students must learn about them and understand their differences. In other words, knowing a culture does not necessitate accepting it. Through cultural education, students may learn to accept cultural differences by obtaining information and understanding diverse cultures from other nations. Furthermore, according to McKay (2002), diverse cultural components should be included in language-teaching tools. By accommodating diversity, strengthening the community, and appreciating differences, it can stimulate and improve their interest in language study while also preserving the nation's unity and integrity. Furthermore, Setyono and Widodo (2019 as cited in Karimah&Barianty, 2022) claimed that religion, humanism, pluralism, democracy, and social justice are the Five Pillars of Pancasila, the root of Indonesian countries' ideologies, and must be consistently represented in society. Therefore, textbooks, as the key component in teaching-learning English and the instrument to integrate multicultural values in learning (Cunningsworth, 1998; Sultan, Haris, & Anshari., 2020), should be free of the issue of ethnicity, religion, race, and inter-group relations in order to avoid contradictory values towards the Five Pillars.

## Language

*The use of language (spelling, words, sentences, and paragraphs) is accurate, direct, and understandable, and is appropriate for the age level.*

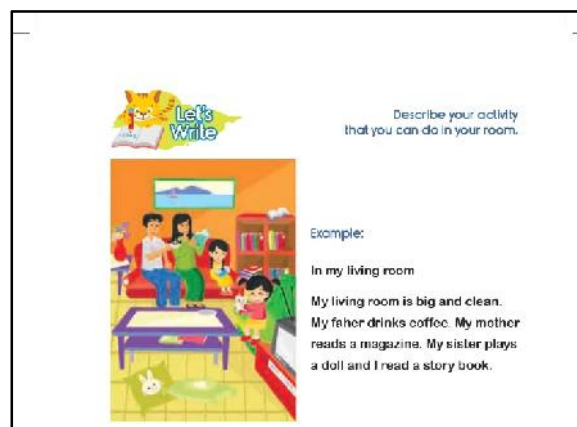


Figure 9. Spelling error

This book's spelling, vocabulary, phrases, and paragraphs are likewise accurate, straightforward, clear, and simple, and adhere to the developmental level of grade 4 students. This book's explanations do not emphasize theoretical explanations. It gives images of words or sentences that explain information or content and makes it easier for students to remember and grasp. As a result, the language in this book is basic and repetitive, with both words and sentence patterns repeated to make it simpler for children to recall. Some spelling and grammatical problems in the textbook, however, must be fixed. For example, on page 73 of Unit 7, there is a typo of the word "faher," which should be "father".

*Material illustrations, both text and images, are appropriate for the reader's developmental level and can help to clarify the material/content*



*Figure 10. Material illustrations*

This book does not stress explanations that are so complex that fourth-grade students will struggle to understand them. The explanations in this book are always accompanied by visuals or images that describe or illustrate the words, phrases, paragraphs, and text (Figure 10). Learning a language through visuals can be advantageous. Liu and Qu (2014) performed a cognitive study and discovered that the multimodality of textbooks in the field of education, particularly language textbooks, is closely related to instructional effectiveness and efficiency. Using multimodal literature also helps students enhance their cognitive skills. It enhances their creativity, attention, involvement, performance, reading, and writing skills (Callow, 2006; & Walsh, 2003, as cited in January & Azizah, 2018).

*The language employed is educative, polite, ethical, and aesthetically pleasing as befits the reader's stage of maturation, and it facilitates effective two-way communication so that the intended messages are received and understood.*

This textbook's language is educational, courteous, conversational, and informative. The resources given in interactive worksheets and activities, such as games, puzzles, music, and painting, can captivate and invite young learners to engage.



*The titles of the books and the sections inside them are both aesthetically pleasing, able to attract readers' curiosity, yet free from any overtly controversial language.*



Figure 11. Textbook's titles of material

The title of the textbook and the names of the material chapters or substance of the textbook are harmonious. The title of each chapter indicates the content, which focuses on memorizing vocabulary and short phrases using the listen-and-say approach. The textbook's chapter names contain no controversial elements, and they are also presented interestingly to improve students' reading interest.

### **Material Presentation**

*The book's material is presented in an engaging manner (coherent, straightforward, simple to comprehend, and interactive) so that the integrity of the intended meaning can be maintained.*



Figure 12. Let's say



Figure 13. Look and write



Figure 14. Listen and write



Figure 15. Let's talk

The listen-and-say method is used to structure this textbook; listening and replying are prioritized in the early stages of learning to enable students to communicate with others, including the teacher and their peers. Each chapter in this book tackles four language abilities (reading, listening, writing, and speaking) in a systematic way, according to Bloom's Taxonomy. It also agrees with Ur (1996), who claimed that a textbook should be designed and assessed based on its content (sequenced by difficulty). There are levels of remembering, comprehending, applying, and analyzing in this book;

the learning process always begins with remembering, the lowest level, in each chapter. Each student is expected to memorize and comprehend the vocabulary, phrases or sentences used in each chapter of this textbook. The activities are often in the style of "Look and Say" (Figure 12), which helps children with memorizing, understanding, and pronouncing words or phrases. The drill method or repetition is used to teach students how to pronounce words or phrases correctly, which benefits the students. Students will be trained in the sequence to use these words and expressions in spoken or written writing. The exercise is usually termed "Look and Write," (Figure 13), "Listen and Write," (Figure 14), or "Let's Talk," (Figure 15), and it instructs students to participate in dialogues with their peers. Then, at the level of analysis, there are exercises in this book that require students to evaluate True or False based on images or text, as well as activities that need students to think critically.

*Material illustrations, both text and attractive images are in accordance with the developmental level of the reader's age and are able to clarify material/content and are polite.*

Everything in this textbook, from the text to the illustrations, is presented interestingly and politely, appropriate for 4th-grade students, and geared to encourage learning. A textbook, according to Ur (1996), should have a well-organized, aesthetically appealing design that makes the information accessible to students. Children will be drawn to the color utilized in both the cover art and the content pictures, which will provide them with illustrations of objects in their environment. The content of this book is engaging, colorful, and the ideal size. All of these factors contribute to the book's appeal to young readers.

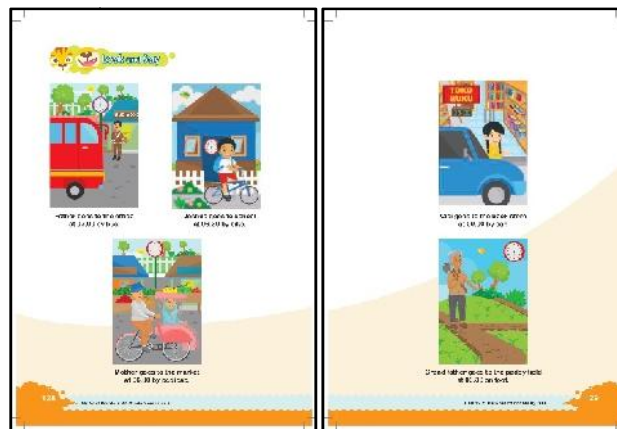
*There are no aspects of pornography, extremism, radicalism, violence, SARA, gender bias, or other deviating values in the use of images to clarify the content.*

None of the visuals in *My Next Words* textbook text and images contain pornography, extremism, radicalism, violence, SARA, gender bias, or any other deviant values.

*The way that information is presented can encourage innovative, critical, and creative thinking.*

The material in *My Next Words* can help students to participate in higher-order thinking. This content is presented attractively and engagingly, including activities such as snakes and ladders, crossword puzzles, singing, and painting. Completing the tasks and assignments in this book can help students improve their critical thinking skills. These activities involve picture analysis and retelling or describing experiences and things from the student's daily life. The content of the book is well-suited to introducing young learners to Indonesia's rich cultural variety, and its presentation is extremely pertinent to the milieu in which most Indonesian children live.

*It contains contextual information in the sense that it is applicable to daily life and able to inspire readers to engage with and discover for themselves beneficial things that may be used in daily life.*



Figures 16. Indonesian cultural components

This textbook contains contextual insights, images relevant to students' daily life, Indonesian nationalism, and cultural components. This textbook includes English language learning materials with contextual insights, allowing readers to experience and discover for themselves the positive parts that may be utilized in everyday life.

*The way the information is presented makes it enjoyable for the reader and can stimulate their intense curiosity.*

The material in this textbook is delivered engagingly through the use of vivid and pertinent graphics to capture the readers' interest.

### Graphic

*The size of the book is determined by the age of the reader and the material/ content of the book.*

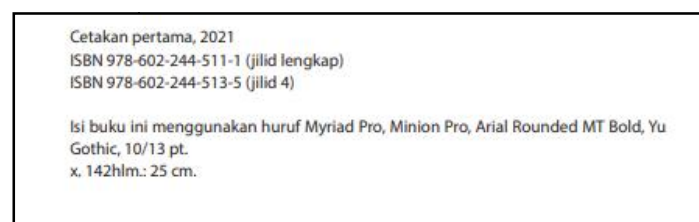


Figure 17. Book size

*My Next Words* Textbook is 25 cm in size, which corresponds to the student's developmental stage. The age range of grade 4 primary school students is 9-10 years; the physical growth of children aged 9-10 years is improving and becoming stronger. The substance or content of this textbook also corresponds to the developmental stage of the student's age, where pupils begin to acquire concrete and rational thinking, as well as linguistic abilities. According to Rosenbaum et al. (2012 as cited in Adolph&Robinson, 2015), children do not consistently demonstrate end-state planning

with their dominant hand until they are 10-12 years old. It may be determined that children between the ages of 9 and 10 are physically capable of holding or carrying this textbook.

*The design of the book cover's layout is appropriate/harmonious and has unity.*

The features of this book's front cover are good and highly engaging for readers, particularly children, to read this book. The title writing in this book is prominent, contrasted, fascinating, and startling in comparison to the other components on the book's cover. There are no subtitles indicated on the cover of this book. The book's classification is indicated on the front cover, and it is meant for grade 4 primary school students.

*The color of the layout elements is harmonious and can clarify the function.*

The color scheme of the layout parts is attractive and can help to understand the function. Each title is given a vivid color in every context and on every page, making it easier for children to find. The images are likewise vibrant and match the context.

*The use of letters and font sizes are adjusted to the level of age development.*

The *My Next Words* textbook features letters and font sizes that match the student's age and developmental stage. This textbook will be easier to read due to the size of the letters, which are not too small, and the development of the child's motor abilities.

*The illustrations used are able to clarify the message to be conveyed.*

This textbook provides both written and visual images that help to explain the intended meaning. A reading, cooking, or writing illustration, for example, comprises both a simple text defining the action and a picture demonstrating how the activity is conducted.

## **DISCUSSION**

By meeting the list of the material requested by Badan Standar Nasional Pendidikan 2022 (BSNP) as the rubric evaluation in assessing the textbook, the English textbook *My Next Words* may be labelled as a good and acceptable textbook for 4th-grade students. The textbook material is authentic to the appropriate English language and is focused on activities and culture in Indonesian students' everyday lives that encourage and develop them. Young English students gain the most from a variety of interesting activities tailored just to them (McCloskey, 2002). Some of the tasks in this book can assist students in developing a feeling of autonomy, but they also require them to collaborate with their classmates. Snakes and ladders games, crossword puzzles, singing, and sketching are just a few of the activities and visuals featured in this book to help and inspire children as they study and grasp the subject offered. However, grammar and spelling need to be more focused and examined because the textbook has certain

faults. Furthermore, the textbook fails to introduce pupils to a variety of foreign cultures, when a diversity of cultural components should be incorporated into language teaching materials. It has the potential to encourage and boost their interest in language learning (McKay, 2002).

The language utilized in this book is good, and it is simple, suitable, safe, instructive, and straightforward for young learners. The book includes visuals as well as examples of phrases or sentences that help children recall and grasp information or content. It also contains four sequential language abilities (reading, listening, writing, and speaking). A textbook must be organized and evaluated according to its content (sequenced by difficulty) (Ur, 1996). There are degrees of memorizing, comprehending, implementing, and analyzing in this book.

This textbook's illustrations are entertaining and courteous, acceptable for 4th-grade children, and meant to assist learning. A textbook, according to Ur (1996), should have a well-organized, visually appealing design that makes the information accessible to students. Children will be drawn to the color utilized in both the cover art and the content photographs, which will provide them with illustrations of items in their environment. The content of this book is engaging, colorful, and the ideal size. All of this adds to the book's appeal to young readers. Furthermore, Liu and Qu (2014) discovered that the multimodality of textbooks, particularly language textbooks in the educational area, is highly associated with instructional effectiveness and efficiency. Utilizing multimodal texts improves students' cognitive skills. It improves their creativity, attention, involvement, output, and reading and writing skills (Callow, 2006; & Walsh, 2003, as cited in January & Azizah, 2018).

Based on the findings of the study, the English textbook *My Next Words* for 4th grade is acceptable for young learners and instructors to use in the learning process, taking into account certain grammatical faults, misspelling words, and presenting diverse foreign cultures.

## CONCLUSION

According to the Badan Standar Nasional Pendidikan 2022, *My Next Words* 4<sup>th</sup> grade textbook is good and acceptable. The textbook material is authentic to the right English language and is centred on activities and culture in Indonesian students' everyday lives, which stimulate and develop them. However, grammar and spelling need to be more focused and examined because the textbook has certain faults. Furthermore, the textbook does not introduce students to a diversity of foreign cultures, but cultural components should be incorporated into language instruction materials. Furthermore, the language employed in this book is basic, appropriate, safe, instructive, and uncomplicated for young learners. It also contains four language abilities (reading, listening, writing, and speaking) in sequential order. Furthermore, the illustrations in this textbook are presented interestingly and courteously which is acceptable for 4th-grade students and meant to help to learn. Children will be captivated by the colour utilized in both the cover art and the content photos, which will depict objects around them. It also increases their creativity, attention, involvement, performance, reading, and writing skills.

The grammar, spelling, and exposure to various cultures in the English textbook, *My Next Words* for 4th grade should be given greater consideration so that it can be more suited for young learners. It is hoped and advised that future research go deeply into each criterion based on BSNP in another textbook.

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