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## Content Analysis of First Grade English Student's Textbook

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### Abstrak

Buku teks merupakan salah satu penunjang dalam proses belajar mengajar yang digunakan sebagai media pembelajaran di kelas EYL. Sebagai bahan ajar tentunya perlu disesuaikan dengan standar penulisan buku teks agar layak digunakan. Namun pada kenyatannya masih banyak buku teks yang belum sesuai dengan standar tersebut. Penelitian ini bertujuan untuk mengetahui kelayakan buku teks berdasarkan standar Badan Standar Nasional Pendidikan (BSNP). Adapun subjek penelitian ini adalah buku teks Bahasa Inggris berjudul "My Next Words Grade 1 – Student's Book for Elementary School". Penelitian ini menggunakan desain penelitian kualitatif dengan teknik content analysis. Hasil penelitian menemukan bahwa dari semua aspek yang dianalisis, yaitu aspek materi, kebahasaan, penyajian materi, dan kegrafikaan menunjukkan bahwa buku teks ini sudah sesuai kriteria BSNP dengan kategori baik. Dengan demikian, buku teks tersebut layak digunakan sebagai bahan ajar bagi guru dan siswa.

**Kata Kunci:** Analisis Buku Teks, English for Young Learners, Content Analysis

### Abstract

Textbooks are one of the supports in the teaching-learning process used as learning media in EYL classrooms. As a teaching material, of course, it needs to be in accordance with the standards for textbook writing so that it is suitable for use. But in reality, there are still textbooks that are not in accordance with these standards. The aim of this research is to determine the content feasibility of a textbook based on Badan Standar Nasional Pendidikan (BSNP). The research subject was an English textbook entitled "My Next Words Grade 1 - Student's Book for Elementary School". This study used qualitative research design with content analysis techniques. The result of this research found that all aspects analyzed, including the material, linguistic, material presentation, and graphical aspects, indicate that this textbook is in accordance with BSNP criteria in good category. Thus, the textbook was suitable for use by teachers and students as teaching materials.

**Keywords:** Textbook analysis, English for Young Learners, Content Analysis

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## INTRODUCTION

A textbook is an essential component of the implementation of a curriculum. Various textbooks are capable of being used as a learning medium. One way to enhance teaching and learning process is with learning media (Kustandi & Darmawan, 2020). Textbooks are a learning medium in a particular field of the study, one of which is in an English course. Various textbooks can be employed to meet the needs of English learners. In the EYL classroom, textbooks are essential in extending students' knowledge. Hutchinson & Torres (1994), cited in (Ramadhana, 2019) stated that the textbook has a significant and positive role in the process of English study.

Textbooks are one of the supports in teaching-learning process in the classroom. According to Richard in (Dharma & Aristo, 2018), textbooks are learning resources used to stimulate cognitive processes and support learning by providing structure and development for students. Whereas in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 8 of 2016 Article 1, "*Textbooks are the principal learning source for achieving the basic competence and core competence and declared appropriate by the Ministry of Education and Culture to be used in the educational unit*".

As we all know, Indonesia's curriculum has changed, starting from KTSP, 2013 curriculum, to *Kurikulum Merdeka*. In each curriculum, textbooks are necessary as a reference for implementing of learning. (Rosyida, 2016) argued that the textbook, as one of the components of learning plays a vital role in its success in the teaching and learning. By using a textbook, the teaching and learning process hoped to go smoothly because the textbook is the teacher's teaching material as a guide in the teaching process. Awasthi in (Adi, 2019) said that a textbook is a teaching material teachers and students can use in the learning and teaching. Teachers can easily convey learning objectives and arrange teaching materials systematically. The teaching materials that organized systematically to provide an overview of the competence that students will master (Trinaldi et al., 2022). The textbook's material may be become as a basis for teaching teachers (Hapsari, 2013). As for students, textbook can help them to gain knowledge both in and out of classroom. Students must collect information from various learning resources around them (Afriansyah et al., 2021).

As teaching materials, of course, it needs to follows the standards for textbooks writing to be suitable for use. Standard textbooks have aspects of material, linguistics, presentation of material, and graphics. According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 8 of 2016, it is about books used for educational units. By paying attention to these aspects, textbooks expected will have content quality as the current curriculum. The quality of the content of textbooks is one of the success factors of students in using a textbook (Nurdeani, 2014).

Even though there are no perfect books, some textbooks are tough for students to understand, so students' understanding of the material provided is still lacking and learning objectives cannot be accomplished. Both teachers, parents, and students have difficulty to distinguishing and choosing precise and appropriate books to use in learning. Hence, it needs to evaluate textbook for the textbook to be feasible.

Researchers have carried out the textbook analysis. For example (Akbar, 2016), in his research, tried to determine the suitability of the English textbook's contents for 8th grade based on the checklist adapted from BSNP (2014). The findings found that the textbook was appropriate in terms of content based on the BSNP framework for evaluating of textbook. Furthermore, the research from (Dharma & Aristo, 2018) which focused on English textbook relevance to the 2013 curriculum, found that the textbook used in the 10th grade in SMK in Sintang it has been relevant to the 2013 English curriculum by Kemdikbud (2013). It also integrated all the four skills in English integrated, two main components of language, integrated scientific approach process, inserted character values and cultural awareness in students. Another research showed that the English textbook's content that used in 10th grade students was compatible with core and basic competency in 2013 curriculum. However, some of the textbook's materials were not entirely compatible with the requirements in

terms of content feasibility. Rubric assessment from BSNP or BNES fulfill 75% of the material, exercises, and texts contained in the textbook “Bahasa Inggris” (Rahma et al., 2021). In a textbook entitled “When English Rings a Bell (Revised Edition) for Grade VIII of Junior High School, the result showed that in term of cognitive domain, there were 23 materials in the book which were relevant (74.19%) and only one material which irrelevant (3.2%). Meanwhile in term of psychomotor domain there were ten materials in the book which were relevant (32.25%), ten materials which were partially relevant, and 11 materials which were irrelevant (35.48%), so it can be summarized that the topics in this textbook materials were relevant with 2013 curriculum (Adi, 2019). Furthermore, the English textbook entitled “When English Rings the Bell” the findings indicated that the textbook scores 74% on the four consideration criteria. It signifies that the textbook was though to be good. It can be used in teaching and learning but still requires much improvement (Suryani, 2018).

From previous research that analyzed textbooks, there are still a few research of textbooks from the *Kurikulum Merdeka* entitled “My Next Words”, so this is the novelty in this research. Furthermore, for the textbook to meet the need of students, it needs to be analyzed. Therefore this research aims to determine the content appropriateness of textbooks based on BSNP standards consisting of material, linguistic, presentation of material, and graphic aspects.

## METHOD

The research design used qualitative research design with contents analysis technique. The subject of this research was an English textbook entitled “My Next Words Grade 1 – Student’s Book for Elementary School” that used at SD Puri Artha Karawang for the first grade. Meanwhile, the research site was in Karawang. The following is a general description of the identity of textbooks analyzed:



**Picture 1. English textbook cover**

**Table 1. Identity of textbooks**

Title	My Next Words Grade 1 – Student’s Book for Elementary School
Author	- Lala Intan Gemala, S. Pd - Heni Dwi Utami - Ulin Farichah, S. Pd
Editor	Drs. Hendytio Rumbiono
Designer	Nenih Nurhasanah
Cover Design	Febrianto Agung Dwi Cahyo
Illustrator	Imam KR Moncol
Publisher	- Curriculum and Books Center ( <i>Pusat Kurikulum dan Perbukuan</i> ) - Research and Development and Books Agency ( <i>Badan Penelitian dan Pengembangan dan Perbukuan</i> ) - Ministry of Education, Culture, Research, and Technology ( <i>Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi</i> )

The instrument used for this research from BSNP. As for the aspect analyzed include material aspects, linguistic aspects, material presentation aspects, and graphical aspects.

## RESULTS AND DISCUSSION

### Material Aspect

#### Menjaga Keakuratan Materi, Data Konsep, Mendukung Pencapaian Tujuan Pendidikan

Material aspects are essential in the textbook. There are 13 units in this textbook, and the material has been presented accurately. It can be seen in each unit that shows material accuracy, such as unit 1 “How are you?”. In these units, the material presented was accurately and clearly. The unit explained greetings. Both sentence form and expression were textually or contextually relevant to students’ daily lives, for example in pages 6-8. Moreover, the meaning in the sentence is easy to comprehend. It is in line with the statement from Akbar (2016) that the accuracy of the material contains social functions, component and structure meaning, and linguistic features. With accurate material, textbook can be utilized by students in learning, making it easier for them to understand the material being taught.



Picture 2. Page 6

The textbook “My Next Words” is designed to fulfill the objective of learning English in elementary schools. This textbook, entitled "My Next Words Grade 1 - Student's Book for Elementary School" has a framework that explains the learning objectives for each unit. However, it was found that units 4 and 6 were not in compliance with the learning objectives or still not accomplished. Learning objectives and materials must be appropriate so students can apply the material in everyday life because one of the textbook criteria is that the objectives are clearly stated in the introduction and implemented in the material (Ur in Akbar, 2016). Therefore, it is necessary to pay attention to the preparation of textbooks so that they are under learning objectives, because a good textbook includes the learning materials under learning objectives.



Picture 3. Framework

Besides, the analysis of result showed that the contents of textbooks could also encourage the growth of independence and innovation in students. The education objective in Indonesia is to generate people capable to thinking critically, creatively, and independently. Theoretical basis is inspired by innovative methods from

various countries that emphasize student-centered learning (Moyle et al., 2017). Independence in students can make themselves lead to positive things. In Wardani et al. (2019) one of characteristics of building is independence, where students do things independently. Furthermore, if a book can create leftover innovation, it will have a positive impact oneself, the family, the school, and the surrounding environment because it can generate renewal. For example, doing exercises or questions, it can grow independence and innovation. In the practice on page 91, students were asked to describe their friend's face and write their friend's name. Others activities including coloring (figure 4) and singing (figure 5).



**Picture 4. Page 91**



**Picture 5. Coloring**



**Picture 6. Singing**

The material there can teach students the nature of diversity, cooperation, and mutual respect for differences. For example, in the textbook, some characters have different ethnicities and religions and shows

that these characters respect each other differences in the way of friendship. Instilling character values is necessary for students' development because they imitate what they see. The significance of a good character for students is that allows them an ability to face obstacles and problems in their social environment (Wardani et al., 2019).

### **Linguistic Aspect**

This textbook shows that using language such as spelling, vocabulary, sentences, or paragraph is accurate, straightforward, and clear. Material is considered explicit when it fulfills three aspects: the effectiveness of sentences, the accuracy of words, and the effectiveness of terms (Purwono in (Purnanto & Mustadi, 2016). We can see in Figure 1 that there was brief dialogue. In this dialogues, the language utilization is readily conveyed by using everyday words. Four skills are available in each unit of listening, reading, writing, and speaking. Increasing students' abilities by focusing on these categories is possible. They will be enthusiastic about activities that are related to their ability. The introduction of language concepts is carried out repeatedly in each unit. This helps learners recall.

The use of language must be precise, straightforward, and clear, and follow with the student's age development level. (Tarigan & Tarigan, 2009) argued that the language in textbooks should correspond to the students' language, the sentences used should be effective, avoid double meanings, be simple, polite, and attractive. The use of language in the textbook must also use correct language to allow students to comprehend the material being taught and get the material well.

Then, the material illustration from 13 Units corresponds with the material in the textbook. Text and picture correspond to the development of the reader's age thus clarifying the material (figure 6). Almost all the textbook has many illustrations, which can make students interested in reading or learning English. Therefore, it can attract students interested in reading or learning English. Illustrations such as pictures or visuals can also give information to students or other readers.



**Picture 7. Material illustration**

Next, the language in the textbook is communicative and informative. This can be seen from the 13 units in textbook that contain material and questions in communicative language, both orally and in writing. In addition, the language in the book is also informative. Ideas contained in it provide information to students according to their age level of development. With this language, it is hoped that it will make it simpler for students to read and communicate in English according to their age development level. Learning a second language is a process that aims to improve one's communication abilities (Sardi et al., 2020). If the language used communicative, the book will be more comfortable reading (Purnanto & Mustadi, 2016). So that it raises the students' curiosity to read the existing text in the textbook.

Furthermore, the book titles and titles in other parts of material found in the textbook are relevant and exciting. The title is produced in short and simple language. By giving the book titles and in other parts of material using short and simple language makes it easier for students to know the material to be studied.

### **Material Presentation Aspect**

Material presentation is the method or system applied by the compiler in such a way that the resulting book attracts attention, is easy to understand, and stimulates student activity (Mudzakir AS, 2010). By presenting material that is interesting and contains appropriate meaning, it will make it easier for students to comprehend the material delivered. Material illustrations can also clarify material under the age development level of students. Textbook is enforced in school, and first targets are students, so textbook needs to be adapted to the user (Hardi & Rizal, 2020).

From the analysis results, material presentation in this textbook was presented interestingly. The contents of the material contain a meaning that both teachers and students easily to understand. Material illustrations can also clarify material according to the level of students' age development.

The use of illustrators in the material delivery of books does not contain deviations as elements of pornography, extremism, radicalism, violence, discrimination, gender bias, and no other merit. It can be seen in each unit that showed that the material contains positive things. Paying attention to suitable textbooks for students is very important to avoid the emergence of deviations in students. If a textbook contains deviant elements, it will harm children.

Another results is presenting material that can stimulate students to be critical, creative, and innovative thinking and present material relevant to daily life because the material is presented. The material presented in the textbook can also make students explore their daily lives and apply the material found in textbooks or learning. A good textbooks should be able to encourage students to do positive things. Social and spiritual attitudes will also grow. This is in line with (Irawati, 2014) who says that critical thinking will allow students to express themselves freely because when students think critically, they will have success in English skills in listening, speaking, reading, and writing.

Additionally, the presentation of material in this textbook is interesting because it has many pictures of both materials, exercises, and stories, of course, can be presented by learning and playing. As we known, the characteristics of elementary school students are that of learning while playing, singing, and so forth. Although there are too many pictures and make material to be fewer from the text in it, it is possible that students have not been able to understand the meaning of the material being presented through the pictures. But this textbook is suitable for grade 1 elementary school students.

### **Graphics Aspect**

Textbooks as core of learning media containing writing and pictures, are designed to achieve the expected learning outcomes (Mumpuni, 2018). In this case, of course, the graphical element needs to be considered. According to Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 8 of 2016 about books used for educational units, there are five aspects in graphics

The findings of this research show that, on the whole, the graphical aspects follow the textbook standards. The designer and illustrator of this textbook pays attention to what is needed by grade 1 elementary school students. The graphics in the book start from the book size, which follows the developmental in the student's age level because the length of the book is only  $17.6 \times 25$  cm and contains 134 pages, which is moderate enough. The appearance of the layout of the book's cover elements is aligned and has unity. However, the title would be more visible if it were provided with a space and placed there. The coloring is also harmonious and the textbook is designed in bright colors.

For the "My Next Words" used the Arial Rounded MT Bold, type which is already appropriate because the letters are simple and easy to read by students. Also, letter size needs to be considered. The textbook uses size of 12/14 pt.

The use of illustrations can clarify a message that is intended to be conveyed to readers or students. The textbook was designed to include pictures because elementary school students like pictures according to their

age level. So that students can quickly grasp messages or materials being delivered. To illustrate in unit 11 "Aisyah's family".



**Picture 8. Unit 11 “Aisyah’s family”**

## CONCLUSION

Based on the analysis results it can be concluded that the textbook entitled “My Next Words Grade 1 – Student’s Book for Elementary School” is assessed according BNSP criteria in a good category. This textbook shows that the material contained in the textbook there are learning objectives that are felt to have been achieved, the language in the textbook, already fulfills the components previously mentioned, the presentation of material that is interesting, meet the needs of the pupils and the graphical aspects are following the textbook standards. The designer and illustrator of this textbook pays attention to what is needed by grade 1 elementary school students. Thus, the textbook is feasible to use by teachers and students as teaching materials.

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