

AN ANALYSIS OF FOURTH GRADE ENGLISH TEXTBOOKS IN ELEMENTARY SCHOOL

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Abstract

The study is titled "fourth-grade English textbook material analysis ". Titled "my next words grade 4 - student's book for elementary school ". The purpose of the study is to decide whether the content in an English textbook entitled "my next words grade 4 - student's book for elementary school" has the criteria for a good English textbook recommendation from some experts. This textbook analyzes the use of standards based entirely on dictation. Is made up of 4 standards; Materials, language, material presentations and image retrieval of the text book. Qualitative descriptive USES asa study technique to answer the problem of the study. Regarding the statistics collected, the writer concluded that the English textbook "my next words grade 4-student's book for elementary school" has met the remarkable English textbook that is based entirely on what some scholars mean. This suggests that the target of learning has met the criteria of this English textbook. In the book's criteria, there may be one element that does not meet his criteria. And in the practice unit, there are several chapters that don't fit the criteria of a good English textbook. But at maximum they had met the standards of an excellent English textbook.

Keywords: *Textbook analysis; English textbook*

I. INTRODUCTION

Textbooks are one of the supports in the process of teaching and learning in the classroom. According to Richard in Dharma & Aristo (2018) said that textbooks are learning resources that are 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 educational unit. Researchers working within this line of inquiry view textbooks first and foremost as pedagogic tools, that is, materials that through their design aim to facilitate the teaching and learning of languages. As such, evaluation has typically been restricted to the methodological elements of textbooks and their linguistic content, frequently for a particular course or program.

Textbook is certainly one of coaching sources this is used to guide learning via stimulating cognitive procedures and providing structure and development for newbies to comply with usually, textbooks convey critical pedagogic capabilities: a curricular component, developing a progression in a sure problem taught to students, and a conceptual component, embodying the development of cognitive structures inside the learner (Van Dormolen, 1986). The former is pondered in general in the choice of content material and the sequencing of topics to be blanketed within the textbook; the latter publications the presentation of this content, the responsibilities for students protected inside the textook, and the steering supplied for teachers in teacher courses.

Textbooks have teaching materials that are in accordance with the curriculum. Curriculum is a set of policies that comprise goals, content, and gaining knowledge of substances as a tenet for organizing gaining knowledge of sports. The existence of a curriculum aims to reap a better satisfactory education(Cunningsworth, 1984). Likewise with the aim of an impartial curriculum. In Indonesia itself, the curriculum has modified several instances, which started out in 1947. In February 2022, the Minister of schooling and way of life launched a new curriculum referred to as the Merdeka Curriculum. In the global of education, the curriculum is very essential. without the right curriculum, students will now not get the appropriate mastering targets. Of route, everything is adjusted to the needs of college students in their respective eras. In well known, an independent curriculum is an expansion of intra curricular studying curricula. in which the content material might be extra top-rated so that students have a protracted time period to explore ideas and make stronger competence. Later, the trainer has the strength to pick out various coaching gear in order that gaining knowledge of can be adapted to the gaining knowledge of needs and hobbies of students. This curriculum is to reinforce the achievement of Pancasila student profiles advanced based totally on certain subject matters set by the authorities. In which the assignment is not directed to obtain certain mastering fulfillment targets, so it isn't always tied to subject content (Elo & Kyngias, 2008).

Textbooks have made several attempts to analyze the examples in there From the data analysis, it found that both of the textbooks had a good physical appearance and content, but they did not provide the support aids. However, both of the textbooks provide the criteria of good textbooks for young learners. So, it can be concluded that both of the textbook appropriate with young learners characteristic. There is also a difference between the independent curriculum and the previous curriculum at the elementary level, namely that there is a separation between science and social studies subjects. Meanwhile, in the prototype curriculum, these two subjects were combined into one subject to become Natural and Social Sciences. The purpose of combining these subjects is preparation when students continue their education at the junior high school level (Sulistiyani, 2017). The concept of an unbiased curriculum has similarities with the concept of notion freedom schooling with the aid of Paulo Freire, this may be seen from the similarity of desires particularly humanization completed to offer freedom of opinion and deep questioning learning process wherein at this point training have to be able to

convey human beings to internal and outer independence (Suyanto & Kasihani, 2014).

This article aims to make readers who read can find out the feasibility of the textbook implemented in the Independent Curriculum. Therefore it is necessary to explore the sources that have been found before are then reviewed again so that the article is realized This is to gain more knowledge(Demir, 2020).

II. LITERATURE REVIEW

A textbook is defined as an instructional instrument that aids in the process of teaching and learning. It is developed in accordance with a curriculum, with the major principles of the subject matter carefully selected and summarized. To facilitate instruction, they are organized logically based on the mental constitution and psychological demands of the students. Graves (2000) defines a textbook as "a book that serves as a standard source of knowledge for formal study of a subject as well as a tool for teaching and learning."

Moreover, a textbook, according to Tomlinson (2011), is a book that has all of the necessary parts for a language class. It is intended to contain as much material as possible in a single volume and to be the only book that students are required to use during a course. This type of book frequently covers grammar, vocabulary, pronunciation, functions, and reading, writing, listening, and speaking abilities. As we can see from the textbook used in schools for English language learning, it is critical that those language skills and components be included in a textbook, as mentioned in the curriculum for English language learning regarding the acquisition of the language skills and components.

Furthermore, related to textbook analysis, Gholami et al (2017) stated that analysis and evaluation of materials becomes an obligatory procedure with respect to established standards and criteria for picking an efficient and acceptable textbook. The review of textbooks contributes to teacher development and professional growth, as well as an increase in student achievement and performance in educational programs, as well as raising instructors' understanding of specified requirements.

In addition, Bojanic and Topalov (2016) proposed textbook as a book that teaches a specific subject and is mostly used in schools and colleges to provide students with the necessary knowledge, language skills, and information about English-speaking countries, as well as to prepare them for interactions with people from other countries and cultures.⁵ Textbooks are unquestionably the most extensively used educational resources in foreign language classes. As a result, it is vital that textbooks include key components of language and culture and that they are suited to students' needs, cultural backgrounds, and level of linguistic proficiency.

III. METHOD

The technique used in this take a look at is a descriptive qualitative method with content material evaluation studies. The facts supply for this studies changed into textbooks posted with the aid of the Ministry of training and way of life for grade 4 primary faculties with an unbiased curriculum.

| | |
|-----------|---|
| Title | My Next Words Grade 4 - Student's Book for Elementary School |
| Author | - Lilin Rahmawati - Nur Fitri Angrisia - Lili Nailufary |
| Editor | Hendytio Rumbiono |
| Designer | Dewi Pratiwi |
| Ilustator | Imam Kr moncol |
| Publisher | - Curriculum and Books Center (Pusat Kurikulum dan Perbukuan) - Research and Development and Books Agency (Badan Penelitian dan Pengembangan dan Perbukuan) - Ministry of Education, Culture, Research, and Technology (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi) |

IV. FINDINGS

From my analysis of the English textbook "student book my next word for elementary school"). The results of the review have determined strengths and weaknesses in the textbook that refer to the proposed category through the ministry of education regulations. Therefore, every fact will be offered and named according to the class. Like the one from the book cover.

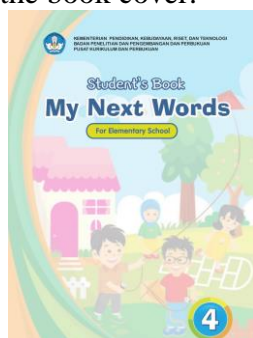


Figure. 1 "cover"

Materials

The material aspect is one of the most important things in a textbook, this textbook has 12 units of material that have been presented very accurately. This can be seen from each unit which shows independence in students. They are also able to maintain the diversity of the spirit of mutual cooperation as in unit 1 web page 1 "What Are You Doing.



Figure 2. Unit 1 page 1

In the textbook "my words next grade 4 - student's book for elementary school" is a framework that describes the table of content for each unit

| CONTENTS | |
|--|---|
| 1 What Are You Doing? 1-16 | 7 Can Make Fried Egg in The Kitchen 67-74 |
| 2 There Are 57 English Words 17-26 | 8 Be On Time! 77-86 |
| 3 My Living Room is Bigger Than Mine 27-36 | 9 Let's Go to School after Having Breakfast 87-96 |
| 4 Our Class in The Library 37-46 | 10 We Always Get Up at 7 o'clock 107-116 |
| 5 Where's My Pocket? 47-56 | 11 How do You Go to School? 117-126 |
| 6 The Space in The Kitchen 57-66 | 12 We Go to School by Bus 127-136 |

Figure 3. Table of Content

It was found in unit 8 that there were units that encouraged self-reliance and innovation in students. In addition to that the contents of the textbook also exercise or question on page 90.



Figure 4. Unit 8 page 90

Materials contained in the textbook can teach students to have a more knowing nature in themselves and teach self-reliance in students to become better acquainted with time.

Language

The results of the analysis show that the use of language in textbooks is appropriate, straightforward, and clear, and in accordance with the developmental level of the student's age. For example, in Unit 5 there is the sentence "Where is My Pencil?", is one example of the use of language which is considered to be in accordance with the contents according to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 8 of 2016. Based on the analysis, these sentences use simple language or words. It can be seen from linguistic aspects such as pronunciation, vocabulary, sentences, and the development of ideas that already exist in each unit. It also contains the four skills available in each unit listening, speaking, reading and writing. The introduction of linguistic concepts is carried out repeatedly in each unit



Figure 5. Unit 5

Material Presentation

An interesting presentation of the book of instruction material was presented. Material content contains a meaning that is easily understood by both teachers and students. Material illustrations can also clarify material according to the level of students' age development. The use of illustrators in material delivery in books contains no such distortions as pornography, violence, discrimination, and no other wealth. This is seen in each unit indicating that material contains positive things.

Additionally, it presents material that can stimulate students to think critically, creatively, and innovative and present materials that are relevant to daily life, as materials are simply presented.

Additionally, the presentation of material in the teach book is interesting because it has many pictures of both material, practice, and story, it can certainly be presented by learning and playing.

Graphics

The graphics in this textbook start from the size of the book. The sizes /layout of "Student's Book My Next Words" the textbook has accordance with ISO

standar. ISO standar set with the aid of the Badan Penelitian and Pengembangan Perbukuan use a press size (A4, A5, B5, or crown quarto), this textbook use a A4 (25cm x 17cm) with 142 pages. moreover, font in this text books already in complience with stage of age or grade, it use font Myriad seasoned, Minion seasoned, Arial Rounded MT ambitious, Yu Gothic, 10/13 pt. in order that scholar can examine effortlessly. Desain cover of the student book dominant green and blue with a view of the the front yard of the house. Photographs and illustrations which use are able to clarify the rubdown to be conveyed, student can be without problems apprehend the contents of substances as an instance in express.

It can be seen from the 12 units in the textbook which contain material and exercises in communicative language both orally and in writing. The language of this book is also informative. The ideas contained in it provide information to students according to their age level of development.

Unit book titles and titles in other parts of the material contained in textbooks are relevant and interesting. The title is made in short and simple language and almost the entire contents of the book are loaded with illustrated pictures which make students interested in opening the textbook.

V. DISCUSSION

Materials

The contents of textbook can encourage independence and innovation in students. The goal of education in Indonesia is to produce people who are capable to think critically, creatively and independently. This is in line with the 2013 curriculum, whose theoretical basis is inspired by innovative methods from various countries that emphasize student-centered learning (Suyanto.,2014). Independence in students can make themselves lead to positive things. Student innovation is also needed so they can develop their own potentials. For example, in doing exercises or questions, it can grow independence and innovation. In Unit 1 students were asked to describe their friend's face and write their friend's name. This is where student independence and innovation come into being. In addition, students can also be motivated and develop their potential.

The material contained therein can teach students to have the nature of diversity, cooperation, and mutual respect for differences. Instilling character values is very necessary for students' development because they will imitate what they see. The importance of good character for students is providing them with the skill necessary to overcome challenges and problems in their social environment (Wardani et al., 2019)

Language

The language used in the textbook is communicative and informative. With that language, it is expected that will make it easier fo 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., 2020). If the language used communicative, the book will be more comfortable to read

(Suryanto & Kasihandi, 2014). So that it raises the students' curiosity to read the existing text in the textbook. Furthermore, 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.

Materials Presentation

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 (Elo & Kyngias, 2008) Material illustrations can also clarify material according to the level of students' age development. The use of illustrators in material delivery in books contains no such distortions as pornography, violence, discrimination, and no other wealth. This is seen in each unit indicating that material contains positive things. Material illustrations can also clarify material according to the level of development. This can be seen in each unit which shows that the material contains positive things. As is known, the characteristics of elementary school students are learning while playing, singing, and so on. Even though there are too many pictures and it makes less material from the text in it, this textbook and it is possible that students have not been able to understand the meaning of the material presented through these pictures. However, this textbook is suitable for 4th grade students

Graphics

Textbooks as the core of learning media containing writing and pictures are designed to achieve the expected learning outcomes (Rahmawati L., 2018). In this case, of course the graphical element needs to be considered. As a whole the graphical aspects are in accordance with the textbook standards. The designer and illustrator of this textbook pays attention to what is needed by grade 1 elementary school students.

VI. CONCLUSION

Based on the analysis results it can be conclude that the textbook entitled “My Next Words Grade 4– Student’s Book for Elementary School” Textbook analysis is a means of identifying these features and thereby establishing textbook effectiveness. Each textbook has different teaching curriculum guidelines. The curriculum is a fixed guideline that contains targets, content materials, and mastery materials as guidelines for organizing learning. This textbook already has an arrangement that is adapted to students' language mastery, especially in listening, speaking, reading and writing. In accordance with the context of the child's daily life, so that language goals can be fulfilled. Although in this textbook there are still shortcomings such as the author does not include learning objectives.

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