

Textbook Analysis of "Grow with English Book 1"

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Abstract

Textbooks play an important role in teaching and learning. Hence, textbooks are required to meet the standard. The purpose of this study is to find out whether the book "Grow with English book 1" is appropriate to be used as teaching material. Content analysis was conducted by using the standard criteria from *Badan Standar Nasional Pendidikan* or National Education Standards Agency as well as the criteria of Cunningsworth (1995)'s theory. It was found the book met all the criteria, i.e. material, language, material presentation, and graphical aspects. It can be concluded that the book is suitable to be used in English classroom at elementary school level.

Abstrak

Buku teks memiliki peranan penting dalam pendidikan. Oleh karena itu, buku teks harus berkualitas dan berstandar. Tujuan penelitian ini adalah untuk mengetahui kelayakan buku "Grow with English book 1" sebagai bahan ajar. Penelitian ini menggunakan pendekatan penelitian kualitatif dengan menerapkan analisis isi terhadap buku. Kerangka analisis yang digunakan adalah standar acuan Badan Standar Nasional Pendidikan serta kriteria Cunningsworth (1995). Hasil analisis menunjukkan bahwa buku ini memenuhi semua kriteria, yaitu aspek materi, bahasa, penyajian dan grafis. Oleh karena itu, dapat disimpulkan bahwa buku ini layak untuk digunakan di kelas bahasa Inggris di tingkat sekolah dasar.

Keywords: *Textbook analysis; Grow with English; Teaching English to Young Learners*

INTRODUCTION

A teacher needs teaching materials in order to be effective in teaching. The teaching process will be improved by utilizing teaching materials, and the material can be conveyed more effectively. teaching material is defined as learning material that is used to assist students in the process of learning

(Nurdiani, 2014). One example of the teaching materials is the utilization of a textbook. The textbook plays a crucial role in teaching and learning English because each chapter contains numerous teaching and learning activities. Learning material, tasks, dialogues, and activities are all part of the role. Textbooks contain activities that could hone learning skills, such as writing, reading, listening, and speaking skills.

Textbooks are expected to have quality content following the applicable curriculum. The use of textbooks in Indonesia is very high; teachers in teaching often use textbooks. The government in Indonesia then issued books that were following the 2013 curriculum, which was distributed to schools in Indonesia free of charge. Besides that, there are still many books following the 2013 curriculum published by other publishers with varying prices and content; Therefore, teachers need to sort out which books are right and appropriate for the level of their students. Each textbook has a unique design. The cover, the title, and the contents may all play a role in the books' varying appearance. The textbooks' quality will serve as another indicator of the variations between them. The textbook's author could present the material in a variety of ways.

The textbook should be chosen carefully, and this is something that should concern both teachers and students. Teachers should think about a lot of stuff already included in the book. Several aspects are evaluated using the framework of the National Education Standards Agency (BSNP). These include the material and content, language, presentation of material, and graphics. They are all adjusted to meet the requirements of Ministerial Order Number 8 of 2016 Concerning Books Used by Education Units.

There have been some attempts to analyze textbooks. Ariebowo (2017) said that teachers in Indonesia must be able to conduct autonomous textbook evaluation in order to choose the teaching and learning materials for their classrooms, given the tendency of the Indonesian government to alter the curriculum whenever a new administration is elected. According to Bhowmik et al., (2014) and Garinger (2001), textbooks can serve various functions for teachers, including as a primary resource, a source of supplementary material, an inspiration for classroom activities, and even as the curriculum itself. According to the findings of (Cunningsworth, 1995), a textbook is a resource that can help achieve goals and objectives that have already been established in terms of the needs of learners. There have been several studies done in the past that concentrate on content analysis. One of them is a thesis written by (Mumtaz, 2020). The research was conducted to explain the criteria of general attributes and learning-teaching content in the English textbook. The second study was a journal article by Apriyani et al (2019) The objective of this study was to apply Cunningsworth's theory to evaluate particular eighth-grade English textbooks. The research was conducted in the same manner as this research, which

investigates the content of English textbooks used by teachers in the classroom. To make it different from the previous researches, the researcher is interested in analyzing the elementary school grade 1 textbook entitled *grow with English book 1* because no one has ever analyzed this book before. In light of this context, the researcher formulated the following research question: 1) Based on the BSNP framework and Cunningsworth theory, how appropriate is it to teach book 1 of "Grow with English" to first-grade elementary school students?

This research aims to evaluate a book for grade 1 elementary school students in Indonesia entitled "Grow with English" book 1 (Mukarto, Sujatmiko, Josephine S.M., & Widya Kiswara, 2016) Published by Erlangga, the researcher chose this book because no one has ever analyzed it and other reasons include: that the 2013 curriculum considers this book, that it is easily obtainable in both online and offline stores, and that it is frequently used in elementary schools in Indonesia. The researcher evaluated the textbooks using Cunningsworth's theory because it encompasses all aspects, including the textbook's external and internal factors. The theory-based evaluation criteria include objectives and approaches, design and organization, language content, skills, topic, methodology, teacher's guides, and practical considerations.

METHODS

In this study, content analysis was used. Analyzing and drawing conclusions from text and other qualitative data is called content analysis. Qualitative methods are also utilized in research conducted in other fields, such as education, which is one of those fields (Puspitasari, 2021). For qualitative studies, use of content analysis is common. There are many different research methods used to analyze text data, and QCA is just one of them. Qualitative researchers often rely on document analysis, which includes both public and private records, as a primary data source. In many types of investigations, documents serve as crucial sources of information. Primary source for this study is a textbook chosen by the researcher titled "Grow with English book 1."

FINDINGS

The appropriateness of the textbook based on aspects of the BSNP framework

There are four aspects that are adjusted to the Ministry of Education and Culture Regulation Number 8 of 2016 concerning Books Used by Education Units including material aspects, language aspects, material presentation aspects, and graphical aspects.

Material Aspects

- a. There are several components in the material aspect; the first is that the book must maintain the truth and accuracy of the material, update data and concepts, and support the achievement of the goals of National Education. After analyzing the book "Grow with English" book 1, it can be assessed that it can maintain the truth and accuracy of the material, update data and concepts, and can support the achievement of national education goals, namely to function to develop capabilities and shape dignified national character and civilization in order to educate the nation's life, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have a noble character, is healthy, knowledgeable, capable, creative, and independent, it can be seen in the section "a letter from the authors".

A Letter from the Authors

Dear teachers,

Grow With English is an English language learning program for students of primary school. The objective of this program is to develop children's ability to communicate verbally within a context which is close to the daily life of children. *Grow with English* allows children to experience the language through various activities, such as playing games, singing songs and chants, coloring, playing a role, listening to stories, doing art projects, telling stories, and holding a craft exhibition. This program adopts the most recent theory of language learning and child development, and is uniquely designed for diverse Indonesian contexts.

The learning material in each unit is put together according to a particular theme. The themes chosen are based on the primary school curriculum, children's interest, and language development stages. Various fun and meaningful learning activities are designed to motivate children to use language. The learning process emphasizes the mastery of language accompanying action. This fits the Indonesian context where English is a foreign language. The English language learning, which focuses on the spoken language competence, will not be a burden for children who at the same time are learning the mastery of Indonesian literacy. Consequently, the learning process requires teachers to produce meaningful, effective, and efficient language. Therefore, this program is equipped with classroom language so that teachers can be a good model and input provider for children. This program also comes with learning audio as alternative input so that children are familiar with different English accents.

The assessment in this learning program is based on the formative one which refers to the process, and summative assessment, which is more result-oriented. The program offers an alternative assessment tool which is friendlier for children without neglecting the aspects of validity, reliability, and fairness.

Best wishes,
Authors

Figure 1. a letter from the authors

- b. The second component of the book must use theoretically and empirically correct material sources. after being analyzed in the reference section, this book can be assessed using theoretically and empirically correct source material based on expert research.

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Figure 2. references

- c. A good textbook must have components that can encourage independence and innovation for learners. The *grow with english book 1* has lots of questions and games that students can work on and do individually or in groups with other students, so that they can encourage independence and innovation in students.

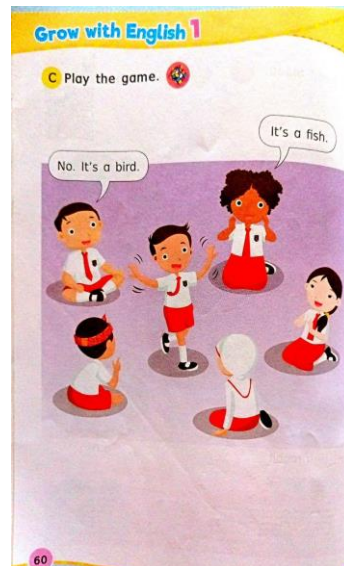


Figure 3. group games in the book "grow with english" book 1



Figure 4. individual activities that can encourage self-reliance and innovation for learners in the book "grow with english" book 1

- d. Learning materials must be able to motivate learners to develop themselves. After being analyzed, this book is quite capable of motivating students to develop themselves, because there are many

things in this book that can foster creativity, students' sociability, and knowledge that students have not gotten before.



Figure 5. one of the materials that teaches students how to socialize in the book grow with english book 1

- e. The last component in the material aspect is that books must be able to maintain national unity and unity, accommodate diversity, mutual cooperation, and respect various differences. Can be seen from the illustrations in this book presenting pictures of children with different races and ethnicities but still side by side, there is also a lot of material in this book that requires students to work together in a group. This of course can foster mutual cooperation and respect. differences in students.



Figure 6. illustrations on books featuring students of different races and ethnicities

Language

- a. The use of English in this book can be said to be precise and clear according to the developmental level of the age of grade 1 elementary school students. The choice of words that are simple and not too many and it makes this book easy to understand for low level elementary school students as can be seen on page 49.



Figure 7. This book uses words that are age-appropriate

- b. The illustration material in this book is very appropriate to the developmental age level of grade 1 elementary school students, and the existing illustrations are seen to be able to clarify the material/content in the book, with illustrated material that is easily understood by readers who are in grade 1 elementary school make this book accessible for students to understand



Figure 8. This book uses illustrations that can clarify the material

- c. In addition to the simple choice of words, the use of communicative and informative language in this book enables readers to understand the positive messages conveyed. This book also uses vocabulary that has educative, polite, ethical, and aesthetic characteristics according to age development.



Figure 9. This book uses communicative and informative language

- d. The title of this book is *Grow with English*, which means growing with English; this title suits elementary school students who are still in a period of growth and development. This title is also related to the content in the book, which is easily understood by elementary school students so that they can grow and develop. In addition, the chapter titles in the book are also aligned with the content in the chapter; for example, in the chapter "at the pet shop" which contains material about pets, it can be said that this title can attract interest to read and there is no provocative element in it.

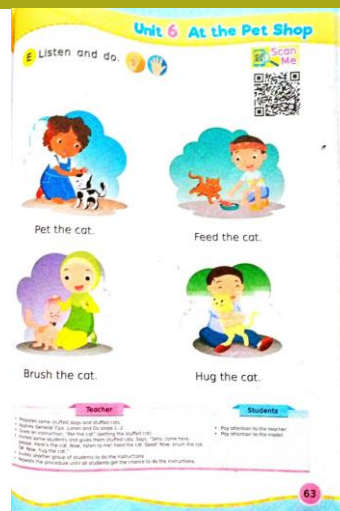


Figure 10. the chapter titles in the book are also aligned with the content in the chapter

Aspects of Material Presentation

- a. In this book, the material is presented interestingly so that the meaning to be conveyed is properly preserved and intact, which students can then understand. This book also has an interactive element because it contains a barcode to scan, which contains an audio listening file so that students not only learn to read but also learn to listen.



Figure 11. Example of a page with a QR code to scan

- b. A good textbook must use illustrated material, both text and interesting pictures according to the developmental level of the reader's age and being able to clarify material / content and manners. Then, this book can be said that the text and pictures contained in this book are very interesting for lower-level students and can explain the material politely and there are no illustrations that contain elements of pornography,

views of extremism, radicalism, violence, SARA, gender, and other deviation values.



Figure 12. examples of illustrations in pictures that are considered polite

- c. The presentation of the material in this book can stimulate students to think critically, creatively, and innovatively. As in the "draw and say" section, students are asked to describe animals and mention what animals they drew and how many animals they drew.

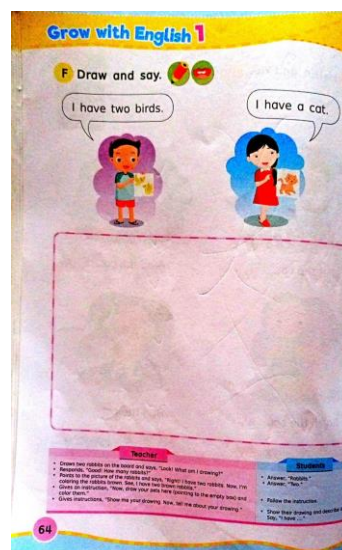


Figure 13. examples of assignments that can make students think critically, creatively and innovatively

- d. This book contains contextual insight in that it is relevant to everyday life and can encourage learners to experience and find positive things for themselves that can be applied in everyday life, as seen in figure 9.
- e. The presentation of the material in this book can be said to be interesting so that it is fun for the reader and can foster a deep sense of curiosity.

Grade 1 elementary school students certainly liked the interesting presentation of material.



Figure 14. fun activities in the book

Graphic Aspects

- a. The Grow with English book 1, which is intended for grade 1 elementary school students, has a size appropriate to their age development level and book material/content, 17.50 cm x 25.00 cm, with a book weight of 350 gr.



Figure 15. book size "grow with english book 1"

- b. The appearance of the layout of the elements on the cover of the book can be said to be harmonious, and unity and is suitable for textbooks for young learners.

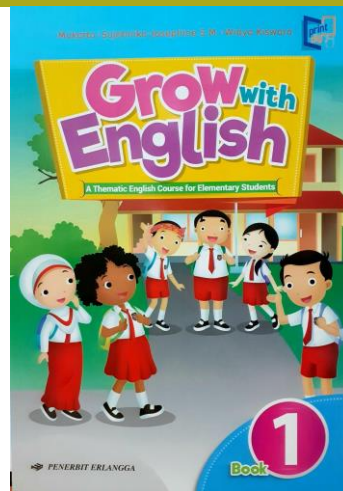


Figure 16. proper layout of the book cover

- c. The colors used in this textbook already look harmonious and can clarify functions; books with lots of consistent and harmonious colors can attract elementary school students' reading interest; it can be seen from almost all the pages of the book "grow with English book 1."



Figure 17. harmonious colors in the book

- d. The use of letters and font sizes can be said to be following the age level of development in grade 1 elementary school students because they use fonts that look attractive to look at and the size is not too big and not too small so it is easy for grade 1 students to read them.

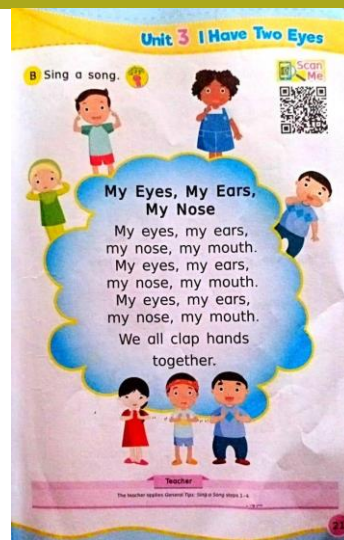


Figure 18. the use of letters and font sizes are appropriate

- e. The illustrations used in this book look clear and precise to clarify the message conveyed. The picture illustrates activities such as stand-up with illustrations of students standing and sit down with illustrations of students who are sitting.



Figure 19. illustration in book that look clear and explain the meaning of the pictures

DISCUSSION

Based on the results of the analysis of "Grow with English Book 1" using the BSNP instrument, it can be seen that this book also fits the textbook analysis criteria from Cunningsworth (1995): Aims & approaches, design and organization, language content, skills, topic, methodology, teachers book, practical consideration.

A. Aims & approaches

In the book "Grow with English Book 1" the material is suitable for the purpose of teaching and according to the needs of learners. With a book intended for grade 1 elementary school students and light and fun material that makes this book easy for learners to understand, it can be said that this book is good enough to be taught to grade 1 elementary school students. Then, in it, there are many different learning and teaching styles that don't only focus on reading and writing; in this book, there is material that teaches listening and speaking, as well as several activities that allow students to hone creativity and independence.

B. Design and Organization

This book has a QR-scan feature on some of its pages. The QR code can then be scanned and contains an audio file that students can listen to while learning, which can hone their listening skills. The book's content can be described as well organized because it is divided into 8 chapters that cover a variety of material topics, and each chapter contains at least one section that focuses on one of the four skills (reading, writing, listening, and speaking).

C. Language Content

The main grammar that is still simple and contained in the book can be said to be suitable for students who are still at a low level. The vocabulary in the book is also a vocabulary that is still easy for students to understand, pronounce, and remember. There are several materials that make students able to dialogue with words that are still not difficult to pronounce.

D. Skills

This book has 8 chapters in which there must be material that aims to teach four different skills, for example, in the "listen and say" section of the book, which instructs students to listen and say the dialogue they hear, and in the "look and say" section. & write," which instructs students to see and write down what they see; in the "read and circle," which instructs students to read then round off the words they have read; in the "say a chant," which instructs students to chant a chant that exists. With skills-sharpening material that is still fairly basic and simple, it makes it easy for students with low levels to understand the material.

E. Topic

The topics presented in this book are spelled out well. The topics in this book are varied and aim to teach students about the material in different chapters. These topics are suitable for students who are in grade 1 of elementary

school; these topics are also of interest to young learners because they are still fairly easy topics to teach them. By providing content that is relevant to students' everyday lives, *Grow with English Book 1* can help them become more self-aware and open up new avenues of learning. The topics are sufficiently sophisticated in terms of subject matter because the vast majority of students are familiar with them.

F. Methodology

This book focuses on learning to introduce English vocabulary and hone four skills (reading, writing, listening & speaking). not only that, this book also provides material on how to communicate and think critically, creatively and innovatively

G. Teacher's book

This book offers improved direction and instruction for the teacher. The activities that are included in the textbook serve as the basis for the presentation of the material that is included in the teacher's manual.

H. Practical consideration

The book "*grow with English book 1*" can be said to be not too cheap. This book is a package book with a soft cover and paper suitable for grade 1 elementary school students, because the cover and paper are thicker, the textbook is durable and long-lasting. Moreover, this book can be purchased from a wide variety of stores, both offline and online.

CONCLUSION AND SUGGESTION

The conclusion of the research can be stated as follows, taking into account both the findings and the discussion of the research: This book is in accordance with the components of material aspects, language aspects, material presentation aspects, and graphical aspects of the BSNP and the eight criteria from Cunningsworth's theory (1995) so that this book can be said to be appropriate for a teacher's teaching material for first-grade elementary school students. This research still has a lot of shortcomings; for future researchers, it is hoped that they can review the book "*Grow with English Book 1*" in depth.

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