



## An Analysis Of English Text Book For Elementary Grade Four

Faradithya Putri Lakcyta<sup>1</sup>

<sup>1</sup>Department of English Education, Indonesia University of Education, University of Singaperbangsa Karawang

---

### Abstract

Received: 27 November 2023

Revised: 08 Desember 2023

Accepted: 15 Desember 2023

*The textbook is the most important thing in the school learning process. With the teacher's textbooks, it has more ways of delivering materials in the classroom as well as instruction while he is teaching. Similarly, the students were also greatly helped by the textbook, where they could read it whenever they wanted, and from there they could train their knowledge from the problems it contained. However, while the textbook has many benefits, there are times when there are many more in the book that the institution of education sets, so an evaluation of the textbook must also be done to prevent students from receiving incorrect or incorrect material. So this study aims to evaluate and synthesize a class 4 textbook with material (wake up! Alarm clock) by reference to the book the 2013 text completion and worthiness.*

**Keywords:** *Textbooks, Elementary Grade 4, The 2013 curriculum text completeness and feasibility book.*

(\*) Corresponding Author: [1910631060165@students.unsika.ac.id](mailto:1910631060165@students.unsika.ac.id)

**How to Cite:** Lakcyta, F. P. (2023). An Analysis Of English Text Book For Elementary Grade Four. <https://doi.org/10.5281/zenodo.10426675>.

---

## INTRODUCTION

### A. Background of Research

Education is the greatest asset that should remain developed for this country. Because with education, everything or system in life can go well because it is accompanied by science. Consequently, the government is pursuing a system development in its education each year or in accordance with the provision of the authorized minister of education. Of education, instruction, instruction, and development systems for education is much noticed by the state. Therefore, assessments for education are important and should be done with regular intervals in order for the country's education to be diversified and advance.

The resulting assessments are part of the learning process that is entirely inseparably separated from teaching activities, carrying out assessments done in educational activities has great significance, since the evaluation it means to measure or a process to know the degree of the accomplishment that learners have accomplished on the teaching materials or materials that have been presented, So with the evaluation, the purpose of the study will be seen accurately and convincingly. The resulting assessments are part of the learning process that is entirely inseparably separated from teaching activities, carrying out assessments done in educational activities has great significance, since the evaluation it means to measure or a process to know the degree of the accomplishment that learners have accomplished on the teaching materials or materials that have been presented, So with the evaluation, the purpose of the study will be seen accurately and convincingly.

According to Guba and Lincoln define evaluation as the process of describing an evaluand and assessing its merits and value, that is meaning: a process for describing an evaluation (a person who evaluated) and weigh their meaning and characteristics. Sax also thinks Evaluation is a process through which value judgments or decisions are made from various observations and from the background and training of para evaluation which means evaluation is a process in which consideration or a decision on a value is made from various observations, backgrounds as well as training of evaluators.

Evaluation also as part of a learning program that needs to be optimized, not only from the study results assessments but also from the teaching materials given to students. Whether the given teaching material is as prescribed as it is accurate for age as well as for accuracy. One of the media in learning English is textbooks. Cunningsworth (1984) suggests that textbooks are books that are used for teaching situations written by experts who are tested for feasibility before being used or published. Lots countries including Indonesia have been using textbooks in education for years, especially in school. This means that the textbooks used in schools are officially issued by the Government as a national mandatory book used by teachers and students. This is, somehow, important as a national guideline as texts, activities and explanations are provided in the textbooks used as Class lessons (Hutchinson and Torres (1994)) That's why, Harmer (2007) agrees with this idea because he said teachers and students would benefit from using textbooks in classroom. O'Neill (1982) has previously refined that there are several advantages of using a textbook. While textbooks are not specifically designed for any particular student, most are the material is according to the needs of students, because textbook is designed to make it easier for students to review the lessons discussed in class and to study further material for class meetings. The teacher may tailor the textbook needs by adjusting it and making the textbook modifications so that the material it presents can be understood by the student. Textbook designed should also see the material accuracy, the language used, the material presented with interest, and the illustration contained in the textbook is also clear and students can understand it. This research focuses into analyse and evaluate 4 textbook for grade 4 with material (wake up! Alarm clock) by reference to the book the 2013 text completion and worthiness.

#### **B. Research Question**

Based on the background of research, The research problem of this research is “Is the textbook from material (wake up! Alarm) worthy of being used as a textbook for grade 4 children in English knowledge?”

#### **C. Purpose of Research**

This research aims to analyse and evaluate the textbook from material (wake up! Alarm) as interactional media learning at the class.

#### **D. Scope of Research**

The main purpose of this research was to determine the evaluate the textbook from material (wake up! Alarm) or (<https://d2cyt36b7wnvt9.cloudfront.net/exams/wp-content/uploads/2020/10/15161233/deen101.pdf>) at the website for interactional media learning at the class.

## **E. Significance of Research**

Researchers hope this research can be useful for the field of education that can be useful for teachers, students and the writers. And from this research teacher can be know about the structure of the textbook that can good/bad for their students.

## **LITERATURE REVIEW**

### **A. Literature Review**

#### **1. Textbook**

In second language teaching and learning, we cannot deny that the textbook has an important role for both the teacher and the student. Hadley (2014) in (zokaet al.,2019) states that the textbook may play a significant role in facilitating the acquisition of a second language rather than hindering it (p.230). There are several benefits that teachers and students can make from a textbook. For teachers, the textbooks will assist them in presenting materials and assigning assignments that meet the purposes of learning. Besides, that guidance Provided in this textbook will also help teachers save time in preparing teaching materials (medina, 2016).

Textbooks are reference books that contain a collection of material in a particular branch of knowledge that is presented in a comprehensive manner. Textbooks are produced to meet the needs of educators and are usually used in educational institutions. Distinctive are a central part of any educational system. A textbook is a one particular field of study, which is a standard book, compiled by experts in that field for instructional purposes and purposes, equipped with a harmonious teaching technique and readily understood by wearers in schools and colleges and so is able to support a teaching program (tarigan and tarigan, 1986: 13). According to this view, textbooks are used for specific subjects. The use of the textbook is based on the learning purposes that refer to the curriculum. In addition to using textbooks, teachers may use tools or techniques that suit pretended purposes. The use of combining textbooks, techniques, and other tools was intended to make it easier for the textbook user, especially the learner in his understanding of material. They help to define the curriculum and can either define the teacher (altbach in altbach, etc., 1991: 1).

The textbook provides a variety of materials that include every English skill (listening, reading, speaking and writing) and sub-skill (vocabulary, grammar, pronunciation). It also provides assignments or learning activities for students. The contents of the textbook will also help teachers to be able to explore and develop Various activities in the class to engage with students' involvement and also help students understand the material well. When a teacher teaches many classes, a textbook can also assist a teacher in setting standards of instruction. Therefore, any Classes will have the same activity to achieve the same learning purposes.

As (abdelwahab, 2013) explained that the primary purpose of this textbook is to make the selected knowledge and learning material accessible to students regularly and easily. Hycroft (1998) in (abdelwahab, 2013) also stated that an important textbook because students' growth and attainment can be specifically measured if used. Textbooks can also help students to become more self-reliant in learning (medina, 2016). However, the soori et al., (2011) states that the role of this textbook cannot be correctly defined and perfectly defined. It means that if a teacher is using only a textbook without any additives, this would not be enough to meet

the needs of the students. For this reason, teachers must balance the text and the material in the textbook with the purpose of learning. In addition to the benefits students and teachers can receive from textbooks.

According to this view, it is known that the text book is a principal part of several educational systems that help to outline things in the curriculum and can be a clear aid to educators carrying out learning.

## **2. Textbook Evaluation**

Textbook evaluation for is important for the learning process because the variety of learning materials and activities available in a textbook require teachers or examiners to evaluate the textbook that suits their needs. There are several further reasons why a textbook evaluation is necessary. Teachers have to be able To analyse the strengths and weaknesses that might be found in the textbook when using them (Sheldon, 1988) on (mukundan al., 2011). This evaluation could be Usually deciding whether a teacher continues to use the book or whether it needs to be replaced. This argument is also supported by the Cunningham family (1995) in (abdelwahab, 2013) that a textbook evaluation should be done to analyse the power of Dan The weakness in the textbook used.

According to nunan (1988) materials are an important part of the curriculum. A brief review of the literature associated with the material evaluation reveals that until now the focus of attention was more or less exclusively on predictive evaluations. Teachers can do impressionistic retrospective evaluations or they can try to compile them Information in a more systematic way (that is to do an empirical evaluation). It may be true to say that most teachers do an impressionistic evaluation of their teaching materials. That is, during their study assesses whether a certain 'work' activity (usually referring to the enthusiasm and level of involvement embodied by students), while at the end of the course they make a summative assessment of matter. An empirical evaluation may be less common, if only because it takes time. However, teachers report using the student journal and the final questionnaires of the course to assess the effectiveness of their teaching, including the material they use. A textbook evaluation may also be a valuable component of a teacher's training program for it serves the double purpose of making the student teacher aware of the important features to search in the textbook while getting used to the various languages published in the instruction material. As mentioned earlier, the most common method for carrying out a textbook evaluation is using a valid checklist built by well-known scholars.

## **METHODS**

### **A. Research Design**

This research will apply by descriptive study as a method to find the data and used checklist in evaluating textbook.

### **B. Instrument**

As mentioned earlier, the most popular instrument used to analyse textbooks is an evaluation of a checklist. A number of such checks have been made in English by different scholars as we can refer to Cunningham sworth (1995), Sheldon (1988), and skierso (1991). The complete English checklist of check lists is released in the above literature. However, the checklist that has been used for the purpose of the analysis in this study is one that was built by daoud and celce-murcia (1979). This

well-referenced checklist and used in analysing and evaluating textbooks consists of five major sections includes: (a) lesson materials, (b) vocabulary and structure, (c) rehearsals, (d) illustrations, and finally (e) physical illustration. Each section itself consists of several detailed strategies that can be used as criteria based on the characteristics of the existing textbook can be evaluated.

### **C. Data analyse**

As mentioned earlier, this analysis is a case study project focused on evaluating one specialty the book USES a checklist proposed by daoud and celce-murcia (1979). In fact, this is a self-report study using qualitative descriptive analysis. Analyse and evaluate the current textbook by the guidelines and frameworks presented in the available checklist. Researchers have gained a complete knowledge of the entire book including its contents and different exercises resulting from a careful examination of the book, consulting books with some other qualified English teachers and testing some book activities and exercises with some students.

## **RESULT AND DISCUSSIONS**

### **1. The first section on the checklist: Subject Matter**

In the textbook with the title (wake up! Alarm clock), the first sheet presents material with story concepts and picture illustrations that are appropriate for grade 4 children. The vocabulary used is varied and simple, so it makes it easier for students to understand. On the next sheet, there are exercises related to the story to train students' understanding levels. The textbook also contains various ways of delivering the material, one of which is a worksheet that can be done in groups to train the nature of cooperation in students. In addition to training cooperation, there are also individual worksheets that train students' independence and train their confidence in the knowledge and abilities they have. So in my opinion, the material aspects in the textbook are good and appropriate for their age because the material provided is complete and the objectives in the material are correct, students can practice speaking skills with stories, listening skills because there is listening practice, and also writing skills because There are various practice questions for students. So, in conclusion, the textbook (wake up! Alarm clock) is good and appropriate according to the rules contained in Permendikbud 8 of 2016.

### **2. The second on the checklist: language**

In terms of language aspects contained in the textbook is good and in accordance with the correct spelling. The language used is also communicative so it provides good information to students, but in my opinion some of the vocabulary used is difficult for grade 4 students, so the conclusion is that the aspect of language in the textbook is good according to the rules, it's just that the vocabulary given is not quite right/ less simple for 4th grade elementary school.

### **3. The third on the checklist: Presentation of material**

In the aspect of presenting the material in this textbook, I think it is very interesting and creative, very suitable for 4th grade students. The illustrations on the story pictures on pages 2 & 3 of the textbook can attract students' attention so they are interested in reading it to the end. Then on the next sheet there are practice questions that invite them to fill in sentences that are still not quite right, this makes the delivery of material very good because from the practice questions students can practice this understanding of the material provided, besides that there are practice

questions that train cooperation with friends , it is good for cultivating communication and cooperative attitudes in the work of students. Most of the activities and assignments built in each unit develop around the four main language skills. However, the balance between developing listening, speaking, reading, and writing skills in this book is appropriate for students and learning situations. Textbooks provide a special space for two language skills, namely listening and speaking. but unfortunately there are many practice questions in this textbook but are not equipped with clear methods and instructions. , but the good thing is that textbooks direct students from various activities, not monotonous and boring because there are many interesting activities.

#### **4. The last section on this checklist: Graphics**

In the last section for this textbook is graphics, The display presented in this book is very good and suitable for 4th grade students, because it is attractive and there are lots of right colour combinations so that students are interested in opening the book. The illustrations presented in the book are also able to clarify information and can make the stories given feel alive so that students can easily imagine the real events being told. Also, every reading, speaking, and listening task is provided with a related picture just close to the text which all are effective in creating meaning. Even the grammatical exercises which test the structural knowledge of the students are also equipped with a related picture which activates the meaning part of the activity.

### **CONCLUSIONS**

The process of language education includes many elements that are often regarded as centres of learning. However, this popular belief proved false when the textbook as a source of input was viewed as controlling the clues in general. Textbooks play a vital role in this process, as both teachers and students depend heavily on them. In fact, the textbook places a mediation position between teacher and student and therefore has to bear certain characteristics to make them the right link. Considering these points, one of the important steps highlighted by efl was the selection of textbooks. These are decisions that will influence teachers, students, and class dynamics in general.

The correct textbook needs to have the underlying instructional philosophies, approaches, methods and techniques that correspond to the students and their needs. Choosing a suitable textbook is not an easy job and may take a lot of time and effort. To compensate for such complexity and make for a simpler process, the evaluation check list has been cited as a good strategy for selecting the correct textbook. Evaluation procedures or checklists can lead to more systematic and comprehensive examination of potential textbooks and to increase results for learners, instructors, and administrators. This checklist has been viewed as the basis not only for the general selection of the book of el but also for selecting specific books designed for esp students: for example, the study is being done to assess the special book on English for international tourism based on a list developed by daoud and celce-murcia (1979). Results suggest that books that can now be used as acceptable textbooks to teach students who are interested in learning about time. The characteristics of the book are analysed primarily in two general dimensions of physical appearance and content in such aspects as grammar, vocabulary, practice,

and illustrations. Overall, the book's layout and physical appearance prove perfect in its practical elements including the cover, font, size, colour, and design of the entire book according to the guidelines presented in the evaluation checklist. As to its content, it is worth mentioning that since the curriculum used is based primarily on skill, efforts have been made to qualify students to communicate using the skills needed in the tourism industry. Activities and exercises mostly talk, listen and write based.

Finally, the findings of the present study bear significant implications for material developers and both general and specialized EFL teachers. First of all, it is hoped that this textbook analysis provides the necessary insight for all language teachers to conduct such a procedure in their own practice of textbook selection. Teachers will obtain the information that there are various evaluation checklists which can guide them in analysing various instructional books. Both teachers and material developers should notice that a variety of factors should be taken into account in designing and selecting a book. Moreover, the needs of the students as well as the course objectives need to be considered in the very beginning stages of evaluating a textbook.

## REFERENCES

- Ansary H, Babaii E. 2002. Universal characteristics of EFL/ESL textbooks: A step towards systematic textbook evaluation. *The Internet TESL Journal*, 8(2), available on-line at: <http://iteslj.org/Ansary-textbooks/>.
- Arba'ati, Rani. 2015. An Analysis On English Textbook Entitled Bahasa Inggris "When English Rings A Bell" For the Eight year Students Of Junior High School Based on the 2013 Curriculum. Thesis. Universitas Muhammadiyah Surakarta.
- Al-Haj, Jahja Qohar, *Evaluasi Pendidikan Agama Cet.I*; Jakarta: Ciawi Jaya, 1985.
- Daoud A, Celce-Murcia M. 1979. Selecting and evaluating a textbook. In M. Celce-Murcia and L. McIntosh (Eds.), *Teaching English as a second or foreign language* (pp. 302- 307). Cambridge, MA: Newbury House Publishers.
- Hutchinson, Tom and Torres, Eunice. 1994. The textbook as agent of change. *ELT Journal*, Vol. 48, Issue 4, pp. 315–328.
- AbdelWahab, M. M. (2013). Developing an English language textbook evaluative checklist. *IOSR Journal of Research & Method in Education*, 1(3), 55–70.
- Aryani, A., Ikhsanudin, I., & Regina, R. (2018). Critical review of tasks in english textbook "when English rings a bell." *ICoTE Proceedings*, 2(1), 55–60.
- Julianti, L., & Ikhsanudin, I. (2019). A Content Analysis of Gender Bias in When English Rings A Bell Textbooks. *International Journal of Learning and Instruction (IJLI)*, 1(1), 23–30.
- Karamoozian, F. M., & Riazi, A. (2008). Development of a New Checklist for Evaluating Reading Comprehension Textbooks. *ESP World*, Volume7(Issue 3 (19)), <http://www.esp-world.info>
- okaieih, S., Karimi, S. N., Nouri, F., & Hakimzadeh, A. (2019). Developing a Critical Checklist for

Textbook Evaluation. *The Journal of English Language Pedagogy and Practice*,  
Vol. 12(No.24, Spring & Summer), 202–225.