



An Analysis Of English Education Textbook For Sixth Grade Elementary Students

Abyan Iza Saputra¹, Evi Karlina Ambarwati²

English Education Department, Faculty Of Teacher Training And Education,
University Of Singaperbangsa, Karawang, Indonesia

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Abstract

Textbooks have given us a lot of opportunities and a chance to gain something new and teach proper material our students so they can be more confident and have courage on what they can do by using textbooks as their way to learn something new. But despite with lot of information and knowledge that textbooks can give to the students, we as a teacher also should know how to choose a good textbook based on the Regulation of the Minister of Education and Culture No. 8 the Year 2016, which said that every good textbook should've followed basic of UUD 1945 and also follow the value of Pancasila since it was also already had the appropriate framework of analysis for textbook evaluation purpose. So the analysis that will be conducted will focus on the relevance of materials that good for the students in sixth grade, the quality of materials, standards materials, and how good it's the supporting material given in the textbook. With that, I hope after analyzing the textbook, it can show how appropriate material that used for students based on the Regulation of the Minister of Education and Culture No. 8 of the Year 2016.

Keywords: textbook; textbook analysis; textbook evaluation; Regulation of the Minister of Education and Culture No. 8 the Year 2016 Framework; textbook material.

(*) Corresponding Author: Abyanizasaputra@gmail.com

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INTRODUCTION

The textbook has been used for several purposes and it's no doubt that the function of textbooks really helps a lot of teachers to educate their students in class and teach them lot easier about English especially when the teacher intended to focus in one or two major things like speaking or reading in English skill. (Harmer, 2007) inform that when we used English textbook it's really matter for the teacher to get closer to their students and the problem that they're currently dealing to learn English language. Since instruction in education really indeed giving lot of benefit for students in the class so they can improve their understanding not only for learning English but can also be used in significant role such as character personality building. (Ur, 2006) Also suggesting the teacher to use some points in learning such as framework, syllabus, texts and tasks that ready to use, economy, convenience, guidance and autonomy as a material to teach their students about English language using textbook.

Since to teach good education to the students, teacher also need to prepare some proper material needed to teach them more about English in textbooks, more material prepared with lot of consideration and reference that not stopped by one source will develop a good way to the students since it will also give them other

perspective in learning English language. Rohim (2015) said that we also didn't forget several things that need to consider too such as experimental and non-experimental) that also followed by bunch of questions, some summary, evaluation and some tasks that need to do by students. But even though textbook really indeed can be helped in some situation for teacher when they're trying to teach the students, we also need consider the advantages and disadvantages that textbook can give to us as a way to prevent a bad result in teaching English language to the students.

Said by (Richards, 2011) The advantages of textbook can be limited by how it intended to used and the he context used so with that he knows that even its limited by the usage of textbook, it can help in some case such casesroviding structure and syllabus for learning pthe rocess that students needed in class. It was really common that in the class teacher sometime can't really give proper clear direction especially when using they're not using textbook as we know that textbook has been planned on which on to do next for the students since it was already develop by standardization of syllabus that been used by lot of teacher in Indonesia, so since using textbook really given proper instruction to teacher on what they need to do and what to do to teach their students, it will help the teacher to do a easier evaluation too to the students since the textbook already given proper instruction and given a way to students understand some material in English language since the textbook already filled with lot of material such as reading workbooks ,CD-ROMs etc.

Also, when teachers trying to improve students' English foreign language skill and some valuable resources, they really indeed need to help students in four major case that they're usually having problem. With the proper instruction on textbook, teacher just needed to create a workflow to the students so they can have better way to learn it with using textbook with lot of materials in it. It's not only saved time for teacher in the class but also can be very effective when the teacher tried to involve some project base learning in the class. It really not only can be used by experience teacher too, but also can be used by teacher that hasn't experienced on teaching since they can understand and know what to do to teach the students in the class. But Richards (2011) also said that the advantages using textbook can be seen by how it only focuses in general students' needs, its often followed only on how general students problem had in the class but didn't focus in some students interest and their needs , it also sometimes give some language that didn't follow on proper authentic system and the dialog and text also usually presented by old fashion way that might be boring in some students since it didn't evolve a modern dialog and text that follow trend that happening around students right now.

A body of research has investigated textbooks. For example, Previous Research that has textbook title by pals are here! that already analyze by (Hertiki, 2019) that shown the result "My Pals are Here! designed to aim and help the young learners in the class so they can use English communication which the principle is already based in teaching English to Young Learners in the class whereas it having content and aspect in language, topic, grammar and teacher's book. It indeed really giving lot of benefit to the teacher and students in the class so they can learn it way more efficient moreover if the content that given had lot more consideration to choose a good design and appearance to also motivate students while learning

English so they can be more understand to the material and objective. In another research of textbook called English textbooks for seventh, eighth, and ninth graders of Junior High School published by Ministry of Education and Culture in Rejang Lebong. Which has been analyze by (Dio et al., 2018) also found that content in the textbooks and design are also influence the students to have a characteristic that has value in others.

They also got influence not only in characteristics but also environment, nation and gods that mostly appear to have relation close to wisdom, confidence, humility and courtesy. So, in other side textbook giving us not only in learning material such as grammar and language but also can influence in characteristics of students in the class. Furthermore, in another previous research that (Kwasi et al., 2011) analyze textbook series called Gateway to English for Primary Schools in primary class in 4,5 and 6 find that they if complementary teachers' guides apply on sociocritical language and literacy approach. It will show the result that reading comprehension tasks and activities found the bias on writing as a product not as a process. Therefore, they do collaborative work and know that cooperative activities Tasks don't really create active, spontaneous engagement. Meaning that students in the class might not really have any group collaboration progress because there only product that appear in the end not the process that students do together. It ended up making sociocritical language and literacy approach need to be reevaluate so the students can do more efficient way in group. Because the influence of textbook indeed inform that teachers need to know how can they use the textbook and have some great rationale decision in the class. Thus, other previous research indicates of analyze of English in Context SMP/MTs Grade VIII by (Erica, Amalia, 2017) that content and technical qualities the textbook are having sufficient score that are having total score of the evaluation 33. And in term of technical qualities itself, the book might be also considered to have sufficient score from evaluation which is 30. And conclude that the books it's worth using for second grade students of junior high school and be used for main material and supplementary material because it already eligible based on content and technical qualities in the textbooks so it can support students in term of them learning acquisition of English language by the students that are from foreign language learners.

Last but not least previous research is by (Reko et al., 2022) that analyze English textbook for secondary school based on the 2013 curriculum of Indonesia. They find out that the characters value on textbook that applied in school is relatively low. Which is that why the suggesting that the textbooks publisher should add more values in characters so the teachers can provide and teach the students in the textbooks especially on each chapters and sentences of it. Therefore the publishers should be more selective to choosing the textbook they publish that followed in curriculum of 2013 that focusing in for secondary school. The result can bring much more motivation and daily basics change to the students who read the textbooks if the textbook provide lot of good characteristic in it.

And when we talked about textbook in Indonesia, it was indeed no doubt that textbook has been something majorly used in any curriculum of Indonesian education. With their process, framework, basic work in work class activities, it is indeed that textbook are helping teacher perform better education in the class. So, when talking about textbook, we still need to relate it to textbook by using English

as Foreign Language (EFL) in classroom, since it was the popular idea that has been used by country that trying to improve their English skill especially Indonesia. Therefore, the current analyze that will be conduct are going to know if the sixth-grade textbook material will meet the regulation from Minister of Education and Culture No. 8 Year 2016 and followed on Badan Standar Nasional Pendidikan system.

METHOD

To conduct the textbook evaluation, analyze, the framework that going to use are from Regulation of the Minister of Education and Culture No. 8 Year 2016. The type of research was used descriptive qualitative research and the textbook that going to use are from English Book Elementary School Grade 6. Textbook that going to be used should've book that used to learning process and not book that didn't have any relation to anything besides education purpose, and in the textbook, there are no content that have anything besides positive thing in it, the textbook cover should've followed on Badan Standard Nasional Pendidikan system. Title, Sub title, Grade information, Illustration also needs to follow basic procedure that have been explained in before and didn't have any negative image or bad words in it. And not only that the material relevance should've follow on Standard competitive and also basic competitive materials, if the material didn't have any relevance with grade students like sixth grade students' material, then the textbooks didn't consider as good textbooks and need to reevaluate again and redesign so it's followed on basic standard of textbook criteria.

Material

The material of this study was English Book Elementary School Grade 6. Table 1 presents the information about the book.

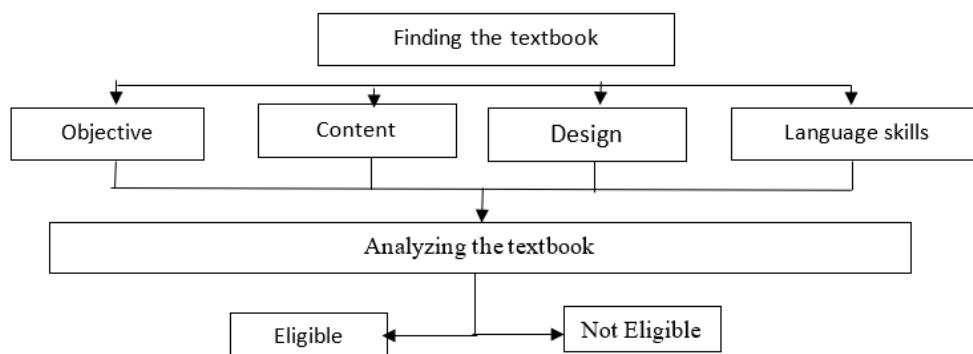
Table 1. Textbook information

Title	Bahan Ajar Bahasa Inggris SD Sekolah Penggerak Kelas 6 Fase C
Authors	Rina Widyastuti, S.Pd
Editor	-
Illustrators	-
Publisher	Studocu
ISBN	-

Analysis Procedure

This study adopted the textbook criteria stipulated by the Regulation of the Minister of Education and Culture No. 8 of 2016, (Byrd, 2001) and BSNP The instruments adapted in the current research are showed in Table 2.

Table 2. Textbook Assessment Criteria



Next, the total number of checklists was scored by the formula shown in Figure 1. Then, the score was categorized into excellent, good, fair or poor, its used reference table from “WHEN ENGLISH RINGS THE BELL”: An English Textbook Analysis By (Rias, 2018).

$$Score = \frac{Total\ checklish}{Maximal\ checklish} \times 100 =$$

Figure 1. formula to calculate analysis score

Table 3 Analysis score and category

RANGE OF SCORE	CATEGORY
81-100	Excellent
61-80	Good
41-60	Fair
10-40	Poor

RESULTS AND DISCUSSION

Based on the results of the analysis, English Book Elementary School Grade 6 met some compatibility of textbooks assessment criteria, i.e. . Meanwhile, the analysis suggested that the textbook lacked in Design and Language skills. Table 4 summarizes the result of analysis.

NO	CRITERIA	LEVEL OF FULLFILLMENT
1	Objective	86%
2	Content	82%
3	Design	67%
4	Language skills	60%
TOTAL SCORE		74%

As the result shown in the table, the textbook itself earn total score of 74% out of 100% total score of criteria needed to fulfill the criteria of based on Objective, Content, Design, and Language skills and the result shown the good result because it really gave score above 60% which is good but not consider as perfect because there still lack of criteria that didn't fulfill in Design and Language skills.

H Tujuan Pembelajaran	
Fase Capaian Pembelajaran (CP)	Fase C
Elemen / Domain (CP)	Menyimak – Berbicara (<i>Listening – Speaking</i>) Membaca – Memirsa (<i>Reading – Viewing</i>)
Tujuan Pembelajaran / Alur	Menyimak – Berbicara (<i>Listening – Speaking</i>): C.1 Pelajar mampu memahami bahasa Inggris sederhana yang digunakan di dalam interaksi ruang kelas yang mengandung kosakata yang familiar dengan kesehariannya. Membaca – Memirsa (<i>Reading – Viewing</i>): C.2 Pelajar mampu menyimpulkan makna dari percakapan sederhana bahasa Inggris yang digunakan dalam aktivitas sehari-hari di dalam ruang kelas.
Konsep Utama (<i>Essential Question</i>)	Essential Questions: • How to use date for information? • How to include date as information?
Pengetahuan atau Keterampilan (<i>Kompetensi</i>) yang dipelajari	• Mengurutkan angka untuk kegiatan dengan menggunakan kalender/penganggalan
3 Profil Pelajar Pancasila yang berkaitan	
<ul style="list-style-type: none"> • Bergotong royong • Mandiri 	
4 Sarana Prasarana	
Fasilitas	<ul style="list-style-type: none"> • Jika fasilitas tersedia: Komputer pribadi (<i>Laptop</i>), proyektor, pengeras suara, gawai (<i>Mobile Phone</i>), jaringan internet (<i>Internet connection</i>) • Kertas/karton berwarna/orangami/HVS (<i>papers</i>), spidol/pulpen berwarna (<i>Colour markers</i>), gunting (<i>scissors</i>), penggaris (<i>ruler</i>), lem (<i>glue</i>) atau alat menempel yang lainnya.
Lingkungan belajar	Ruang Kelas (<i>Classroom</i>)
Catatan Tambahan	<ul style="list-style-type: none"> • Jika tidak tersedia peralatan elektronik atau jaringan internet, guru dapat membuat bahan ajar menggunakan kertas, spidol/pulpen berwarna, gunting, lem atau alat menempel lainnya. • Video pembelajaran dari youtube dapat diunduh terlebih dahulu untuk meminimalisir penggunaan kuota internet. • Untuk PJJ, guru bisa membuat sendiri video pembelajaran menggunakan aplikasi rekam video di gawai (<i>Mobile phone</i>). • Untuk PJJ, video pembelajaran hasil unduhan atau video pembelajaran hasil buatan guru sendiri dapat dibagikan melalui grup whatsapp, youtube, google classroom atau media lainnya.
5 Target Peserta Didik	
<input checked="" type="checkbox"/> Siswa reguler/tipikal <input type="checkbox"/> Siswa dengan kesulitan belajar <input type="checkbox"/> Siswa berprestasi tinggi <input type="checkbox"/> Siswa dengan ketunaan (tuna netra, tuna rungu, tuna grahita, tuna daksa, tuna laras, tuna ganda)	
6 Jumlah Siswa	

Figure 1. Objective Criteria

The textbook content criteria (86%) based on objective already fulfilled the minimal criteria that needed based on Regulation of the Minister of Education and Culture No. 8 Year 2016 which is should've relevant to the students and follow the accurate purpose to what students going to learn in the textbook, and follow the material based on theoretic and empiric, easily to understand to the students, and have clear contexts that students should learn first and what they need to do next with the objective itself that relate also relate with BNSP, although there are some part that didn't really relevant to the context of books based on 2013 curriculum, the good books should've have syllabus that given clear purpose such as core competences, standard competences, learning indicators, material, and evaluation. The content itself its showing how the students should've had clear five learning indicators that usually needed to improve their skills based on those five learning indicators, but in the textbooks, it only shown two out of five learning indicators that needed to learn in textbook. Byrn (2001) also said if the content of textbook didn't relevant and follow basic standard that needed in curriculum itself, the textbook might need to consider to be reevaluate so the content can be fulfilled after doing some change in the objective of the books. On some part of the textbook might really fulfilled half of the requirement that needed in curriculum so it might be consider as relevant but there also three five learning indicators that didn't relevant so the textbooks should be reevaluate again so it can fulfill what curriculum needed in five learning indicators itself.

13	<p>Urutan kegiatan pembelajaran dalam 1 sesi pembelajaran (tatap muka ataupun PJJ) Disertai dengan diferensiasinya untuk siswa dengan hambatan belajar, CEBI, dan/atau dengan ketunaan</p> <p style="text-align: center;"><i>In this lesson, the students have learned about cardinal number.</i></p>
Pertemuan 1	<p>Kegiatan Pendahuluan (5 menit)</p> <p>1. Peserta didik menyapa, memberi salam, menanyakan kabar kepada guru menggunakan Bahasa Inggris dan mempersiapkan diri dengan tertib untuk memulai pelajaran.</p>

		<p>2. Peserta didik yang mendapat tugas bergilir, memimpin doa menggunakan Bahasa Inggris.</p> <p>3. Guru menanyakan hari dan tanggal dalam Bahasa Inggris kepada peserta didik.</p> <p>4. Guru memeriksa kehadiran dan kerapian pakaian peserta didik.</p> <p>5. Guru menyampaikan tujuan pembelajaran.</p> <p>Warmer (10 menit)</p> <p>❖ Guru menyuruh seluruh peserta didik untuk berdiri kemudian berbaris berbanjar (memanjang) berurutan berdasarkan urutan tanggal lahir mereka mulai dari tanggal lahir 1 Januari sampai dengan 31 Desember.</p> <p>Teacher:</p> <ul style="list-style-type: none"> • <i>Everybody stand up, please!</i> • <i>Everybody make a line based on your birthday, please!</i> <p>❖ Guru meminta peserta didik untuk bergerak tanpa suara dan hanya diperbolehkan dengan menggunakan body language (bahasa tubuh) atau whispering (berbisik) kepada teman-temannya.</p> <p>Teacher:</p> <ul style="list-style-type: none"> • <i>Everybody silent, please!</i> • <i>You only may use body language or whisper, please!</i> <p>Kegiatan Inti (50 menit)</p> <p>1. Guru menyajikan/menempel sebuah gambar berwarna yang besar atau <i>power point</i> atau video pembelajaran (<i>jika fasilitas tersedia</i>) tentang penggunaan tanggal dalam Bahasa Inggris kepada peserta didik yang ada pada kalender/penanggalan di papan tulis atau dinding kelas. Guru dapat menggunakan kalender asli atau membuat sendiri pada kertas karton menggunakan</p> <p>Contoh:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="7">DECEMBER 2020</th> </tr> <tr> <th>Monday</th> <th>Tuesday</th> <th>Wednesday</th> <th>Thursday</th> <th>Friday</th> <th>Saturday</th> <th>Sunday</th> </tr> </thead> <tbody> <tr> <td></td> <td>1st</td> <td>2nd</td> <td>3rd</td> <td>4th</td> <td>5th</td> <td>6th</td> </tr> <tr> <td>7th</td> <td>8th</td> <td>9th</td> <td>10th</td> <td>11th</td> <td>12th</td> <td>13th</td> </tr> <tr> <td>14th</td> <td>15th</td> <td>16th</td> <td>17th</td> <td>18th</td> <td>19th</td> <td>20th</td> </tr> <tr> <td>21st</td> <td>22nd</td> <td>23rd</td> <td>24th</td> <td>25th</td> <td>26th</td> <td>27th</td> </tr> <tr> <td>28th</td> <td>29th</td> <td>30th</td> <td>31st</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>2. Guru bertanya kepada peserta didik, siapa saja yang mengetahui tentang kalender/penanggalan yang menggunakan tanggal dalam Bahasa Inggris dan penuncapannya dalam Bahasa Inggris.</p>	DECEMBER 2020							Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday		1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th	13 th	14 th	15 th	16 th	17 th	18 th	19 th	20 th	21 st	22 nd	23 rd	24 th	25 th	26 th	27 th	28 th	29 th	30 th	31 st			
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21 st	22 nd	23 rd	24 th	25 th	26 th	27 th																																													
28 th	29 th	30 th	31 st																																																

Figure 2. Content Criteria

The textbook have content (82%) that divided into 5 part which almost fulfilled what is needed in textbook what its usually needed in learning such as learning part for reading, listening, writing and speaking and all of them almost have content that easily to understand for students, have clear purpose on how teacher should to to give learning part that follow on textbooks content, teacher also can easily give task to students so they can work together in groups to finish the assignment of it, and students in end part of each content can ask what they struggle for and teacher will help them in the remaining five minutes at class, although it seem all of the content really helpful for the students and teacher the content might need to reevaluate so the students didn't feel really confused after teacher explain the content, although all of it are follow basic criteria and the students at end of class can know what they need to learn and to do next time.

Lampiran 3

Lembar Kerja Siswa (LKS)

Name:

Class : 6

Nilai
$B = \frac{\dots}{6} \times 100 = \dots$

Fill in the blanks by listening to your teacher while reading the text!

Hi, I'm Lulu. I study in Cendrawasih elementary school, in [1] grade now. I'm the [2] child in my family. My sister's name is Ida. She studies in Pelita junior school in [3] grade now. She is the [4] child in my family. My brother's name is Mamat. He studies in Kebangsaan high school, in [5] grade now. He is the [6] child in my family.

Answer:

1. Sixth
2. Third
3. Eighth
4. Second
5. Twelfth

Figure 3. Design Criteria

The textbook has design criteria (67%), and based on the criteria of BSNP itself might not really have clear fulfillment because the lack of information that provided in the publisher information and the illustration might be need more colorful design so it can affect and motivated the students in the class. (Quest, 2006) said "The textbook holds a central place in school works because its offer a compact arrangement of educational material". Meaning that if the information material that provided to us didn't follow on basic of students needs in the class, it might be affected to their motivation. Though most of the part that in the design are interesting to read such as the example from above, it might need some evaluation and some change so the students can really enjoy while learning in the class. And the textbooks Standard ISO already have clear size like (A4 to A5) size design, however the font that used in the textbook didn't follow on what BSNP needed because the font used in the textbook are Calibri not Times New Roman with size of 12-14 pts which this textbook used 11 pts size for it.

The textbooks design also need to reevaluate to be simpler and easier to understand, because the textbooks design and placement might too complicated and can confused students while learning in the class. The good thing is the material that used in the textbooks has fulfilled with lot of tools that used in it.

9	Asesmen	
Guru menilai ketercapaian Tujuan Pembelajaran	<input type="checkbox"/> Asesmen individu <input type="checkbox"/> Asesmen kelompok <input checked="" type="checkbox"/> Keduanya	
Jenis Asesmen:	<input checked="" type="checkbox"/> Performa (presentasi, drama, pameran hasil karya, dsb): Dialog berpasangan menanyakan tanggal kelahiran dan jadwal kegiatan liburan. <input checked="" type="checkbox"/> Tertulis (tes obyektif, esai)	
10	Kegiatan pembelajaran utama	
Pengaturan siswa:	<input checked="" type="checkbox"/> Individu <input checked="" type="checkbox"/> Berpasangan <input checked="" type="checkbox"/> Berkeompok (> 2 orang)	
	Metode: <input type="checkbox"/> Diskusi <input type="checkbox"/> Presentasi <input checked="" type="checkbox"/> Demonstrasi <input type="checkbox"/> Project <input type="checkbox"/> Eksperimen <input checked="" type="checkbox"/> Permainan <input type="checkbox"/> Ceramah <input type="checkbox"/> Kunjungan lapangan <input type="checkbox"/> Simulasi	
11	Materi ajar, alat dan bahan	
a. Materi atau sumber pembelajaran yang utama:	<ul style="list-style-type: none"> Gambar berwarna tentang penulisan angka pada kalender dibuat secara manual menggunakan kertas, penggaris, lem dan spidol/pulpen oleh guru. Gambar bisa dipakai berulang kali. Video pembelajaran tentang penulisan angka dalam kalender diunduh oleh guru untuk menghemat kuota internet kemudian disajikan kepada siswa (<i>Jika fasilitas tersedia</i>). Jika pada PJJ tidak ada kuota internet untuk mengunduh video pembelajaran terlebih dahulu, atau guru dapat membuat sendiri rekaman video pembelajaran tentang penulisan angka dalam kalender. Jika pada pembelajaran tatap muka, guru dapat langsung mengajarkan cara pengucapan penulisan angka dalam kalender dengan gambar atau <i>power point</i>. 	
b. Alat dan bahan yang diperlukan:	<ul style="list-style-type: none"> Kertas HVS, spidol/pulpen berwarna, kertas karton berwarna atau kertas origami, lem, penggaris, gunting untuk membuat gambar berwarna tentang penulisan angka dalam kalender secara manual. Gawai (<i>Mobile phone</i>) atau laptop/komputer untuk mengunduh video pembelajaran atau merekam sendiri video pembelajaran tentang penulisan angka dalam kalender. 	
c. Perkiraan biaya:	<ul style="list-style-type: none"> Perkiraan biaya untuk membuat materi ajar secara manual dengan menggunakan kertas adalah Rp 30.000,-. 	
12	Persiapan Pembelajaran	
	<ul style="list-style-type: none"> Pertemuan 1: <ol style="list-style-type: none"> Guru menyiapkan lagu yang akan diajarkan pada pertemuan 1. Guru mengunduh video pembelajaran atau membuat sendiri rekaman video pembelajaran tentang penulisan angka dalam kalender (<i>Jika fasilitas tersedia</i>). Guru membuat gambar secara manual untuk pembelajaran dan permainan tentang penulisan angka dalam kalender menggunakan kertas. Guru membuat <i>power point</i> tentang penulisan angka dalam kalender (<i>Jika fasilitas tersedia</i>). Pertemuan 2: <ol style="list-style-type: none"> Guru menyiapkan lagu yang akan diajarkan pada pertemuan 2. Guru membuat gambar secara manual untuk permainan bingo tentang tanggal kelahiran atau ulang tahun dari peserta didik. Guru membuat <i>power point</i> untuk permainan bingo tentang tanggal kelahiran atau ulang tahun dari peserta didik (<i>Jika fasilitas tersedia</i>). Guru menyiapkan tabel pertanyaan yang akan digunakan pada kegiatan dialog berpasangan. Guru menyiapkan rubrik penilaian individu untuk dialog berpasangan dan tertulis. Pertemuan 3: <ol style="list-style-type: none"> Guru menyiapkan lagu yang akan diajarkan pada pertemuan 3. Guru membuat tabel kosakata tentang penulisan angka dalam kalender untuk kegiatan mencari dan mengarsir kosakata ordinal number. Guru membuat tabel jadwal rencana kegiatan liburan sekolah dengan menggunakan penanggalan/kalender. 	

Figure 4. Language skills

The last part of criteria which is language skills (60%) which is the lowest criteria score that the textbook gain, there are some reasons why it doesn't really have high score as other criteria that already explained. The first is the instruction that provided in the textbook might lack of clear purpose. There lot of explanation that teacher can instruct to their students but if the teacher failed to giving the clear purpose in the textbook information, the students might get confused and hard time learning through the textbook itself because the textbook had lot of words and information that teacher needed to inform to the students.

Although it might be too hard to the teacher, the language skills might be also had good explanation through basic skills such as speaking, listening, reading and writing. So even if the information that provided in the textbook had too much context and content to understand, the language skills that provided in it with such a clear instruction from the teacher might really help students to improve their skill in one of four main basic skills, the media that used in listening and speaking material also have language skills that really help students to have clear purpose on what they might need to do.

Said by (Hinkel, 2006) in (Harmer books, 2009, p. 265) "In the communication that has meaningful purpose, People use their increasing language skills together rather than separately". Meaning that if one skill has good learning process it will also affect other skill to become better because learning one can also improve other skills in the process of learning.

However, it might be sounds good but every skill that already explained might have hard to maintain because they're created and design to not to be equal to each other's. Even though one skill might have ability to increase some skill in process like if the students learning speaking, they eventually will be learning reading in process. But they might have some hard time because some part in speaking didn't really teach equally on how to read with proper instruction and purpose. Or skill such as listening that will also improve speaking skill in process but the instruction that provided in listening skill didn't have clear and same equal explanation on speaking skill. Although it sounds hard to learn but, in the end, if the students can easily understand the process that needed in learning, they eventually will become acknowledge on those four different skills.

CONCLUSION

The result that been found during analyzing the textbook with some information from Previous research are 1) the textbook that used for the analyze might good and followed on textbook Evaluation According to Badan Standar Nasional Pendidikan Framework for Textbook Evaluation, but in some part such as Design and Language skills didn't really fulfill what needed in textbook criteria and it might need to reevaluate on some part of it. 2) The materials that used in the textbook might already good if it considered to following base on badan standard nasional Pendidikan. But in some part, it can be improved with more material that has more resource to provided and giving more easier instruction on each basic skills in English language education. So, it will also help the students gain more knowledge and motivation in the process. But overall, the textbook that provided and used in this analyze might need lot of improvement and evaluation so it can be considered as a good textbook that follow badan standar nasional Pendidikan framework. So, with that result of score (74%) the textbooks consider as good and eligible but though there still a lot room to improve especially on the design and language skills that provided in the textbooks.

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