

A CONTENT ANALYSIS OF "MY NEXT WORDS" ENGLISH TEXTBOOK FOR ELEMENTARY STUDENTS

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Textbook are considered important as instructional media for students and teachers. For students' needs, textbook also viewed as a resource for achieving aims or learning goals or objective. Using descriptive qualitative method and applied literature study as the data analysis technique, this study aimed to find out whether the textbook **My Next Words** Students Book Grade Four for elementary schools fulfilled all of the BSNP criteria textbook and appropriate to use in EFL classroom. Checklist criteria adapted from BSNP (2016) framework for textbook evaluation. This study finds that My Next Words textbook is fulfils all of the aspects and component of BSNP criteria textbook. Furthermore, My Next Words textbook is appropriate and suitable to use for students and teachers in EFL classroom.

Keywords: BSNP Framework; Content Analysis; Textbook; Textbook Evaluation

1. INTRODUCTION

In the teaching and learning process, textbooks are considered important as instructional materials for students and teachers especially in learning a language in general or in EFL classroom in particular. It can assist students or teachers in gaining some certain knowledge because it contains material the students needs. Textbook provides worksheets, exercises, language learning content that useful as a source for effective lessons. According to Richards (2011, p. 56; Zubaidah & Supeno, 2022) textbook can create effective lessons as one of the resource and may provide major source aside from the teacher's given input for students. However, Cunningsworth (1995) stated that textbook is viewed as a resource for achieving aims or learning goals or objectives that has been regulated for students' needs. Moreover, Cunningsworth (1995) also stated variety roles of textbook that includes a resource for spoken and written material, provides activities and communicative interactions, provides grammar and vocabulary, and provides self-direct learning and encouraging students independent.

In the context of Indonesia, the government has established the standard for textbooks in Regulation of the Minister of Education and Culture No. 8 Year 2016. According to Permendikbud (2016), textbook is as the main source in learning activities to achieve learning objectives which are basic competencies (KD) and core competencies (KI) and has been declared appropriate to use in educational unit by the Ministry of Education and Culture. Likewise, textbooks for English language learning for K-12 education level have been provided by the government. All the textbook has made has to be suitable not only for the students on achieving new language but also has to be suitable with the current curriculum.

However, the textbook used has to be suitable for students as a learning media. To know how the textbook is suitable for students, textbook analysis is considered important to find out the textbook contents. Some previous researches have done textbook content analysis. Sitorus et al. (2021) in their research about content analysis of "When English Rings a Bell Students Book" used observation checklist table, they found out that the textbook contain 74.19 percent of the materials' relevance to the cognitive domain and only about 32.25 percent of materials are relevant to the psychomotor domain that able to covering the purposes of the topic, language features, and social functions of the suitable materials. Based on this finding, it can conclude that textbook analysis is useful and important to find out is the textbook used are suitable. Moreover, in a research conducted by Zubaidah & Supeno (2022) about textbook content analysis entitled "Linguistic Features and Presentation

of Materials on English Textbook “When English Rings a Bell” Based on BSNP”, this research used BNSP checklist and was aimed to investigate to what extent the textbook When English Rings a Bell for eight grade students meet the criteria of BSNP (linguistic features, content, presentation, and graphics). The research found out that When English Rings a Bell for eight grades textbook categorized as a “good” textbook because it achieving 95.07% on average and considered has fulfilled almost all the criteria of BSNP.

Even though the textbook “**My Next Words**” created by Ministry of Education, Culture, Research and Technology, textbook content analysis is still considered needed. In this study the researcher chooses “My Next Words Grade 4 Student’s Book for Elementary School” textbook and used BSNP checklist to analyze it. This student book was developed based on the current curriculum that is Kurikulum Merdeka (KM). Based on the previous research that has been discussed, research on elementary textbook content analysis using the BSNP checklist has not been widely carried out. The purpose of this study is to find out whether the textbook My Next Words Students Book Grade Four fulfilled all of the BSNP criteria textbook and appropriate to use in EFL classroom.

2. RESEARCH METHOD

This research carried out by using descriptive qualitative research design focused on analyzing and describing the data collected. Descriptive qualitative is used to describe the textbook evaluation overview based on the literature of the National Education Standards Board (BSNP) of fourth grade textbook for primary schools. According to Glass and Hopkins (1984) as cited in Ayu (2020), stated that descriptive research contains data collecting that describes a certain phenomenon then organizes, illustrates, and explain or describes the collected data.

Fourth-grade students’ textbook “My Next Words” for elementary school published by the Center for Curriculum and Books of the Research and Development Agency and Books of the Ministry of Education, Culture, Technology (Rahmawati, Angrisia, & Nailufary, 2021) used as the material or data source in this research. This research applied literature study as the data collecting technique and BSNP checklist criteria as the research instrument and framework of analysis.

Tabel 1. Textbook evaluation criteria

Aspect	Component
Material	Validity and accuracy
	Sources (theoretically and empirically)
	Encouraging students independence and innovation
	Motivate and develop the students
	Maintain the unity and unity of the nation
Language	Spelling, words, sentences, and paragraphs
	Material illustrations (text and pictures)
	Communicative and informative, educational, polite
	Book content sections
Presentation of the material	Presented in an attractive way
	Material illustrations (text and pictures)
	Does not contain any deviation values
	Stimulate critical, creative, and innovative thinking
	Contains contextual insight
Graphic	Interesting presentation
	Book size
	Book cover elements
	Color of the layout elements
	Letters and font sizes
	Illustrations

3. FINDINGS AND DISCUSSION

The findings are organized following the order of the textbook aspect as presented in Table 1, that comprises: Material Aspect, Language Aspect, Presentation of material Aspect, and Graphic aspect.

Material Aspect

The material aspect is analyzed based on the five components as follows.

Maintain the validity and accuracy of the material, update data and concepts, and be able to support the achievement of national education goals.

The materials presented in “My Next Words” textbook are correct and accurate according to the English language. The materials are about simple expressions or sentence activities in daily life and short paragraph for elementary students and it is written correctly according to the rule of simple present tense. As an example, in unit 4: Cici Cooks in the Kitchen page 34, the sentences use simple present tense, affirmative sentences.

In the topic about habits or routines activities, schedules, and facts, the emphasis of the materials was put on the use the simple present tense (National Geographic Learning, p. 82). Other rules that have to follow are add -s to the verb for he, she, it, and singular subjects and do not put be (is) in front of another verb.

The information or data and concept presented in the textbook are up-to-date. It is adapted to the knowledge, in this context English as a foreign language and appropriate for young learners. The materials can support the achievement of national education goals because the content of the textbook develops students' potential and be knowledgeable, capable, creative, independent, and responsible.



Figure 1. Validity and Accuracy of Material

Use the correct material sources theoretically and empirically

The material presented in the textbook *The Next Words* uses the correct material sources theoretically and empirically. This textbook is compiled based on observations, and empirical experience of teaching English in various regions in Indonesia, also based on careful practical and theoretical studies. *My Next Words* textbook developed a model that initiates contextual language recognition. This learning concept according to Kadir (2013) is a learning concept that assumes that it is not just knowledge that students acquire, but students will learn well if students experience what they learn for themselves. This opinion regarding contextual learning is in accordance with the results of John Dewey's research (as cited in Kadir, 2013), where he stated that the results of human-built knowledge are expanded through a limited context, this is constructivism as a foundation of thought (philosophy) in context. As an example, in unit 1 page 4, this is contextual language learning which is students will learn what they experience in their daily life.

As with the rules of language acquisition, the ability to listen and respond must be prioritized at an early stage in the lower grades and it is appropriate for English young learners in grade four in English as a foreign language context in Indonesia.



Aisyah and Cici are going to school by bike.



Aisyah and Cici are dancing "Tari Piring" in the classroom.



Joshua is watching TV in the living room.



Made and Cici are having lunch in the canteen.

Figure 2. Contextual Language Recognition Model

Encouraging the emergence of independence and innovation

The materials in the *My Next Words* textbook provide many worksheets as a means of interaction for students. The various type of worksheets, the worksheet difficulty level that increases little by little, the topics that are always in the context of the situation, and various patterns of simple language introduced in the *My Next Words* textbook can be considered to encourage the emergence of independence and innovation. Piaget (1962 as cited in Cerino, 2021) saw children as active agents. If young learners are given opportunities to develop themselves as active agents through active learning that includes various types of worksheets as a means of interaction and contextual learning, they can make their own choice and act independently.

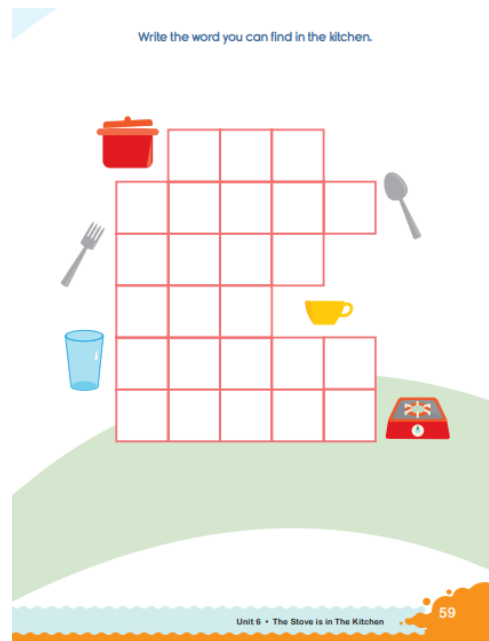


Figure 3. Active Learning Worksheet

Able to motivate and develop the students

The materials presented in the My Next Words textbook use interesting illustrations, provide interactive tasks and worksheets, and sing-a-song activities. Those can provide a clearer picture of the topic that is being studied and an interactive learning process, so the students are expected to be motivated and able to develop their potential well. Interactive tasks and sing-a-song activities involved students in the learning setting. Young English learners up to the age of nine and ten will be motivated if they're involved in a learning setting and they can be bored with similar activities in a short of time (Harmer, 2001; Yüksel & Halıcı, 2010).

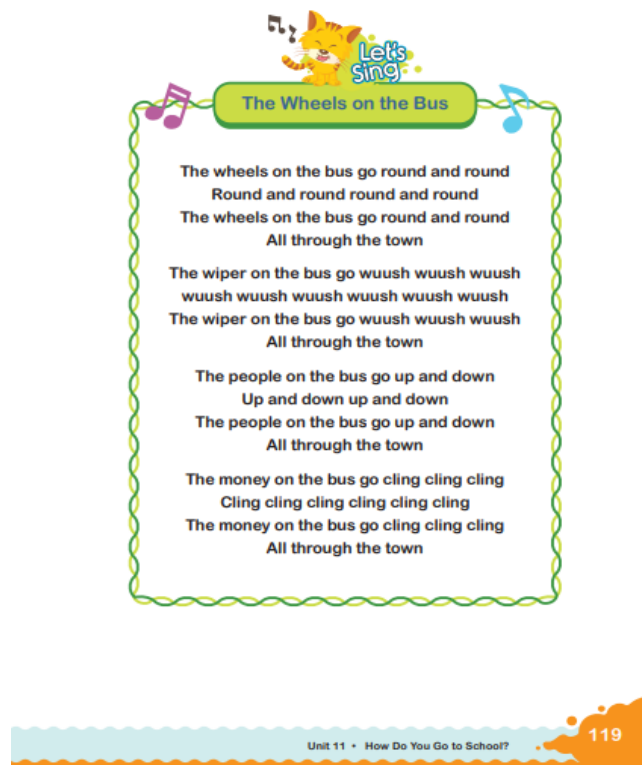


Figure 4. Sing-a-Song Activity

Maintain the unity and unity of the nation by accommodating diversity, cooperation, and respect for differences

My Next Words textbook can maintain the unity of the nation by accommodating diversity, cooperation, and respect for differences. This is illustrated through pictures presented in the textbook. The textbook itself shows the diversity through the illustrated characters and the activities the characters did.



Figure 5. Illustrated Diversity

Language aspect

The use of language (spelling, words, sentences, and paragraphs) is precise, straightforward, clear, and in accordance with the age developmental level.

The language used in My Next Words textbook uses language appropriate to the age level of development, whereas for young learners in grade 4 the language used in learning is simple and contextual language. Spelling, words, sentences, and paragraphs contained in this textbook are also precise, straightforward, and clear, although there is a spelling error in the example paragraph in unit 7 page 73, where there is a spelling error for the word 'father' to become 'faher'.



Figure 6. Spelling Error in a Paragraph

Material illustrations, both text and images are in accordance with the developmental level of the reader's age and are able to clarify the material/content

Illustrations of text and pictures are following the developmental level of the reader's age where the reader is a grade 4 elementary school student. Illustrated text and pictures show activities that are appropriate for the age of students and clarify the material or content provided. "The relation of pictures to stories and the nature of the reader's interaction with both are an important aspect of literacy too little regarded and even less understood" (Meek, 1991; Johnson, 1993, p.20; Fang, 1996).



Figure 7. Illustrated Appropriate Activities

The language used is communicative and informative, educational, polite, ethical and aesthetic characteristics according to the level of age development

The language used in this My Next Words textbook is educative, polite, communicative, and informative where each worksheet or activity contains interactive sentences such as inviting students to interact. This textbook also contains new information for students such as new vocabulary, games, puzzles, and songs in English for children.



Figure 8. Illustrated Communicative and Informative Language

Book titles and titles of material/book content sections are harmonious, interesting, able to attract interest to read, and not provocative

The title of the textbook and the title of the material chapters or the content of this textbook are harmonious. Following the title, My Next Words, this textbook in each chapter focuses on language acquisition by mastering vocabulary and simple sentences using the listen-and-say method. The titles of the chapters of the textbook material are also presented interestingly and can attract students' reading interest, and there are no provocative elements.



Figure 9. Illustrated Harmonious Book Content Sections

Presentation of the material aspect

The book material is presented in an attractive way (coherent, coherent, straightforward, easy to understand, and interactive)

The material in the My Next Words textbook is arranged coherently according to the rules of language acquisition, the ability to listen and respond is prioritized at the early stages of learning to enable students to interact with other people, both the teacher and their friends. After students can respond well, the material is continued by starting to introduce reading and writing which are presented in an interactive, straightforward, and easy-to-understand manner.

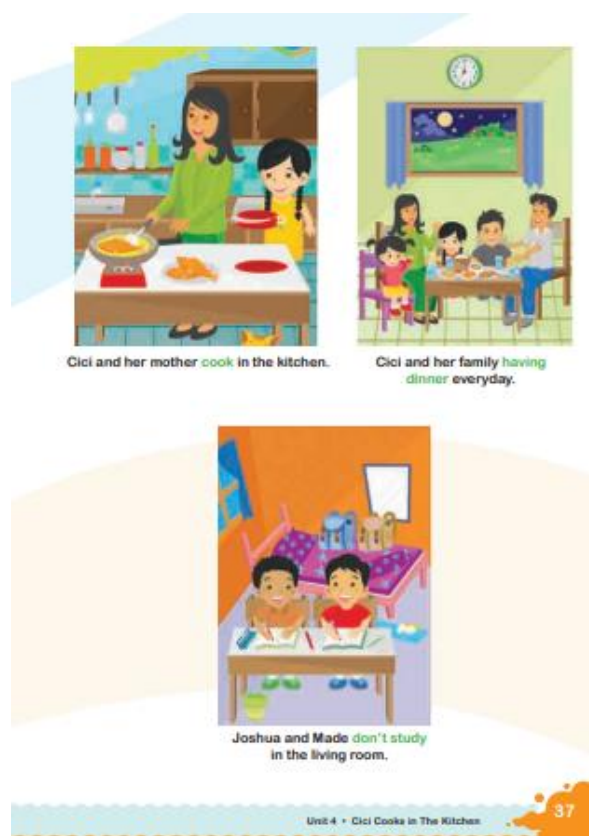


Figure 10. Illustrated straightforward material

Material illustrations, both text and attractive images are in accordance with the developmental level of the reader's age and are able to clarify material/content and are polite

Material illustrations, both text, and images in this textbook are presented interestingly, and politely, following the developmental level of the reader's age (4th-grade elementary school students), and clarify the material. According to Bodmer (1992) as cited in Fang (1996), "illustration serves to expand, explain, interpret, or decorate a written text".

The illustrations does not contain elements of pornography, extremism, radicalism, violence, racism, gender bias, and does not contain other deviation values

None of the illustrations in the text and images of My Next Words textbook contain elements of pornography, extremism, radicalism, violence, racism, or gender bias, and contain any other deviant values.

Presentation of material stimulate critical, creative, and innovative thinking

My Next Words textbook presents materials that can stimulate students to think critically, creatively, and innovatively. This can be seen in texts written communicatively, exercises, or worksheets that are interactive and varied, such as singing, puzzles, and games. It can stimulate critical, creative, and innovative thinking.



Figure 11. Interactive Game Activity

Contains contextual insight, relevant to everyday life and is able to encourage readers to experience and find positive things for themselves

This textbook contains contextual insights, where the material illustrations are relevant to the daily lives of students, nationalism, and elements of culture in Indonesia. English language learning materials that contain contextual insights in this textbook, reader can experience and find for themselves the positive things that can be applied in everyday life contained in this textbook

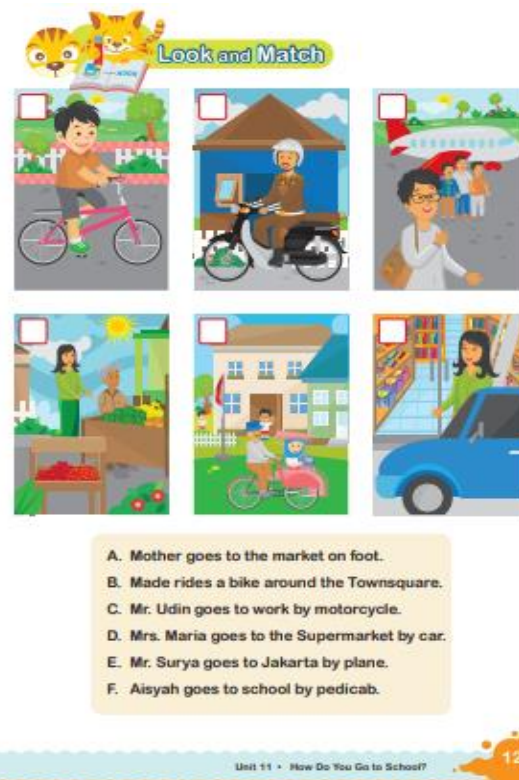


Figure12. Contextual Learning Material

The presentation of the material is interesting

The material in this textbook is presented interestingly for readers by displaying colorful and contextual illustrations. The illustration characters also shown to be expressive to clarify the illustrated activities and it will cause to emerge a deep sense of curiosity.

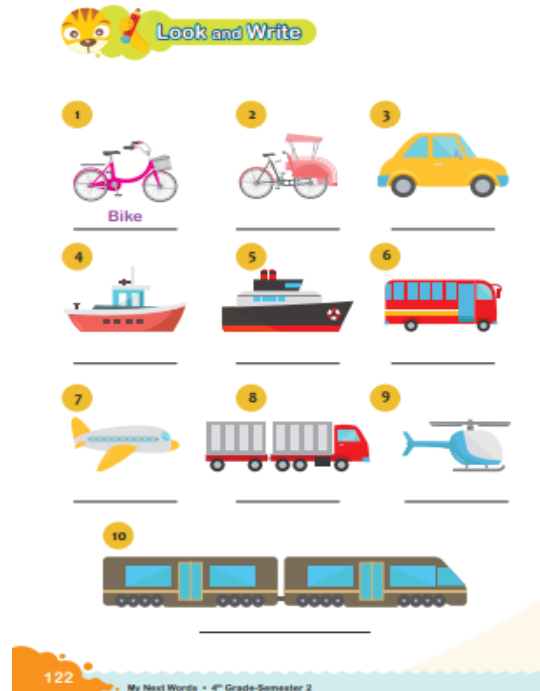


Figure 13. Colorful and contextual illustration

Graphic aspect

The size of the book is following the level of age development and the material/content of the book

My Next Words Textbook with a size of 17.6x25 cm, this size is following the developmental level of the student's age. Grade 4 elementary school students have an age range of 9-10 years, in the motor development of children aged 9-10 years, their physical growth is getting better and stronger. The material or content of this textbook is also following the developmental level of the student's age, where students begin to develop concrete and rational thinking and develop language skills. Rosenbaum et al. (2012) as cited in Adolph & Robinson (2015) "children do not consistently display end-state planning with their dominant hand until 10-12 years of age". It can conclude that children 9-10 years of age are quite strong enough to hold or carry this textbook in their hands.

The appearance of the layout of the book cover elements is appropriate/harmonious and has unity

The appearance of the layout of the textbook cover elements is appropriate or harmonious and has unity. The graphic illustrations on the cover are suitable for the target audience and can attract children's attention.

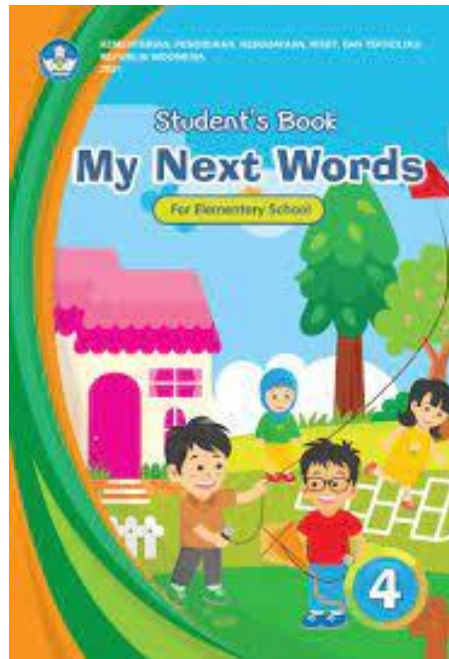


Figure 14. Book cover

The color of the layout elements is harmonious and can clarify the function

My Next Words textbook has harmonious color layout elements that can clarify the function. Each title in every context and page is given a bright color which makes it easier for students to find it. The illustrations are also given bright colors following the context.



Figure 15. Illustrated bright color title and illustration

The use of letters and font sizes are adjusted to the level of age development

Letters and font sizes used in the My Next Words textbook are in accordance with the developmental level of the child's age. The size of the letters that are not too small and the child's motor skills have developed will make it easier for readers to read this textbook.

Isi buku ini menggunakan huruf Myriad Pro, Minion Pro, Arial Rounded MT Bold, Yu Gothic, 10/13 pt.
x. 142hlm.: 25 cm.

Figure 16. Letters and Font Sizes

The illustrations used are able to clarify the message to be conveyed

The illustrations of both text and pictures in this textbook clarify the message to be conveyed. For example, an illustration of activities such as reading, cooking, or writing, is given a simple sentence that explains the activity being carried out as well as an image showing how the activity is carried out.



Figure17. Activities Illustrations

Based on the analysis that has been done, the research question has been answered. The researchers found out that "My Next Words" textbook for fourth-grade elementary school fulfill all of the aspects and components requirements. It can be said that this students' English textbook published by the Center for Curriculum and Books of the Research and Development Agency and Books of the Ministry of Education, Culture, and Technology is well written. "My Next Words" textbook can be categorized as a "good" textbook and appropriate to use as the instructional media for students and teachers in EFL classroom.

In material aspect, the materials used and presented are valid and accurate and correct both theoretically and empirically. It is also able to support the achievement of national education goals. The material presented harmonious and served with various worksheet and activities as exercises for students and implemented the social functions.

While in language aspect, the language used in "My Next Words" textbook mostly presented in a simple sentence or short paragraph, easy to understand, and appropriate. However, even though the textbook fulfills all of the aspects and components and there are not any grammar mistakes, there is still a minor error or mistake found in unit 7 in a paragraph page 73 that is spelling error.

And for the presentation of the material, this textbook presented the material well using various activities and worksheets in a communicative and creative ways. It enabled students to encouraging their critical thinking skills, creativity, and independent. The material also presented interactively for students.

Related to graphic aspects, the textbook's elements, lay out design, color, and

illustration are well presented, interesting, and maintain the harmonious and balanced composition. Likewise, the illustrations used are able to clarify the message to be conveyed. The book size also following the age of readers' motor development as well as the letter and font size that consider are not too small.

Furthermore, the previous research of textbook content analysis of "When English Rings a Bell" textbook conducted by Zubaidah & Supeno (2022) also categorized as a "good" textbook. Even though the textbook used as the research materials is different from this research's materials or object, the publisher and the checklist criteria of the textbook are the same. It can be said that textbook published by the Center for Curriculum and Books of the Research and Development Agency and Books of the Ministry of Education, Culture, and Technology are appropriate, suitable, and well written as the learning source because it have been evaluated and textbook content analysis still needed to know if its fulfilled all the criteria checklist and appropriate to use or not.

Another research about content analysis of "When English Rings a Bell" conducted by Sitorus et al. (2021) using observation checklist specifically found out the materials relevance to the cognitive domain and psychomotor domain. The materials relevance to both of the domain is able to covering the purposes of the topic, language features, and social functions of the suitable materials. Likewise, this study of textbook content analysis found out the materials or the book content are suitable and appropriate covering all of the aspects and components required.

4. CONCLUSION AND SUGGESTIONS

This research analyzed the English textbook "My Next Words" for fourth-grade elementary schools by applied literature study for content analysis. The results showed that textbook "My Next Words" for fourth-grade elementary schools is appropriate and suitable to use as the learning media and source or the instructional media in EFL classroom. It fulfilled all of the aspects of the BSNP checklist criteria. Furthermore, textbook content analysis is useful and important to do to find out is the textbook used are suitable or appropriate as the learning media in classroom for students and teachers.

Related to the future research of textbook content analysis, the researchers suggests that further research be carried out in more detail than previous research, especially in the elementary English textbook content analysis study. For the teachers as the textbook users are expected to do interactive and active learning while using "My Next Words" textbook for fourth-grade elementary schools for learning to be more effective.

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