

# AN ANALYSIS OF THE ENGLISH TEXTBOOK “HELLO JAKARTA GRADE V” FOR ELEMENTARY STUDENTS

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## Abstract

Learning English in elementary schools, it is essential to use textbooks suitable for students because textbooks can support the teaching and learning process in a class by studying the material. Textbooks are ideal for students and can be adapted to Permendikbud No. 8 of the 2016 framework concerning National Education Book Standards used by Education Units. This study aims to describe and analyze the feasibility of an English textbook for grade 5 elementary schools entitled "Hello Jakarta Grade 5" using the analytical framework of the National Education Standards Agency. This study uses a qualitative approach by analyzing the feasibility of the content of textbooks, starting from the aspects of the material, language, presentation of material, graphics, and components in these aspects by the National Education Standards Agency. According to the National Education Standards Agency, the analysis results show that the book "Hello Jakarta Grade 5" already meets the four criteria for a proper and appropriate book to be used in class as teaching material.

**Keywords:** Textbook Analysis; Elementary School; Curriculum 2013

## INTRODUCTION

In learning and teaching, several things are involved, such as teachers as educators, students, and books as teaching materials. To create a smoother and more structured teaching and learning process, it is necessary to have textbooks that help optimize the teaching and learning process, and textbooks have an essential role for both students and teachers. Harmer in Hanifa (2018) states that the most important thing about using textbooks is that teachers can engage students with the material they will be learning. Currently, not only are books essential to the success of education, but there is a curriculum. According to Permendikbud Number 20 of 2003, the curriculum consists of plans and procedures concerning objectives, content, learning resources, and methods to structure learning activities to achieve predetermined educational goals. At this time, the curriculum in Indonesia already uses the curriculum 2013, namely, a curriculum further developed by the Ministry of Education and Culture. The curriculum 2013 uses text-based learning. The text in question is not just written text but with spoken words and pictures. Text-based learning begins with understanding the text, processing, discussing, changing, and producing text. Text-based language is not only used as a means of communication but also as a means of developing thinking skills for students (Dharma & Aristo, 2018). As for matters considered in adapting the curriculum to current educational needs and developments in using the 2013 curriculum, students are expected to learn independently and be active in their learning and the teaching and learning process. Not only that, but students are expected to be able to dig up information related to the material to be studied independently through various sources such as the internet, books, and so on. According to Trigwell & Prosser (1991), learning outcomes are the formation of changes in behaviour in a person that can be observed and measured in the form of knowledge, behaviour, and expertise.

The selection of textbooks must also follow the level and curriculum currently used because textbooks can affect the quality of student learning. Learning and more structured teaching activities will be created with textbooks, making it easier for teachers to provide activities and materials appropriate to the student's level. Textbooks that are suitable for students can be adapted to Permendikbud No. 8 of 2016 concerning the National Education Book Standards used by Education Units. English textbooks align with core and fundamental competencies, particularly at the elementary school level. A good English textbook must contain material and practice questions to help students learn. Several aspects need to be seen in the selection of English textbooks following the framework of the National Education Standards Agency (BSNP). Several previous studies discussed the analysis of English Textbooks. The first study was conducted by Suryani (2018), and it examines an English textbook with the catchy title "When English Rings the Bell." According to the findings of this study, the textbook achieved 74% across all four criteria considered. It indicates that the textbook was rated favorably by the reviewers. Although it has the potential for educational use, it has much room for improvement. The second previous research conducted by Cahya et al. (2020) This study focuses on analyzing the eleventh grade of senior high school English textbook as well as its strengths and weaknesses based on the standardization of good book criteria from Litz's and BSNP in terms of content and presentation eligibility. This research tells us that the quality of the textbook which had been analyzed is good enough. The article is titled "The Evaluation of English Textbook Entitled "Stop Bullying Now". However, it still needs improvement and revision in several parts. The third previous research was conducted by Sari (2019) from the article An Analysis of Textbook Entitled "Headline English," Published by Srikandi Empat of Seventh Grade of Junior High School. Based on the analysis, this textbook scored 93.75% based on BSNP. It means that the quality of the textbook is excellent. The book that the researcher used in this study contains four elements, namely content feasibility, presentation feasibility, language feasibility, and graphic feasibility. Some of these items have yet to be fulfilled, but this book has been suggested for use. The next previous research was conducted by Keban et al. (2012). This research is "A Content Analysis On English for Kids Grade 3, A Textbook Used In Elementary Schools In Malang". They discovered that every item on the checklist satisfies the requirements of a good EFL textbook, and that 60.86 percent of the textbook satisfies the criteria of a good EFL textbook that is characterized as appropriately related to strong EFL textbook criteria. This led them to conclude that the textbook is an excellent EFL textbook. Furthermore, Putri (2021) conducted research entitled A Content Analysis of "Gateway English" Textbook for the Eleventh Grade of Senior High School Based on BSNP Criteria. The researcher found that 30.88% for the feasibility of content, 83.33% for the feasibility of language, and 55.55% for the feasibility of presentation. Regarding content eligibility, some of the material in textbooks still needs to be improved to meet the full content eligibility requirements. In other aspects, it has met the language feasibility assessment rubric from BSNP regarding standard textbooks that should be. Given the above thinking, English textbooks play an important role in successfully implementing the new curriculum (in this case, the 2013 curriculum). Therefore, the textbooks used must be suitable and suitable for use as materials in class. The criteria for an excellent book to utilize as a learning resource are challenging because numerous factors need to be considered when establishing what constitutes a good and accurate textbook. According to the National Education Characteristics Agency, excellent textbooks must meet four eligibility characteristics to be considered a source of education. These standards include the appropriateness of language, content, presentation, and graphics, as well as the readability of the text, which is an additional critical component. Accordingly, referring to all the explanations above, this research was conducted to see and analyze the book "Hello Jakarta Grade 5" using qualitative research methods and tentative checklist instruments by

National Education Standards Agency. Books can be suitable student learning resources to make the learning and teaching process more effective and smooth.

## METHOD

This section presents the research design, data collection techniques, samples, instrumentation, procedures, and data analysis. As indicated before chapters, this study aims to analyze the textbooks provided in the teaching and learning process so that this study uses a qualitative research design, especially documents analytical method. Patton (2015) states that qualitative research investigates, documents, and interprets the process of making meaning. Moreover, According to Hennink et al. (2011), qualitative research is an approach that allows you to investigate the experiences of individuals in greater depth than is possible with other research methods. In-depth interviews, focus group discussions, observation, content analysis, visual methods, and biographical life histories are all examples of qualitative research methods. Therefore this method is considered appropriate it is sufficient then to carry out this research under a qualitative design through document analysis. This study's data collection method was from an analysis of an English textbook entitled "Hello Jakarta grade 5". The data collected was analyzed qualitatively using an instrument called a tentative checklist to evaluate textbooks, and the eligibility was seen according to book criteria from the National Education Standards Agency because textbooks quality must meet the four elements of eligibility, namely content feasibility, presentation feasibility, linguistic feasibility, and graphic feasibility. Researchers carry out several steps, collecting data by identifying textbooks' materials through checklist analysis and describing the results of the textbook analysis.

## RESULTS AND DISCUSSION

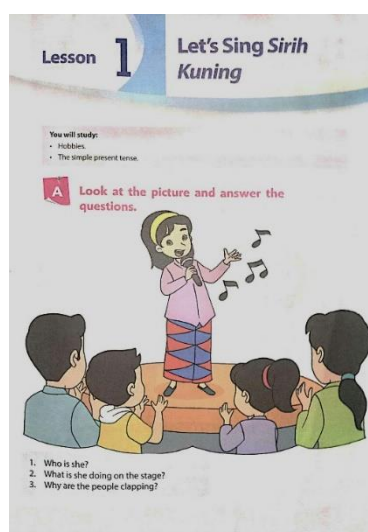
### Results

The content seen in this textbook includes several elements, such as the need to maintain the correctness and accuracy of the material, update data and ideas, and support the accomplishment of national educational goals. Based on the researcher's analysis, the material displayed in this textbook is suitable for grade 5 elementary school because this book presents material according to the core and essential competencies of grade 5. Also, this book displays material accompanied by colorful pictures. In addition, this textbook can support the achievement of national education goals. Due to the fact that this textbook was created and published by a reputable source, it also makes use of material sources that are accurate with regard to both concept and empirical investigation and was issued based on the revised 2013 curriculum. The revised 2013 curriculum is an improvement from the previous curriculum in line with the times that demand curriculum changes. This book encourages freedom and inventiveness, as well as the ability to urge children to develop themselves due to the content, illustrations, and pictures are related to daily life activities, as shown on page 107, *Mumun: what is Zaenab doing? She is watering the plants, then Juki's dialogue: Zaenab, what is your father doing? Zaenab: he is washing his car*, and not only on page 107 but in every chapter, there is material like that.



**Figure 1.** The Illustration is related to daily life activities

This textbook displays material for preserving national unity and integrity through regard for differences, cooperation, and variety. According to Isnaini, Setyono, & Ariyanto (2019), Culture plays a vital role in English education since it assists students in developing a greater awareness of their own Culture. Learners can easily comprehend culture through pictures and illustrations in printed books. In this book, each chapter uses titles related to Culture and diversity and the nature of cooperation in Jakarta, such as lesson 1, *Let's Sing Sirih Kuning*, lesson 10 *I Am learning Pencak Silat* and lesson 15 *let's grow hydroponic plants* and also some illustrations of cooperation on pages 133 and 134 as well as red and white flags on page 125 to maintain national unity and accommodate diversity.



**Figure 2.** This book names each lesson with the culture of Jakarta.

List of Contents	
Preface .....	v
List of Contents .....	vi
Lesson 1 Let's Sing <i>Sirih Kuning</i> .....	1
Lesson 2 Let's Build a Miniature of The National Monument .....	13
Lesson 3 Let's Watch a <i>Sirih Kuning</i> Dance Performance .....	23
Lesson 4 I Listen to <i>Gambang Kromong</i> Music .....	35
Lesson 5 Let's Make <i>Sir Pletuk</i> from Jakarta .....	43
Lesson 6 Let's Go to <i>Kampung Tagar</i> .....	55
Lesson 7 Do You Know About <i>Betik Betawit</i> ? .....	63
Lesson 8 <i>Benrengan</i> is Interesting .....	73
Lesson 9 I Play <i>Tak Kadal Lobang</i> with Friends .....	81
Lesson 10 I Am Learning <i>Pencak Silat</i> .....	89
Lesson 11 I Am Going to Lampung by Ship .....	95
Lesson 12 Look! It Is the <i>Jagorawi</i> Toll Road .....	105
Lesson 13 I Am Attending My Neighbour's <i>Ngirjek Tanah</i> Ceremony .....	113
Lesson 14 The Building is <i>Rumah Sakit Umum Daerah (RSUD)</i> .....	121
Lesson 15 Let's Grow Hydroponic Plants .....	129
Lesson 16 I Go To School by the <i>TransJakarta</i> Bus .....	137

Figure 3. List of contents



Figure 4. This textbook displays the nature of cooperation

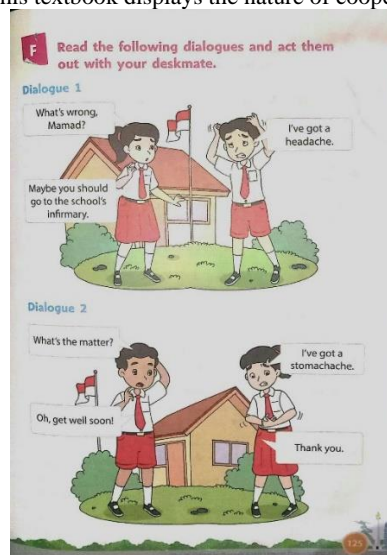
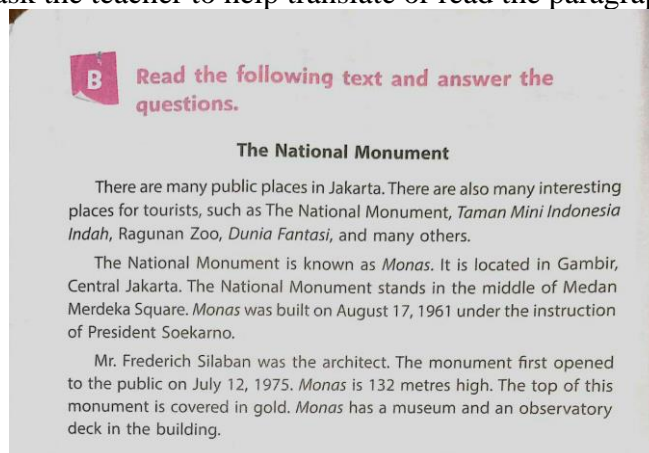


Figure 5. This textbook displays material for maintaining national unity and integrity

### Feasibility of Language

The aspect of language in this book can be seen from the components analyzed; namely, the language used looks very specific, unambiguous, and understandable. According to the stage of growth, namely for grade 5 students, because it can be seen in the spelling, words, sentences,

and paragraphs contained in this textbook, there are no lengthy sentences, while sections on pages 14, 24, and 101 still use language that students can easily understand and if students have difficulties they can ask the teacher to help translate or read the paragraphs together.



**Figure 6.** Textbook contained text that fits with grade 5

Then in the Material illustration component, Both text and images correspond to the grade level of the students, which is grade 5, and the illustrations are made very clear and colorful so that they can clarify the material or content on page 106. A picture of a girl playing with a bicycle describes *Zaenab is riding a bicycle, while Ipah is waiting for the bus*, the next example is on page 116 with the description *Father is working in the office* and an illustration given by a father who is working at a computer. The illustrations provided clarify the information, namely, the *girl waiting for the bus*, not only in this example. All the illustrations in this book are very appropriate, and the illustrations are given information in order to make it simpler for students to comprehend the subject. As a whole, this textbook displays a lot of clear illustrations. It can clarify the material conveyed because this textbook uses communicative and informative language so that students can understand the positive messages and have educational and polite characteristics. There are no provocative elements in this book's title and the material sections, and the material is harmonious, engaging, and capable of stimulating students' reading interests.

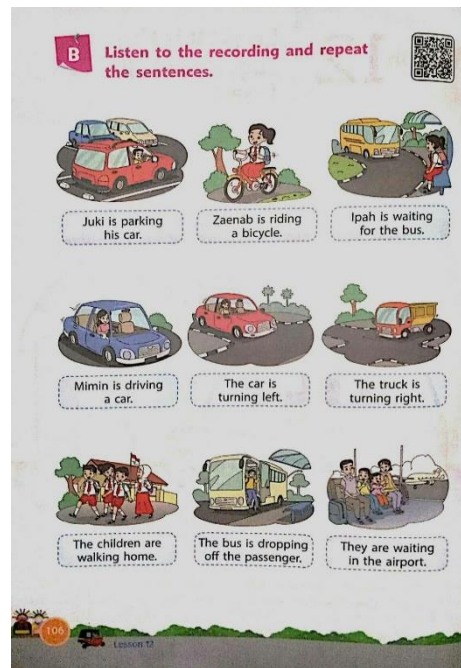


Figure 7. Clarify the material with clear and colourful illustrate

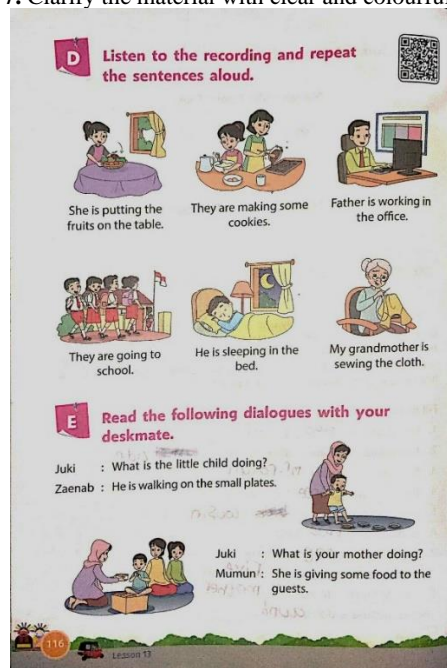
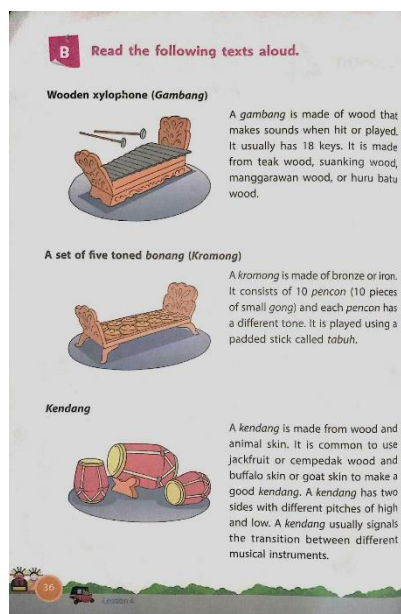


Figure 8. The illustrations provided clarify the information

### Feasibility of presenting the material

To keep the integrity of the intended meaning, the information in the textbook under analysis is presented in a way that is engaging, consistent, straightforward, uncomplicated, and interactive because this book displays clear instructions on each page, as page 36 *Read the following texts aloud*, page 39 *Read the conversation and act it out in front of the class with your friend* and the next example on page 47 *fill in the blanks with the words provided in the box* from some of these examples it can be seen that the presentation of the material given is appropriate so that things what you want to convey in this book can be adequately described.



**Figure 9.** Presented clear instructions

The text and images used to illustrate this textbook's content are engaging and appropriate for grade 5 readers' developmental stage and can clarify material/content and be polite. Because in this book, the pictures given are fascinating, added with colors that further increase students' interest in learning to use this book, and the learning process becomes more enjoyable. As seen on page 83, I want to explain the game *tak kadal lobang*. The material is well presented in each part, and the pictures are clear, making it easier for understanding by students. It was also evident that the use of illustrations makes it clear that the content lacks elements of pornography, extremism, radicalism, violence, SARA, gender bias, and other perverse values but illustrations in this book presenting the material provided can stimulate students to think critically, creatively, and innovatively.

An example can be seen on pages 74-77. Students can think critically to fill in practice questions by reading the text before answering the questions given. This book contains many contextual ideas applicable to daily life are provided, and readers are encouraged to experiment with and discover for themselves things they can use in daily life. For example, page 116 presents material and illustrations related to positive everyday life because each page is more interesting. It amuses the students and attracts their interest.

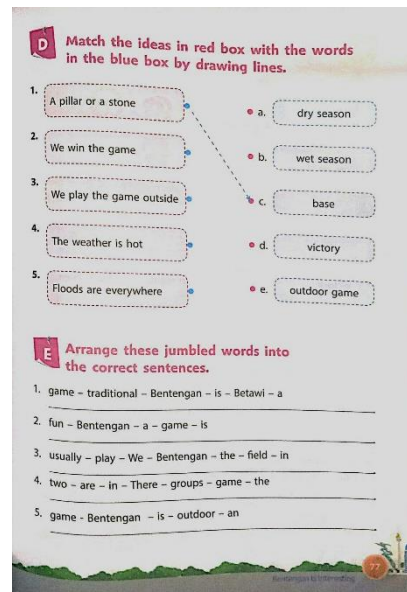


Figure 10. Worksheets

### Feasibility of Graphic

The graphic aspect of the textbook "Hello Jakarta Grade 5" can match the existing components following the National Education Standards Agency. These elements are described as follows: The textbook size is 17.50 cm x 25.00 cm with a weight of 252.00 grams and 144 pages. It complies with textbook requirements, age-appropriate growth levels, and the International Standardization Organization (ISO) book standards.



Figure 11. Cover of the book

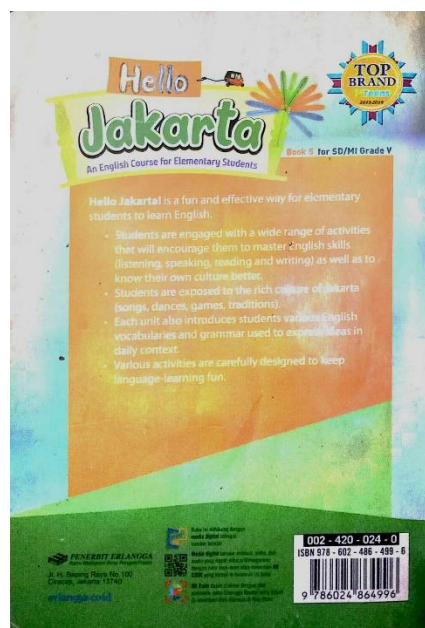


Figure 12. Back of the book

The design of the examined textbook in terms of its visual presentation follows the elements of the book cover that are harmonious and have unity. For the layout display in the book being analyzed, there are sections for the material section to prepare students for the content they will be expected to acquire. Then there are various practice questions with pictures that attract students' attention with various stories and pictures. The layout is made consistently using two forms of display layout, namely material and a collection of practice questions. The first lesson's theme is introduced on pages 1-2. The students are tasked with familiarizing themselves with the lesson's content theme, "Let's Sing Sirih Kuning" Students are asked to *"listen and repeat the conversation out loud"* Then, on page 3 in the book being analyzed, students are asked for *"read aloud"* and on page 4 students can *"read aloud and act the dialogues with your deskmate"* and for pages 5-12 provided practice questions in the book to measure students' abilities with practice questions. Likewise, on the page and then using the layout of the material and practice questions Giving color in the textbooks analyzed follows the components of the well-balanced arrangement that help to clarify the books' intended purposes and contents. The colors contained in the books being studied are very varied, such as the presence of orange, blue, pink, white, and several other colors to describe and support the images in the books being analyzed. The books analyzed are very colorful and suitable for students in elementary school classes because, at the age of elementary school, children are delighted with pictures and colors. Therefore many books for elementary school students are made attractive and very colorful for students so that students are more interested and increase the interest of students to learn and study the material in the book. The use of fonts and font sizes in the books analyzed follows the age development level, namely for grade 5, by using standard-size books for elementary school students using font sizes that make it simpler for them to learn the concepts presented within.

## Discussion

Based on the presentation of the results of the textbook analysis, it shows that the textbooks used as material for research analysis can already have the aspects discussed, namely content feasibility, presentation feasibility, linguistic feasibility, and graphic feasibility, which already shows the criteria of the National Education Standards Agency. It can be seen from the explanation of the results of the analysis of this textbook can improve and develop students' abilities because this book presents sixteen lessons or chapters; Each class displays material

and practice questions so students can practice. The teacher can assess the results of student work so that the teacher knows how far the students understand the material in this textbook.

## CONCLUSION

It follows from the explanation of the results and previous the discussion which the elementary school English textbook entitled "Hello Jakarta Grade 5" is relevant and by the criteria of the National Education Standards Agency (2006) because four criteria have already been laid out and described in this textbook, namely content feasibility, presentation, language, and graphics. Therefore, this textbook can already be called a good book and is relevant as an instrument utilized in the classroom for instruction and learning. This textbook is suitable for use according to the grade level, namely for grade 5, because it can provide learning appropriate to the developmental level of elementary school children. With the availability of books relevant to the teacher's task, it remains an essential role as a facilitator to provide and deliver excellent and appropriate material. That this study can be used as a resource by other researchers in the same area is something the author of the study makes clear to their peers. Researchers should continue exploring the proposed site of inquiry and seek to enhance the apparent flaws in this study by developing and implementing more sophisticated methods of investigation.

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