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AN ANALYSIS OF DIGITALTEXTBOOK FOR 2ND GRADE STUDENTS "MY NEXT WORDS"

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Abstract

This study aims to analyze books with quality assessment and content analysis, this study describes the use of digital textbooks in managed learning for Grade 2 Elementary School students, this type of research method is used to discuss the use of textbooks used to increase student learning motivation at the elementary school level. The book analyzed is a book published by the author EYLC team with the book title "Student's Book for Elementary School – My Next Words Grade 2. The use of textbooks for students is highly recommended to be used as a means of learning for students, many advantages that can be used to be applied in everyday life, repetition of the material can also be used to train students " learning skills in learning at school and at home, its practical use makes it easier for students to learn it

Keyword: *textbook, study, teaching, classroom, children*

Abstrak

Penelitian ini bertujuan untuk menganalisis buku dengan penilaian kualitas dan analisis isi, penelitian ini mendeskripsikan penggunaan buku teks digital dalam pembelajaran terkelola untuk siswa kelas 2 Sekolah Dasar, jenis metode penelitian ini digunakan untuk membahas



penggunaan buku teks yang digunakan untuk meningkatkan motivasi belajar siswa pada tingkat sekolah dasar. Buku yang dianalisis adalah buku yang diterbitkan oleh penulis tim EYLC dengan judul buku “Buku Siswa Sekolah Dasar – Kata-kataku Selanjutnya Kelas 2. Penggunaan buku ajar bagi siswa sangat dianjurkan untuk digunakan sebagai sarana belajar bagi siswa, banyak kelebihan yang dapat digunakan untuk diterapkan dalam kehidupan sehari-hari, pengulangan materi juga dapat digunakan untuk melatih keterampilan belajar siswa dalam pembelajaran di sekolah maupun di rumah, kegunaannya yang praktis memudahkan siswa dalam mempelajarinya.

Kata kunci: *buku teks, belajar, mengajar, kelas, anak-anak*

Introduction

Textbook is a teaching material that contains a collection with a lot of materials, the function of using this textbook is a new way of learning methods, especially in the field of literacy. Textbook is widely used by teachers as a medium in teaching, a lot of content that can be taken as teaching materials for children in elementary school. According to Bryd, 2001 claims that textbooks presents content and activities that can shape what happens in the classroom. Through use of textbooks teachers are very helpful in organizing classroom to provide learning activities at school.

In English learning, textbook serves to assist students and teachers in classroom learning, the function of the textbook is as a learning material that can be continuously used by students to learn. Cunningsworth 1984 suggests that textbook is a book used for teaching situations written by experts which is examined for appropriateness before being used or published.

There are a few of previous research in investigating English Textbook that has been conducted. The first study conducted by Karel &Matin, 2019 from article “Science education textbook research trends: a systematic literature review” in this study focus present a literature review on science textbook research. The importance of textbooks in education is indisputable, yet research in this field is surprisingly unbalanced between particular regions or states. The second study conducted by Muthyala, 2021 from the article “Vocabulary Input In ESL Textbook: A Corpus – Based Analysis.” in this study focus to compares analysis the vocabulary input of two English textbooks prescribed for Indian university undergraduate students. the study confirms that the communication needs of learners are afforded greater weight than frequency criteria. The third study conducted by Yanuar,Nitha,Tirza, 2022 from article “A Study On Types Of Vocabulary Task

In EFL Textbook English On The Sky 1.” The researcher describes the types of vocabulary tasks in the use of EFL textbooks. The research method adopted for this researcher is conduct to quantitative research, and a type of research whose results will be displayed in the form of numbers or percentages ' involving calculations and comparisons. The fourth study conducted by Izzatul, Ima 2022 from articles “An Analysis of Reading Comprehension Questions in English Textbook Based on Revised Bloom’s Taxonomy” The researcher focused on the analysis of a textbook entitled "Bahasa Inggris" for SMA/MA / SMK / MK for Grade 12 students, published by the Ministry of Education and culture in 2018. The results of the research in this book found 142 comprehension questions for reading in total and 83% of them were categorized as LOTS (Lower Order Thinking Skill) while 17% were categorized as HOTS (Higher Order Thinking Skill). It indicated that this textbook concentrated more on lower-level than higher-level thinking questions. In conclusion, the teacher must construct their own reading comprehension questions in order to fill the need of the students’ HOTS. And the last study conducted by Xiaodan, Yan Li, 2022 from article “Analysis on Cultural Awareness of Senior English Compulsory Textbooks by the People’s Education Press” the researcher focused on to analyze the content of consciousness on culture in the form of a textbook from the perspective of transmission about cultural knowledge in the content of cultural consciousness.

Based on the explanation above, However, most analyses were conducted on English books at the Junior/Senior High School level. Therefore, this current study analyzed textbook for elementary school class 2 with the title "Student’s Book My Next Words Grade 2" with content analysis approach.

Research Methods

This research was qualitative research with a content analysis approach. According to Philipp, 2014 Content Analysis designates a bundle of text analysis procedures integrating qualitative and quantitative steps of analysis, which makes it an approach of mixed methods. The materials of this study was the English textbook “Student’s Book My Next Words Grade 2” for Elementary School Grade II. This book was published by Pusat Kurikulum dan Perbukuan and consist of 10 units with 140 pages.

The researcher used the textbook assesment criteria table Ur 1996 as research instrument. The author will thick Yes if the point under study are in

accordance with the book and will tick No if the points do not match the textbook. The author will also describe the points on the instrument with the book being evaluated. The following table is the description of the textbook being evaluated:

Table 1. Textbook Information

Title	Student's Book My Next Words Grade 2
Authors	EYLC Team
Editor	Ayu Susantie
Illustrators	Moch Isnaeni Joy Subarjah
Year of publication	2022
Publisher	Pusat Perbukuan Badan Standar, Kurikulum dan Assasment Pendidikan Kementerian Pendidikan, Kebudayaan Riset, dan Teknologi.
ISBN	978-602-244-511-1 (no.jil.lengkap) 978-602-244-745-0 (jil.2)

Results and Discussion/Hasil dan Pembahasan

Based on the results of the analysis, "Student's Book My Next Words" for Elementary Schools Grade II met some compatibility of textbooks assessment criteria, i.e. Meanwhile, the analysis suggested that the textbook lacked in encouraging learners' independence and guidance for teacher. The following criteria points are the results of the evaluation that has been carried out:

1. Objectives explicitly laid out in an introduction, and implemented in the material

The first criterion in the textbook evaluation criteria by Ur 1996 is related to the learning objectives in the textbook. The objectives in Student's book My Next Words for Grade II Elementary Schools are clearly stated in each chapter and sub-chapter, such as Standard of Competence, Basic Competence, and Objectives. This result is in line with Cunningsworth, 1995 theory where learning objectives must be in accordance with the needs of students. In the Student's book My Next Words textbook, learning objectives are implemented in existing material and according to student needs.

Framework

Semester 1		
Unit	Objectives	Language Focus
1 Do you like apple?	<ul style="list-style-type: none"> Students are able to say "Do you like?" Students are able to respond to the question using "yes or no". Students are able to produce questions using "Do you like?" 	<ul style="list-style-type: none"> Do you like apple? Yes/No. I like / I do not like (don't).
2 My father likes watermelon	<ul style="list-style-type: none"> Students are able to say their favourite fruit. Students are able to mention their favourite fruit. Students are able to mention their family's favourite fruit. Students are able to ask their family's favourite fruit. 	<ul style="list-style-type: none"> I like ... My father likes ... My mother likes ... My grandfather likes ... My grandmother likes ... Does my mother like ...? Yes. (She does) Does my father like...? No. (He does not) My father doesn't like banana.
3 Where is my pen?	<ul style="list-style-type: none"> Students are able to say more things in the class. Students are able to identify things through the concept singular and plural. Students are able to say there is or there are through the concept singular and plural. 	<ul style="list-style-type: none"> There is a pencil. There are two pens.
4 How many books are there on the bookshelf?	<ul style="list-style-type: none"> Students are able to mention number 11-20. Students are able to count things using number 11-20. Students are able to mention things through the concept singular and plural. 	<ul style="list-style-type: none"> There are eleven bottles. There are sixteen boxes.
5 Where is my pencil?	<ul style="list-style-type: none"> Students are able to say preposition. Students are able to mention preposition. Students are able to use preposition through things in the classroom. Students are able to use preposition related to number. 	<ul style="list-style-type: none"> Twelve pencils are on the table. There is a pencil on the table. There are two pens under the table. There is a book in my bag.

Figure 1. The example of Textbook Objectives and Language focus

2. Approach educationally and socially acceptable to target community

The second criterion relates to the approach that is applied to textbooks and is acceptable in a social context. In this textbook, the criterion for the existing approach is to emphasize students' understanding of discourse skills, the ability to understand and produce text orally or in writing. This approach is realized in the sub-chapters in each chapter with the four language skills namely listening, speaking, reading, and writing with these four language skills students will be helped to be able to use English in their daily. This result is in line with Cunningsworth, 1995 theory in which textbooks must be able to assist students in using language effectively

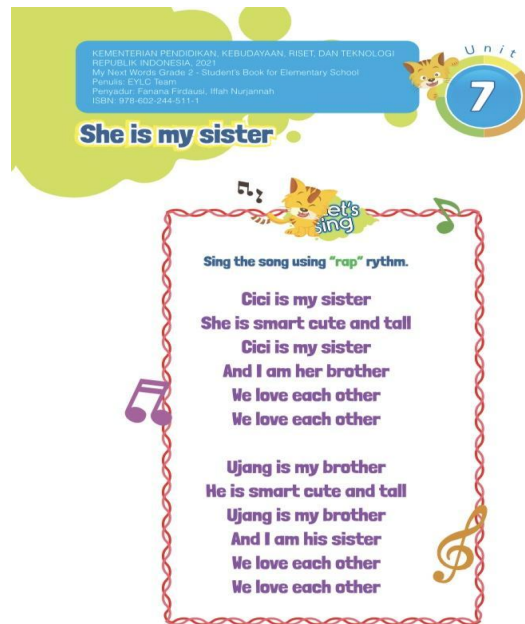


Figure.2 The Example of the second criterion



Figure.3 The Example of the second criterion

3. Clear attractive layout; print easy to read

On the third criterion, books must have an attractive layout to increase students' interest in reading and have a layout that is easy to read. This layout is related to the illustration of the picture, size, font, color, and the sequencing of the contents of the book. In this third criterion, the Student's book My Next Words meets suitability by having interesting graphic

illustrations, the illustrated images in the book are adapted to the existing content/material. Meanwhile, the layout of the book can be said to be in accordance with having attractive colored fonts and having various sizes and thicknesses to distinguish between chapters, sub-chapters and contents.

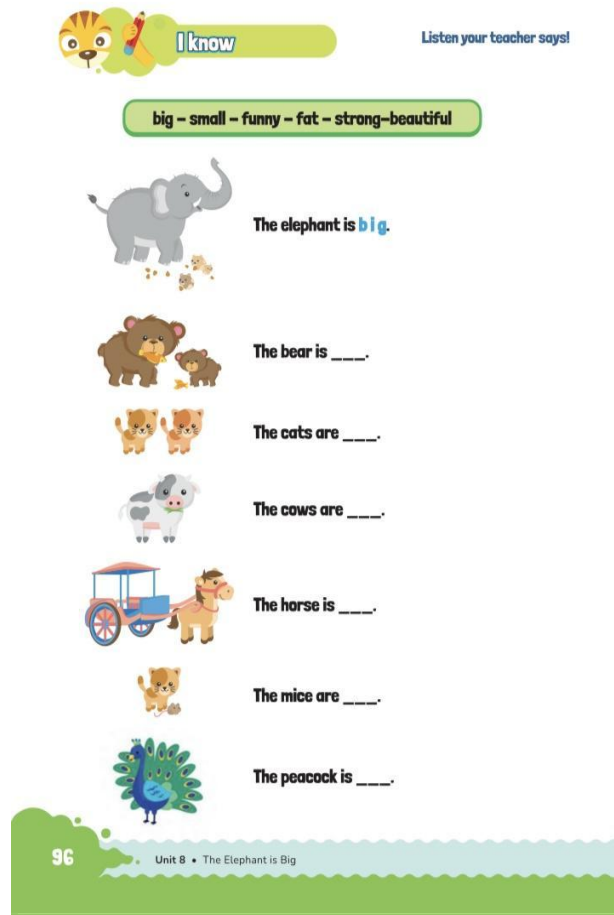


Figure.4 The Example of Visual Material

4. Interesting topics and tasks

This fifth criterion relates to the use of topics and tasks that can attract students' interest to get involved. In this book there are several assignments that can interest students such as the Let's say, Look and say, Fun Time, and Creative hands activities. These activities can attract students' interest to try with topic activities that can make students curious about what activities they will do. The Let's say activity aims to invite students to speaking to the materials who deliver by teachers and the activities which are still related to the topic. In the fun Time activities students are invited to do fun activities such as singing, and this activity can also give them additional knowledge in a

fun way. Meanwhile, for Creative hands activities students are invited to hone their creativity by making interesting handicrafts.



Figure.5 The Example of Interesting Task

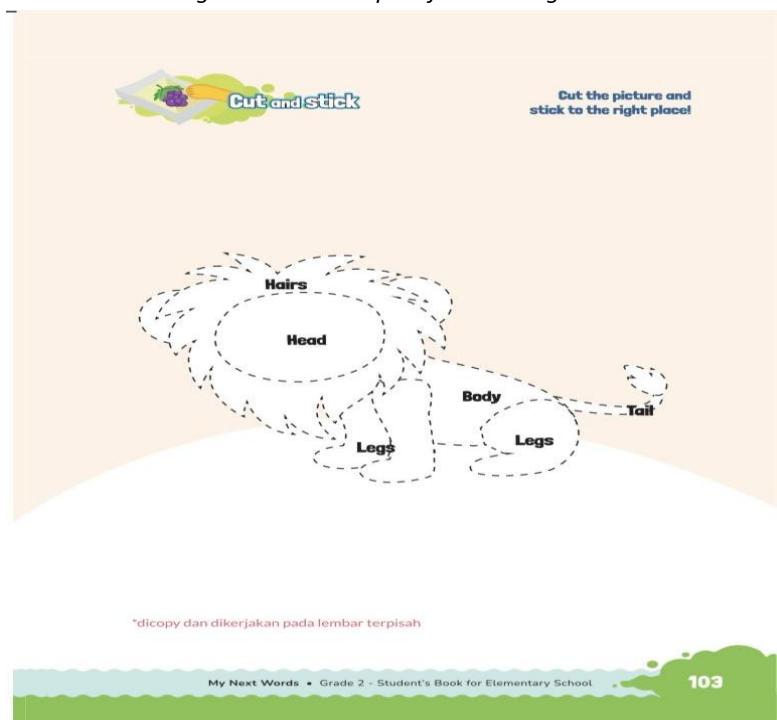


Figure.6 The Example of Interesting Task

5. Varied topics and tasks, so as to provide for different learner levels, learning styles, interests, etc.

The sixth criterion relates to the diversity of topics and assignments in textbooks that can attract students' interest. In the My Next Words book the topics and assignments are quite varied and interesting, for example the topic of learning greetings, numbers, etc. which is then followed by various sub-topics as well such as Listening, Speaking, Reading, and Writing. Apart from that, the tasks and activities in this book are quite varied, such as Let's say, Look and say, Creative hands, and Developing High Order Thinking Skills. The result is in line with Rahmawati Reseach 2021 who evaluated My Next Words English textbook for Grade IV Elementary schools, and stated that the topics in the textbooks are quite diverse and able to attract students' awareness.

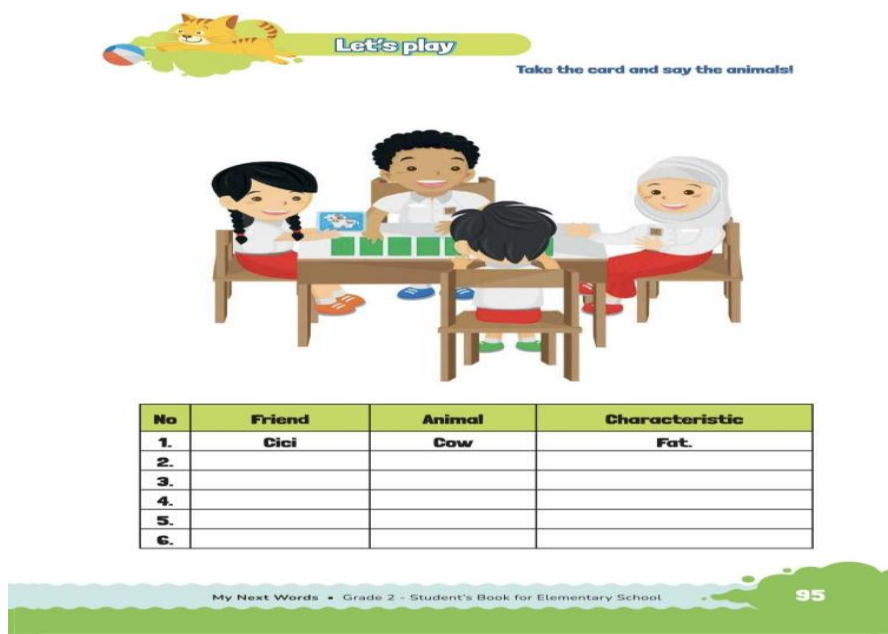


Figure.7 The Example of Various Topic & Task

6. Gear instruction

On this criterion, textbooks must provide clear instructions for each activity or task. This is intended so that students are not confused about carrying out the tasks listed in the book so that learning objectives can be achieved properly. In this book, instructions for each task are stated briefly and clearly and use appropriate vocabulary for the intended level of students.

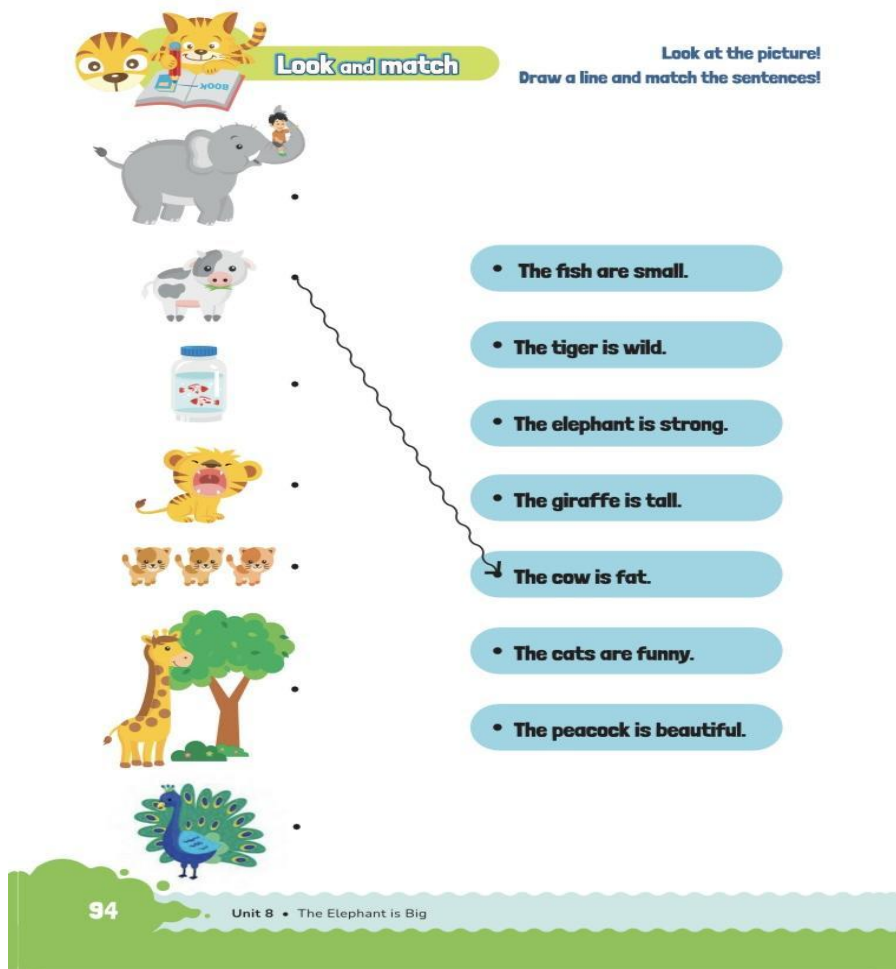


Figure.8 The Example of Clear Intruction

7. Systematic coverage syllabus

On these criterion textbooks must include a systematic syllabus such as standard and basic competence. In the My Next Words book, in each chapter and sub-chapter, the standard competence, basic competence, and obiectives of each language skills material are clearly stated



Figure.9 The Example of the eight criterion

8. Content clearly organized and graded (sequenced by difficulty)

For this criterion, the content in textbooks must be arranged and sorted based on the level of difficulty. In this book, the content is quite organized and sequentially sequenced with sub-chapters beginning with listening, speaking, reading, writing, and developing HOTS or chapter's review. These activities are sequentially sequenced in each chapter in the book.

Framework

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Figure.10 The Example of the nine criterion

9. Periodic review and test sections

This criterion relates to the availability of periodic reviews and tests that cover several activities in the textbook. In this My Next Words book, each chapter is complemented by a chapter's review and semester review activity which contains questions to test the extent to which students understand after learning in each chapter. In addition, My Next Words textbook also includes reflection activities in each chapter. This activity aims to review the learning that has been carried out, so that the teacher can find out the needs of students and improve learning designs for further learning.

REFLEKSI			
Refleksi Peserta Didik:			
Saya senang	☹️	😐	😊
1. Mengetahui macam-macam hewan.			
2. Bermain kartu mengenai karakteristik hewan.			
Saya bisa	☹️	😐	😊
1. Menyebutkan macam-macam hewan.			
2. Menentukan bermacam-macam hewan yang disebutkan.			

Figure.11 The Example of Chapter Review

10. Plenty of authentic language

This criterion relates to the availability or use of authentic language in student learning textbooks. Authentic language is the language used or designed not for educational purposes. In the My Next Words textbook, one can find the use of authentic language which can be found in the Look and Circle.

In this activity, many use authentic language taken from several articles on the internet.

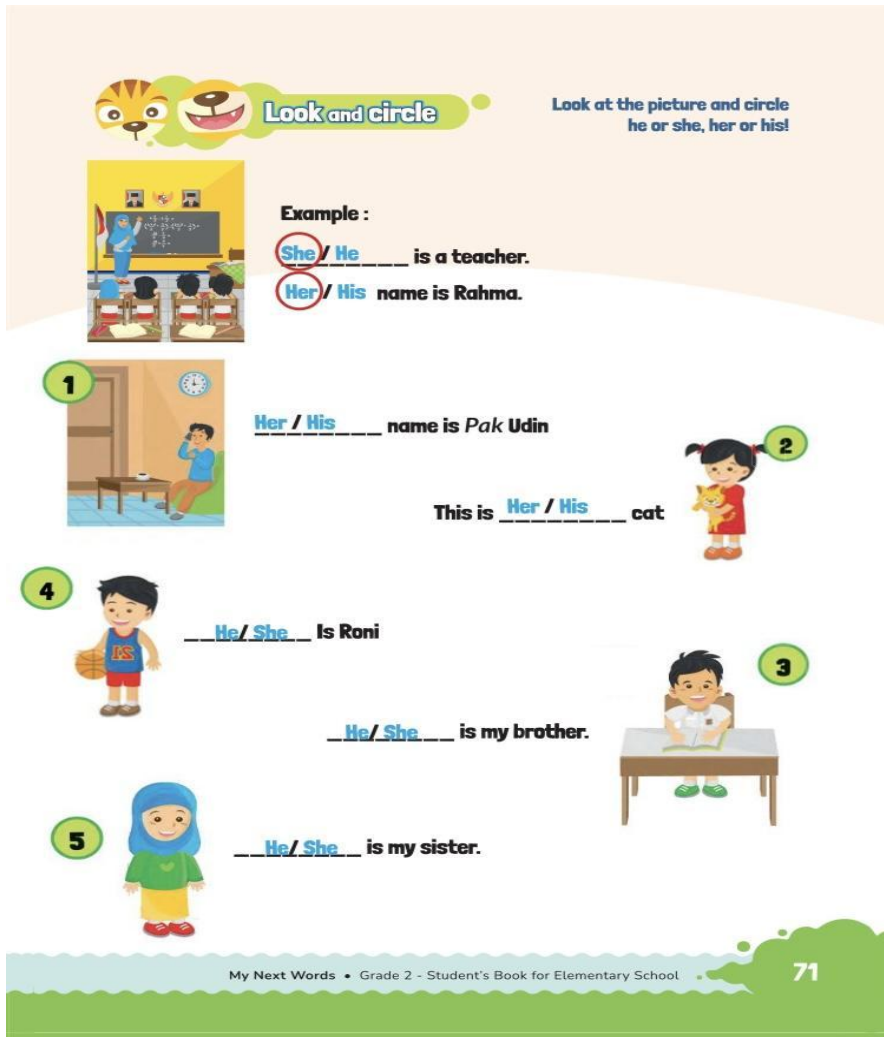


Figure.12 The Example of Authentic Languages

11. Good pronunciation explanation and practice

This criterion relates to the availability of explanations and pronunciation exercises in the book. The purpose of providing explanations and pronunciation exercises in textbooks is for students to be able to communicate using English fluently. The My Next Book book contains pronunciation training for students, namely listening and repeating activities in the listening section. The listen and repeat section are also included with phonetic transcripts for each word being taught. However, this listen and repeat activity cannot be carried out by students independently because only the teacher has access to audio from listen and repeat activities.

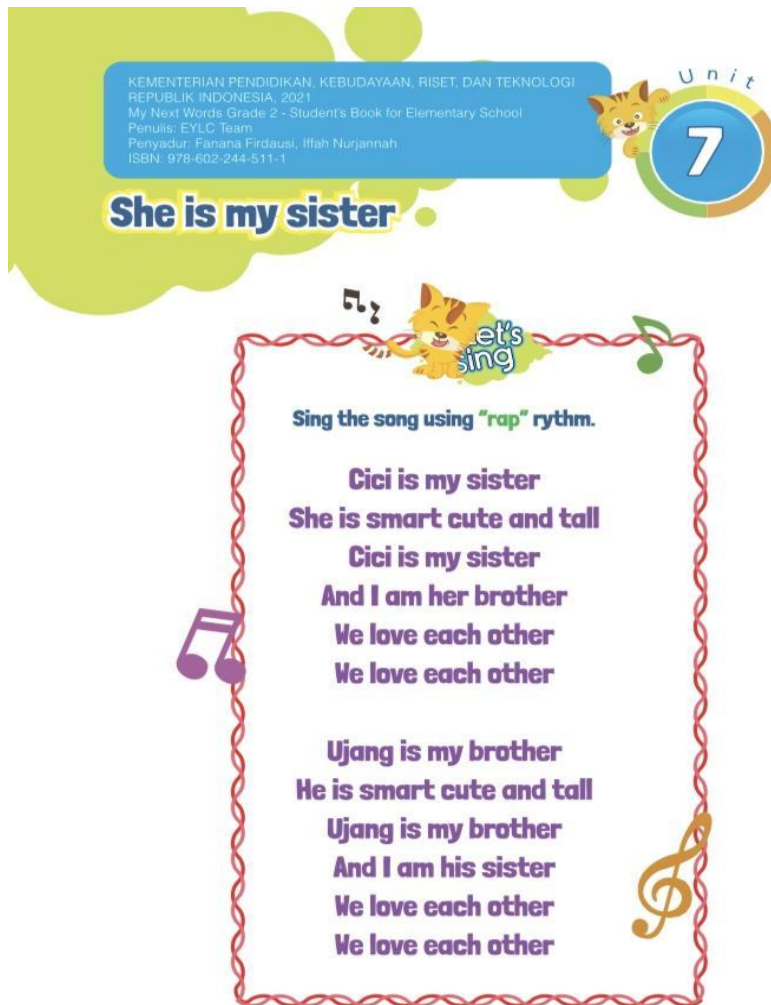


Figure.13 The Example of Good Pronunciation Practice

12. Good vocabulary explanation and practice

In this criterion, the My Next Words book contains several activities that can help students understand vocabulary. These activities are contained in the glossary section which can be found in each chapter. The Look and say section includes vocabularies that are used as learning materials.



Figure.14 The Example of Good Vocabulary Explanation

13. Good grammar presentation and practice

In the exercise book and explanation of grammar, the My Next Words book can be said to meet this criterion. The My Next Words book is equipped with grammar explanations that are appropriate to the learning topics in each chapter. An explanation of grammar can be found in the Look and Circle section. However, the criteria regarding in-depth grammar exercises cannot be found in the My Next Words textbook.

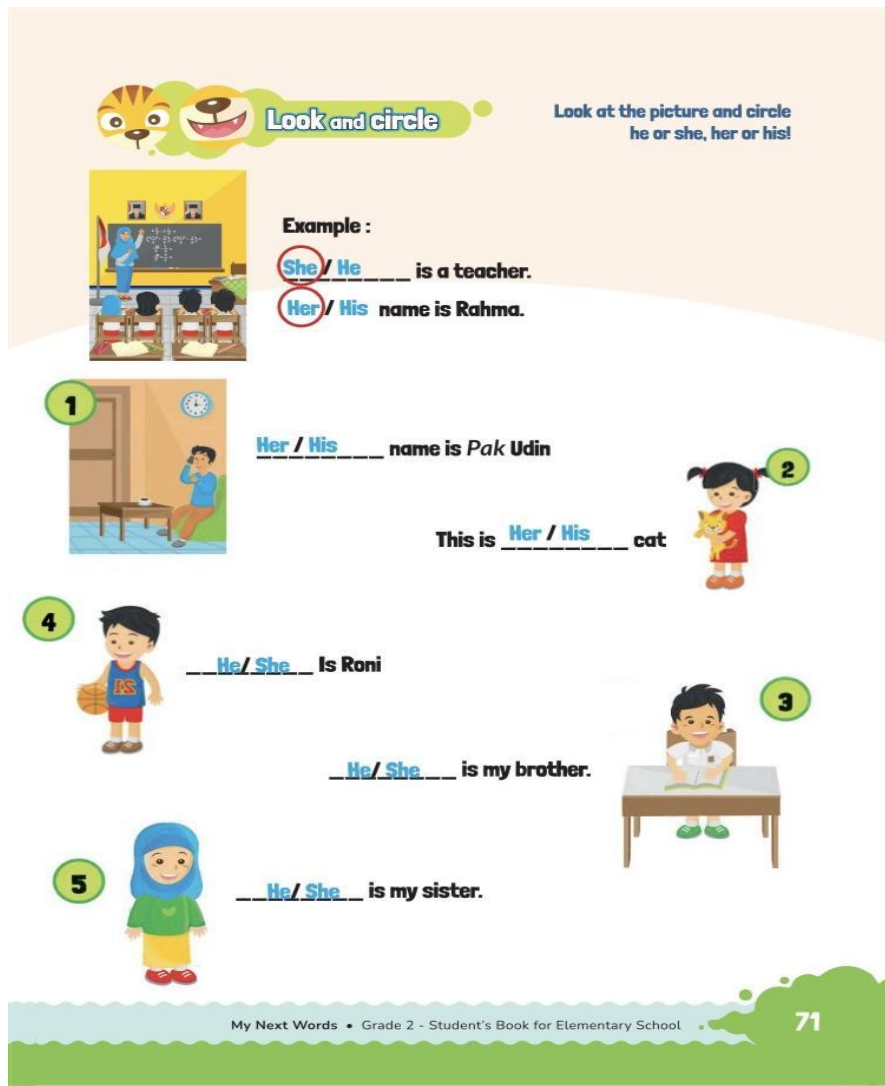


Figure.15 The Example of Good Grammar Presentation

14. Fluency practice in all four skills

In this criterion, the My Next Book textbook can be said to meet the suitability of fluency training in all four language skills. These exercises can be found in every chapter in the book. The My Next Book, book is equipped with exercises for the four language skills namely listening, speaking, reading, and writing. The four skill exercises are presented in equal portions for each skill

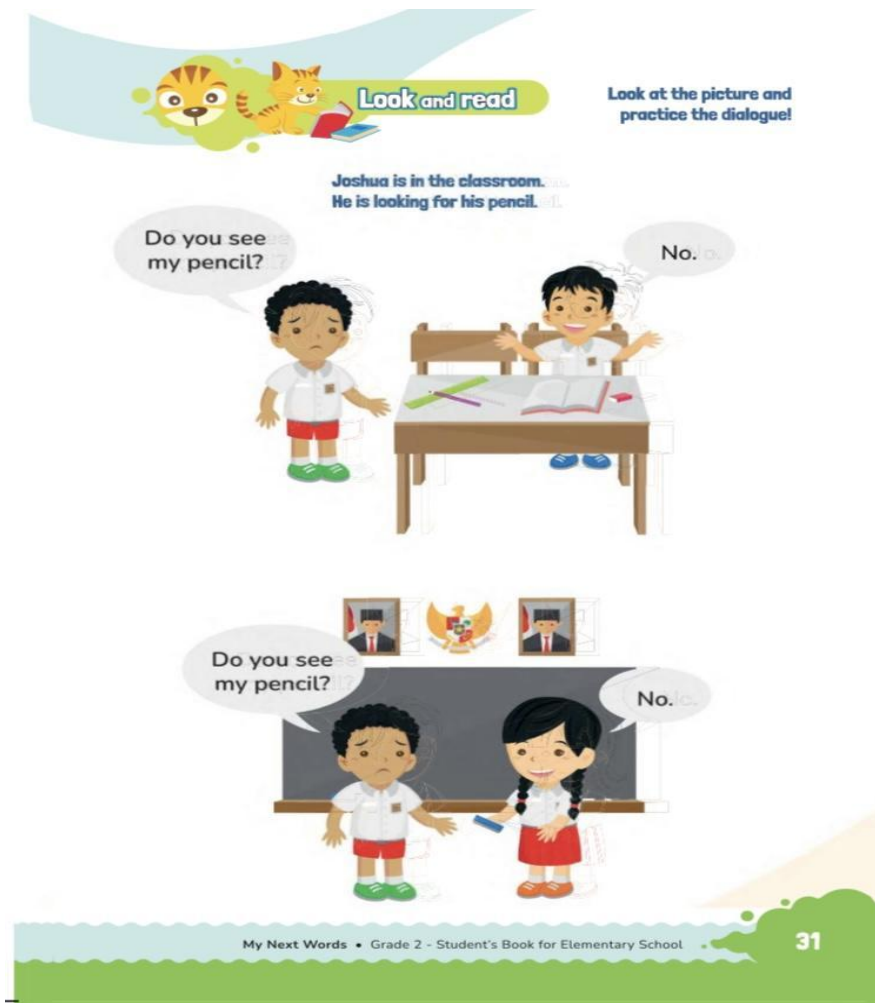


Figure.16 The Example of the fifth criterion

15. Encourages learners to develop own learning strategies and to become independent in their learning

In this criterion, textbooks must be able to encourage students to be able to develop their learning strategies so that they can learn independently. In the My Next Words book there are no activities/tasks that can develop their learning abilities independently. Even though there are many activities such as Let's Say, Look and write, Look and read, Developing HOTS and More to know, it cannot be said that it is capable of developing students' learning abilities independently. Activities and tasks in the My Next Words textbook still require teacher guidance in practice or implementation.

16. Adequate guidance for the teacher; not too heavy preparation load

In the My Next Words textbook there is no teacher's book that can support teaching and can provide material sources that make it easier for teachers to prepare for teaching. However, in preparation for teaching the teacher this textbook can be said to be practical, for example in the listening activity.

17. Readily available locally

The last criterion requires books to be easily obtained. Textbooks should be available in bookstores and easy to obtain. The My Next Words textbook itself is quite easy to get because this book is available in bookstores. Based on the results of the evaluation that has been carried out on the My Next Words textbook, it found 16 suitability of the 18 existing assessment criteria. The strengths of this textbook are in the very diverse topics/tasks where the topics/tasks cover the four English skills namely listening, speaking, reading, and writing. In addition, the My Next Words textbook is equipped with activities that can encourage student interest and creativity, such as the "Creative Hands" activity so that students are not only focused on developing English language skills but can also develop their creativity. However, the My Next Words English textbook is not equipped with a teacher's book, where the teacher's book is also very important so that it is easier for teachers to prepare lessons. The findings from the evaluation results above are not much different from the relevant research findings that have been conducted by (Rahmawati, 2021) in which her study also stated that the My Next Words English textbook integrates the four English language skills and has a weakness where the textbook is not equipped with a teacher's book.

Conclusion

Based on the results of the analysis that has been carried out, the My Next Words English textbook for grade II elementary schools found 16 suitability of the 18 criteria in Ur's theory. The results of this analysis show that the My Next Words English textbook for grade II elementary schools is feasible to be used as a source and reference for teaching English for grade I elementary school students. In this study the authors write an explanation of the analysis of textbooks used as teaching materials in schools for Grade 2 elementary school, its practical use makes it easier for teachers and students

in its use, the advantages and disadvantages of the study is used as a reference to this study.

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