

**THE EVALUATION OF ENGLISH TEXTBOOK ENTITLED
“ENGLISH FOR ELEMENTARY STUDENTS 4”**

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MUHAMMADIYAH UNIVERSITY OF SURAKARTA

2012

ACCEPTANCE

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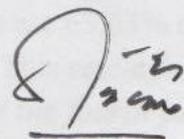
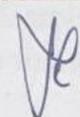
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Abstract

This research paper is mainly intended to find out whether the English textbook used for the fourth year students of Elementary School entitled *English for Elementary Students 4* is compatible or not with the indicators of good materials design suggested by Sundara Rajan.

This research applies descriptive research. In collecting data, the writer used documentary analysis as the instrument. The data were analyzed by steps; (1) presenting the materials (2) comparing the materials (3) judging whether the materials of English textbook appropriate with the indicators of good materials design suggested by Sundara Rajan or not (4) drawing conclusions.

The result of the analysis shows that the percentage of the compatibility of the language skills developed in the textbook is 59,09 %. It means the textbook is good in developing language skills materials as suggested by Rajan. the language skills which are developed in the textbook involve: the compatibility of the listening materials are 63,63% or good, the compatibility of the reading materials are 63,63 or good, the compatibility of speaking materials are 63,63% or good and the compatibility of writing materials are 45,45% or fair. This research implies the textbook entitled “*English for Elementary Students 4*” for the fourth year students of Elementary School is good materials to support the learning process. The materials of writing skill in the textbook is not adequate, so the other materials in needed to support the writing teaching-learning process.

Key words : Compatibility, Textbook Evaluation, Good Materials Design.

A. Introduction

Background of the study : Education is very important aspect in the human life. Almost all people in the world make competition to get a good education in their life. The teacher usually tries to give the best English subject for the students. To increase the students' ability in English, the teacher usually uses things to develop the students' ability in English. The teacher could not taught English only orally or autodidact. Teacher also needs the matter that can help the students learn English. Buckingham (1985) in Tarigan (1993:13) argues that textbook is a book which usually used by teacher to support the teaching learning process in school and university.

Textbooks are too inflexible to be used directly as instructional material. Allwright (1999) in Fauziati (2010:207) argues that materials should teach students to learn, that they should be resource book for ideas and activities for instruction/learning, and that they should give teachers rationales for what they do. Textbook should contain the materials which can develop the student's ability in materials and the student's confidence to increase the good attitude in society. Fauziati (2010:209) argues that textbooks usually have a hidden curriculum that such as the attitude toward knowledge, attitude toward teaching and learning, and the attitude toward the role and relationship of the teacher and students.

Textbooks are for students. To meet their needs, the textbook must not only contain language skills demanded by the curriculum but it also must fit the needs of the students. To know the good or not good materials in the textbook,

needs the evaluation which can useful to identify the quality of the textbook. Evaluation is a matter of judging the ability of something for a particular purpose. According to Fauziati (2010:209) the evaluation and selection of textbooks is a complex process.

In this study, the researcher is interested in analyzing the English textbook entitled *English for Elementary Students 4*, for the grade IV of elementary school. The researcher will analyze and compare the good materials design based on Rajan's criteria with the materials in the English textbook entitled *English For Elementary Students 4* published by Grahadi publisher 2007. According to Rajan (2003), the criteria of good materials should work like MAGIC.

The researcher chooses the evaluation of the English textbook entitled *English For Elementary Students 4*, because the researcher is interested in evaluating and identifying the good or not good the materials design of English textbook entitled *English for Elementary Students 4* which is useful for teacher and students. **Limitation of the study** of this study is in the evaluation of English textbook entitled *English for Elementary Students 4* published by Grahadi publisher. **Problem statements** of this study are: 1) are the materials in English textbook entitled *English for Elementary Students 4* compatible with the good materials design suggested by Rajan?, and 2) does the materials design facilitate to the students for achieving the competencies?. **Objectives of the study** aims to answer the problem stated above, as follows: 1) to describe the compatibility of materials design in English textbook entitled *English for Elementary Students 4*

with the criteria of good materials design by Rajan, and 2) to explain the materials design facilitate to the students for achieving the competencies.

B. Underlying Theory

1. Textbook Theory

Textbook is the book which contains the education materials that can help the teacher and students in the teaching learning activities. Cunningsworth (1984:08) states that ;

Textbooks are only an aid to the language-learning process, which also depends upon individuals, their needs and their relationship in the classroom. Teachers and students find their own ways of using textbook to suit these circumstances, and to suit their own methods of learning.

2. Evaluation Theory

The evaluation is a step to know the effectively of relation something with the purpose. Tomlinson (1998:03) states that :

the evaluation is struggle to attempt to measure the value of materials. In many cases this is done impressionistically and consists of attempts to predict whether or not the materials will work, in the sense that the learners will be able to use them without too much difficulty and will enjoy the experience of doing so.

3. Good Materials Design Theory

Greene and Petty in Tarigan (1993:20-21) explain that any ten criteria of good textbook. They are as follows:

- 1) The textbook must be interested and attractive toward the learners. So they will be interested in using textbook.

- 2) The textbook must be able to motivate the learners.
- 3) The content of textbook must be illustrative.
- 4) The textbook should consider the linguistic aspect. So, it will be suitable with the learner's ability.
- 5) The content of textbook must be related to the other branch of the science.
- 6) The textbook must stimulate the personal activity of the learners.
- 7) The content of textbook must be clear in written to avoid the children will be confused in using textbook.
- 8) The textbook must have clear point of view because it will be the learner's point of view.
- 9) The textbook must be able to give the balance and emphasized on the value of the learners.
- 10) The textbook must be able to respect to the differences of the individual.

4. Rajan's Theory of Materials Design

Good materials don't teach but good materials can motivate a learner to learn. The criteria of good materials design based on Rajan (2003:iv) like the MAGIC. The meaning of MAGIC is as follows,

M = Motivating and Meaningful

A = Authentic and Appropriate

G = Graphic and Graded

I = Interesting, Interactive, and Integrated

C = Contextualized and Creative

a. Motivating

The meaning of motivating is a good material should motivate learners by themselves. It can achieve when the materials contains the words or sentences that can motivate the students to learn this materials more.

b. Meaningful

The meaning of meaningful is a good material should be useful to the learner. It means that the materials should help the learners to learn to increase their ability in language.

c. Authentic

The meaning of authentic is a good material should contain the original language by native speaker. It means that the learners can learn the language skill from the native speaker.

d. Appropriate

The meaning of appropriate is a good material should be suitable for the learner's level and learner's need. The materials should contain the materials which learner's need in the teaching and compatible with the learners level.

e. Graphic

The meaning of graphic is a good material should be presented with the diagram or table. The materials in the textbook should arrange well organized and in the presented should easy to learn for the learner.

f. Graded

The meaning of graded is a good materials should be arranged systematically. It means that the materials in the textbook should compatible of the materials organize.

g. Interesting

The meaning of interesting is a good materials should be attack students attention and among learners. The materials should create the learners attention to learn it. And also the materials should come into view with the students' ability in English.

h. Integrated

The meaning of integrated is a good material should cover four language skills and language aspects. The materials of the textbook should contain the basic language skills in English.

i. Interactive

The meaning of interactive is a good material can make an interaction, communication, conversation between learner-teacher and teacher-learner.

j. Contextualized

The meaning of contextualized is a good materials should be suitable with the place and the time. The materials of the textbook should appropriate with the students activity.

k. Creative

The meaning of creative is a good material should open the new horizon of the learner. The good materials are the materials which create the students creativity in learning English.

C. Research Method

In doing this research, the writer uses the descriptive qualitative research, because the writer collected the data, and then she descriptively reported the findings. No statistical computation is employed in this study.

The object of this study is the compatibility of an English materials which appear in English textbook entitled *English for Elementary Students 4* for the fourth year of Elementary School based on School Level-based Curriculum 2006,

written by Agus Priyanto in 2007 published by “Grahadi”, with the good materials design based on Rajan.

The writer uses documentation as the method of collecting the data in this research, the step which is used reading and selecting the materials the original English textbook entitled *English for Elementary Students 4*.

After gathering the data, the writer analyzed the textbook by doing some steps, as follows ; finding out the English materials provided in the textbook, after that the English materials identified, coding the data, comparing the English materials in the textbook with the criteria of good materials design by Rajan, and the last giving the percentage total of the English textbook materials developed in the textbook.

D. Research Finding and Discussion

1. Research Finding

The data were collected from English textbook entitled *English for Elementary Students 4* within two month consist of 176 pages. The data are analyzed based on criteria of good materials design suggested by Rajan.

a. Motivating

The motivating indicators which appear in materials of the textbook;

Listen to your teacher then response orally! **U1/ES/P7**

Example:

Teacher : Good morning, how are you?
Adi : I'm fine, thank you. And you?
Teacher : I'm fine, too.
 What's your name?
Adi : My name is Adi
Teacher : Ok Adi. Now, introduce your self to the class.
Adi : Hello class, my name is Adi.

The conversation above shows that this material is compatible with Rajan's indicators of good material design. This conversation can motivate the learner because in the conversation above the learner can learn the technique of giving reply orally from the teacher question. The conversation between teacher and Adi above can be drill the learner confidence to give responses orally in every question which the teacher gives to the students. From learning this material, the learner can try to make a reply verbally from people question.

b. Meaningful

The meaningful indicators which appear in materials of the textbook;

Repeat after your teacher then read it one by one!
U4/ES/P54

It is Tuesday morning. Ria, tini, Bayu, Sari, and Wanto come to school earlier. They have picket. Sari and Tini sweep the floor. Bayu cleans the dust on the table and the window. Wanto cleans the blackboard and gets some chalks. Ria sets the teacher's table and put a vase on it. they are very busy.

The material above is compatible with the indicators of good materials design suggested by Rajan. The material above is meaningful

because the learner can use this material in the classroom when the learner has a class picket. The learners can use the utterance in this material to their friends. So, after the learner learns this material they can use this material in their classroom activity.

c. Authentic

In the textbook there are no materials which contain the original language by native speaker.

d. Appropriate

Find the meaning in Indonesian!U6/ES/P87

English
turn on
go home
sit down
borrow
pee
turn off
go out
colour

Indonesian
keluar
pinjam
nyalakan
warnai
duduk
buang air kecil
matikan
pulang

The material above is compatible with the indicators of good materials design suggested by Rajan. This material is suitable with the four grade students of Elementary School. The students can learn the meaning of the English words with finding the Indonesian words. After learning this material the students can know the meaning of the simple vocabulary of English words into the Indonesian meaning.

e. Graphic

Match the sentences in column A with those in column B!

U3/ES/P43

A
1. Don't use my pencil.
2. Thank you
3. It's late. Let's go!
4. Don't eat in the classroom.
5. Good. You get 9 for English.
6. Sorry, I can't borrow you my pen.

B
a. Ups...sorry
b. That's Ok.
c. You are welcome.
d. Ok.
e. Sorry.
f. Thank you

The material above is compatible with the indicators' of good material design suggested by Rajan. The graphic material is good to increasing the students' carefulness in teaching skill. The material above shows that the tables which help the students think accurately to doing the question. After learning the material above the student can attempt their ability in English to well-matched the words in column A and the words in column B.

f. Graded

Fill in the blanks then practice with your friends!

U7/ES/P105

Weny : Ton, !

Toni : Sorry, I can't help you. I'm busy.

Weny : No problem.

The material above is compatible with the indicators of good materials design suggested by Rajan. This material is systematically to

join the speaking skill and the writing skill. This material is useful to the learners because the learners are not learning the one skill in the material but also two skills in the material. After learning this material the learners can develop their English skill in each material.

g. Interesting

With your friends, make a dialogue based on one of situations below! U7/ES/P107

Situations

- 1. You have two new pens. Your friend asks one. You don't give it.**
- 2. You need the calculator. The calculator is on the Tomi's table . You ask Tomi to bring it to you, but Tomi is busy.**

The material above is compatible with the indicators of good materials design suggested by Rajan. This material is interesting because in this material the students should open their intelligence to make a dialogue which suitable with the each situation. It can develop the students attention to learning this material. After the students learn this material the students can make dialogues which are needed by the students in sometimes.

h. Integrated

In the textbook there are no materials which contain the materials which cover the four skills in one material.

i. Interactive

Practice the dialogues below with your friend! Do it in front of the class! U8/ES/P122

Teacher : Students, are you ready for a game?
Students : Yes!
Teacher : Line up, please!
Students : OK, Sir.
Teacher : When I say “one”, hop once, like this!
Students : OK.
Teacher : When I say “two”, hop twice, like this!
Students : OK.
Teacher : When I say “three”, hop three times, like this!
Clear?
Students : Yes
Teacher : Are you ready?
Students : Yes.
Teacher : Start now!

The material above is compatible with the indicators of good materials design suggested by Rajan. The material above is containing the conversation between the teacher and the students. The teacher makes an interaction with the students in the learning process. The communication between the students and the teacher above can create the good interaction between teacher and learner. After practicing this material the students can try to making a conversation which useful in teaching learning process with their teacher.

j. Contextualize

Repeat after your teacher, then read it one by one! U6/ES/P93

Students of four are studying English now. The teacher asks the students to colour the pictures! They are very busy. Neni borrows some colour pencils to Dewi because she doesn't bring hers. Didi asks permission to the teacher to go out. He wants to

borrow colour pencils to his sister, Vina, student of two. The teacher giving permission. Ririn turns on the fan because it's very hot, and Wawan asks permission to the teacher because he wants to pee.

The material above is compatible with the indicators of good material design suggested by Rajan. The material above is suitable with the learner activity in the classroom. The activity which shown in this material is useful to the learner. The learners can try to using the material when their study in the classroom. After learning this material the learners can know the utterance which used to borrowing something to the other.

k. Creative

Repeat after your teacher, then read it! U9/ES/P140

There are nine teachers in my school. They are all kind but some of them are spooky. Mr. Hanafi teaches Mathematics. He is very patient. Mr. Anjas teaches Natural Science. He is funny. Mrs. Zuraida teaches Indonesian. She is friendly. Mr. Rahmat teaches social science. He is so spooky. Mr. Januar teaches Religion, while Mrs. Risma teaches English. They are wise and patient. Mr. Yakob teaches Civics. He is funny. Mrs. Endang teaches skill. She is really spooky. Mr. Ahmad teaches Phisychal Education. He is very friendly.

The material above is compatible with the indicators of good materials design suggested by Rajan. This material can open new knowledge from the learner about the sum of teacher in the school and also the subject which the teacher teaches. Besides, the material is good to opening the new knowledge from the learner. This material also important to learner in memories the class subjects.

2. Discussion of the Finding

a. The Compability of Materials Design of the Textbook with the Good Materials Design Suggested by Rajan

The table below are the number and the percentage of each skiil of the textbook.

The Table D.2.a

Percentage of the Compatibility of Language Skill with the Indicators of Good Materials Design Suggested by Rajan.

No	Materials of Language Skill	IDT	IDSR	Percentage	Quality
1.	Listening Materials	7	11	$\frac{7}{11} \times 100\% = 63,63\%$	Good
2.	Speaking Materials	7	11	$\frac{7}{11} \times 100\% = 63,63\%$	Good
3.	Reading Materials	7	11	$\frac{67}{11} \times 100\% = 63,63\%$	Good
4	Writing Materials	5	11	$\frac{5}{11} \times 100\% = 45,45\%$	Fair
TOTAL		26	44	$\frac{26}{44} \times 100\% = 59,09\%$	Good

Notes :

IDT : Indicators Developed in the Textbook “*English for Elementary Students 4*”

IDSR : Indicators Demanded by Sundara Rajan.

E. Conclusion and Suggestion

1. Conclusion

After doing the several analysis of language skills materials in the textbook entitled *English for Elementary Students 4* published by Grahadi

publisher 2007, the writer can draw some conclusions based on the research finding as follows :

1. The Compatibility of Materials Design in English textbook with the Criteria of Good Materials Design Suggested by Rajan :

a. Listening Materials

In English textbook entitled *English for Elementary Students 4*, the compatibility of listening material has 7 indicators out of 11 indicators or 63,63%. It means that the listening material in this textbook is good compared to the indicators of good materials design suggested by Rajan.

b. Speaking Materials

In English textbook entitled *English for Elementary Students 4*, the speaking material has 7 out of 11 indicators or 63,63%. It means that the speaking materials are good compared to indicate of good materials design suggested by Rajan.

c. Reading Materials

The reading material in this textbook has 7 out of 11 indicators or 63,63% from the indicators of good materials design suggested by Rajan. It means that the English textbook is good and compatible with the good materials design suggested by Rajan.

d. Writing Materials

The writing material in this textbook has 5 out of 11 indicators or 45,45% from the indicators of good materials design suggested by Rajan. It means that the English textbook is fair and not compatible with the good materials design suggested by Rajan.

The writer finds that the textbook develops the good materials design in the indicators as suggested by Rajan. The result of the study shows that the percentage for the good materials design developed in English textbook entitled *English for Elementary Students 4* is 59,09 %. It means that the textbook is good at developing language skills materials as suggested by Rajan.

2. The Materials Design Facilitate the Students for Achieving the Competencies :

a. Listening Materials

In the listening materials, the students can try to listen the phrases and the sentences which the teacher said. From the phrases or sentences which the teacher delivered the students can make the little note according to the utterance that their hear. So, the listening material in the textbook can create the creativity from the students to achieve the basic competency of listening skill.

b. Speaking Materials

In speaking materials, the learner can learn the way or manner for good speaking. From the speaking exercises in the textbook the

students can employ their ability in speaking well. So, the speaking materials in the textbook are good to increase the students' ability in achieving the competency of speaking skill.

c. Reading Materials

In reading material, the learner can learn the method of reading comprehension. The reading material in the textbook contains the simple text which is easy to understand by the learner. The reading material in the textbook is good to help the students for achieving the competency in reading skill.

d. Writing Materials

In writing material in the textbook is not complete and not clear according the indicators of good materials design suggested by Rajan. The learners can not explore their ability in writing skill because the material of writing skill in this textbook is not suitable with the learners need. So, the writing material in this textbook is suitable to students for achieving the competency in writing skill.

2. Suggestion

At the end of this chapter, considering the importance of understanding the good materials design, the writer like to give some suggestions. For the next researchers who have interest in the same study, this study is limit in compatibility the materials of English textbook with the indicators of good materials design suggested by Rajan. The next researcher can research in other aspects not only in the compatibility of the

textbook and good materials design but also in grammatical, contextual learning, and other, then for the authors of English textbook entitled *English for Elementary Students 4* should give balance among language skills in each materials in the textbook. In this study, the writer finds the reading materials are fair. The authors should give the material of language skills appropriate with the indicators of good materials design suggested by Rajan. So, the authors should complete the good materials of reading material of the textbook and the reading material more easy to used the learner in teaching – learning process, the last for the English teachers of Elementary School, the teachers should choose the most appropriate English textbook that is based the indicators of good materials design which are compatible with the learner needs. So, the variety of materials can support the English materials in English teaching – learning process.

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