

**A CONTENT ANALYSIS OF THE ENGLISH TEXTBOOK ENTITLED
“GROW WITH ENGLISH” FOR GRADE IV OF ELEMENTARY
SCHOOL HUMAIROH SIAK HULU PUBLISHED BY PT ERLANGGA
MAHAMERU IN THE YEAR OF 2016**

A THESIS

*Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in
English Language Teaching and Education*



**MUHAMMAD RIZKI
NPM.156311217**

**ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
PEKANBARU
2020**

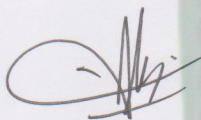
THESIS

A CONTENT ANALYSIS OF THE ENGLISH TEXTBOOK ENTITLED "GROW WITH ENGLISH" FOR GRADE IV OF ELEMENTARY SCHOOL HUMAIROH SIAK HULU PUBLISHED BY PT ERLANGGA MAHAMERU IN THE YEAR OF 2016

Name : Muhammad Rizki
Student Number : 156311217
Study Program : English Language Education
Faculty : Teacher Training and Education

THE CANDIDATE HAS BEEN EXAMINED
On Monday, 21st December 2020
THE EXAMINERS COMMITTEE

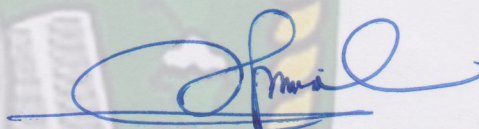
Advisor



Marhamah, S.Pd., M.Ed.

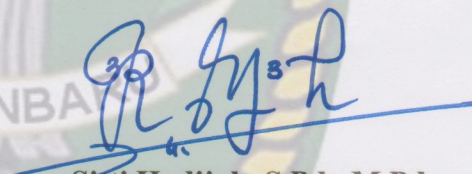
NIDN. 1023127702

Examiners



Dra. Hj. Syofianis Ismail, M.Ed

NIDN. 0023045901



Sitti Hadijah, S.Pd., M.Pd

NIDN. 1020048803

Thesis submitted in partial fulfillment of the requirements for the Degree of
Sarjana in Universitas Islam Riau.

Pekanbaru, 21st December 2020

Vice Dean of Academic



Dra. Hj. Tity Hastuti., M.Pd

NIP. 195911091987032002

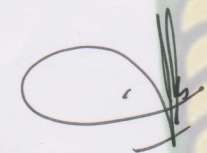
APPROVAL OF THESIS

**A Content Analysis of the English Textbook Entitled “Grow with English”
for Grade IV of Elementary School Humairoh Siak Hulu Published by
PT Erlangga Mahameru in the Year of 2016**

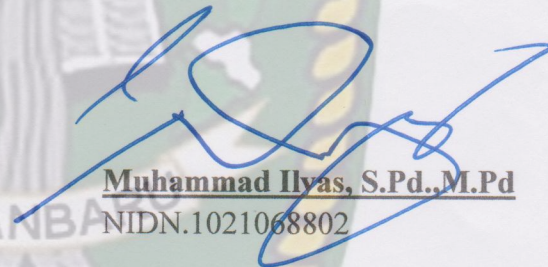
Written and Compiled by:

Name : Muhammad Rizki
Student Number : 156311217
Study Program : English Language Education
Faculty : Teacher Training and Education

Advisor **Head of English Language Education**



Marhamah, S.Pd., M.Ed.
NIDN. 1023127702



Muhammad Ilyas, S.Pd., M.Pd
NIDN.1021068802

Thesis submitted in partial fulfillment of the requirements for the Degree of
Sarjana of Education in Universitas Islam Riau.

Pekanbaru, 12th November 2020
The Vice Dean of Academic

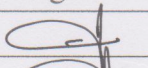
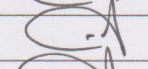
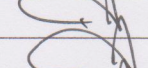
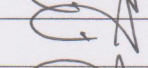
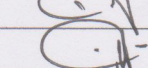
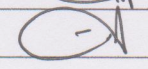
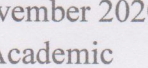
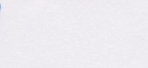


Dra. Hj. Tity Hastuti, M.Pd
NIP. 195911091987032002

THESIS GUIDANCE AGENDA

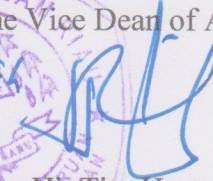
Thesis guidance has been implemented to:

Name : Muhammad Rizki
 Student Number : 156311217
 Study Program : English Language Education
 Faculty : Teacher Training and Education
 Advisor : Marhamah, S.Pd., M.Ed.
 Title : **“A Content Analysis of the English Textbook Entitled
 “Grow with English” for Grade IV of Elementary
 School Humairoh Siak Hulu Published by PT Erlangga
 Mahameru in the Year of 2016”**

No	Date	Guidance Agenda	Signature
1	18 th Desember 2019	Revised Proposal Title	
2	20 th January 2020	Collected Chapter I, II, and III	
3	17 th Februari 2020	Revised Chapter I, II, and III	
4	5 th March 2020	Revised of All Chapters & Questions	
5	5 th March 2020	Approved to Join Seminar Proposal	
6	30 th April 2020	Joined to Seminar Proposal	
7	24 th August 2020	Took the Data	
8	9 th November 2020	Collected Chapter IV and V	
9	12 th November 2020	Revised Chapter IV and V	
10	12 th November 2020	Approved to Join Thesis Examination	
11	21 st December 2020	Joined to Thesis Examination	

Pekanbaru, 12th November 2020

The Vice Dean of Academic


 Dra. H. Tity Hastuti., M.Pd

NIP. 195911091987032002



LETTER OF NOTICE

The advisor hereby notice that:

Name : Muhammad Rizki
Student Number : 156311217
Study Program : English Language Education
Faculty : Teacher Training and Education
Head Advisor : Marhamah, S.Pd., M.Ed

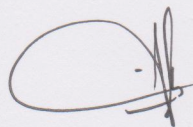
Has completely written a thesis which entitled:

“A Content Analysis of the English Textbook Entitled “Grow with English” for Grade IV of Elementary School Humairoh Siak Hulu Published by PT Erlangga Mahameru in the Year of 2016”

It is ready to be examined.

This letter is made to be used, as it is needed.

Pekanbaru, 12th November 2020
Advisor



Marhamah, S.Pd., M.Ed
NIDN.1023127702

DECLARATION

Name : Muhammad Rizki
Student Number : 156311217
Study Program : English Language Education
Faculty : Teacher Training and Education

I admit that this thesis writing purely derived from my own ideas; except some questions (deliberately or UN-deliberately) which were adopted or taken from various sources included in “references”. Scientifically, I took responsible for the truthfulness of the data and its content.

Pekanbaru, 12th November 2020

The Researcher

Muhammad Rizki
156311217

ACKNOWLEDGEMENTS

Alhamdulillahirobbil'alamin, first of all I would like to extend my thanks to Allah SWT, for blessing and giving me strength and health to complete this thesis entitled **“A Content Analysis of the English Textbook Entitled “Grow with English” for Grade IV of Elementary School Humairoh Siak Hulu Published by PT Erlangga Mahameru in the Year of 2016”**. This thesis intended to fulfill one of the requirements of Sarjana Degree in English Language Education, Faculty of Teacher Training and Education, Universitas Islam Riau.

The researcher would like to express her thanks deeply to all people who gave many contributions in completing this thesis. The researcher addresses her appreciation and expressed deep gratitude to the following individuals namely:

1. Dr. Sri Amnah. S.Pd., M.Si as Dean of FKIP UIR and Dra. Hj. Tity Hastuti., M.Pd as the vice Dean of FKIP UIR and all administrative staff of FKIP UIR Pekanbaru.
2. Muhammad Ilyas, S.Pd., M.Pd as the chief of English Language Education of FKIP UIR and Sri Wahyuni, S.Pd., M.Pd. as the secretery of English Language Education of FKIP UIR who has given suggestion and guidance during this thesis held.
3. Special thanks for my beloved advisor Marhamah, S.Pd., M.Ed. who always contributes a lot of time in giving motivation, suggestion, correction, encouragement and guidance for me in accomplishing this thesis.

4. All lecturers of English Language Education of FKIP UIR who gave knowledge and helped me during my study.
5. Deep gratitude to my beloved parents, my father Mr. Agus Budiarto and my mother Mrs. Suriana. Thanks a lot for the endless love, patient, support, advice, praying and financial or other things that the researcher cannot mention one by one. I am proud to be your son.
6. Sincere thanks to my little sister Siti Khairani who gave me supports to finish this thesis.
7. Special thanks to my beloved friends Feby Rahmi, Hardi Eko Putra Kusumo Widyo Ningrat, Gilang Fadryon, Muhammad Tata Mustahajid, Nico Purwanto, Pejantan Tangguh and MMK Gank as motivators for me, who always help me and always support me in every situation and always be there for me to finish this thesis.
8. The Head Master of SD IT Humairoh, Mrs. Susilawati, S.Ag who has given time and place to the researcher in conducting the research.

Finally, the researcher realize that this thesis may have several weaknesses. Therefore, supportive feedbacks, suggestions, and comments are really needed for improvement of this research.

Pekanbaru, 12th November 2020

The Researcher

Muhammad Rizki

ABSTRACT

Muhammad Rizki 2020 “A Content Analysis of the English Textbook Entitled “Grow with English” for Grade IV of Elementary School Humairoh Siak Hulu Published by PT Erlangga Mahameru in the Year of 2016”

Keywords: Textbook, Content Analysis, and Grow with English

This study aims to analyze the fourth grade "Grow with English" textbook. There are many English text books that have been published. Although many English textbooks for elementary schools are claimed to be published and written based on basic competencies in the 2013 English curriculum syllabus, not all of them are completely in line with the 2013 curriculum. Therefore, analyzing the textbook "Grow with English" helps us to know suitability of the book.

The objective of this research is to know the appropriateness of the contents of the English textbook "Grow with English" with the core competencies and basic competencies of Curriculum 2013 and to know the English textbook “Grow with English” fulfills the criteria of a good textbook. This research was qualitative research and used a descriptive method to expose the data which was collected by document analysis. The sample was the textbook "Grow with English" for grade IV of elementary school Humairoh Siak Hulu.

The data revealed that the textbook "Grow with English" is one of the books that have good book criteria. The researcher also found that many schools used the book because it was appropriateness with the core competencies and basic competencies of the 2013 curriculum.

TABLE OF CONTENT

COVER	
DECLARATION	i
ACKNOWLEDGEMENTS	ii
ABSTRACT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	vii
LIST OF APPENDICES	viii
CHAPTER I: INTRODUCTION	1
1.1 Background of the Problem	1
1.2 Identification of the Problem	3
1.3 Focus of the Problem	4
1.4 Research Questions	4
1.5 Objective of the Research	4
1.6 Significance of the Research	5
1.7 Definition of Key Term	5
CHAPTER II: REVIEW OF RELATED LITERATURE	8
2.1 Relevance Theories	8
2.1.1 The Definition of Textbook	8
2.1.2 Function of Textbook	10
2.1.3 Criteria of Good Textbook	11
2.1.4 The Advantages and Disadvantages of Textbook	15
2.1.5 Textbook Evaluation	17
2.1.6 Curriculum	27
2.1.7 2013 Curriculum	28
2.1.8 Content Analysis	32
2.2 Relevant Studies	35
2.3 Conceptual Framework	37
2.4 Assumption	37
CHAPTER III: RESEARCH METHODOLOGY	38
3.1 Research Design.....	38

3.2 Source of Data	39
3.3 Data Collection Techniques	39
3.4 Data Analysis Techniques	42
CHAPTER IV: RESEARCH FINDINGS	45
4.1 The Data Description	45
4.2 The Data Analysis	45
4.3 Discussions	96
CHAPTER V: CONCLUSION AND SUGGESTION	98
5.1 Conclusion	98
5.2 Suggestion	99
5.2.1 For the Teacher	99
5.2.2 For the Publisher	99
REFERENCES	100
APPENDICES	102

LIST OF TABLES

Table 3.1	Table Criterion Referred Evaluation	43
Table 4.1	Feasibility of Content Lesson 1 “How Do You Spell Your Name”	54
Table 4.2	Feasibility of Content Lesson 2 “Schedule”	58
Table 4.3	Feasibility of Content Lesson 3 “It’s a Tidy Living Room”	62
Table 4.4	Feasibility of Content Lesson 4 “There Are Some Flowers in the Garden”	66
Table 4.5	Feasibility of Content Lesson 5 “Seta’s Family is Having a Picnic”	70
Table 4.6	Feasibility of Content Lesson 6 “I’ll Have a Burger and Sausages”	74
Table 4.7	Feasibility of Content Lesson 7 “It’s Tigor’s Kite”	78
Table 4.8	Feasibility of Content Lesson 8 “It’s a Nice Day”	82
Table 4.9	Feasibility of Content of “Grow with English”	83
Table 4.10	Feasibility of Language “Grow with English”	85
Table 4.11	Feasibility of Presentation	90
Table 4.12	Feasibility of Chart	92
Table 4.13	Textbook Evaluation Summary	93
Table 4.14	The Conformity of Textbok Materials to the Core and Basic Competence	94
Table 4.15	Appropriateness of Textbook Content with Core and Basic Comptence of 2013 Curriculum	95

LIST OF APPENDICES

APPENDIX I Silabus	102
APPENDIX II Lesson Plan	116
APPENDIX III Core and Basic Competence of 2013 Curriculum	147
APPENDIX IV Detailed of Feasibility of Chart	148
APPENDIX V Detailed of Appropriateness between the Materials Written in the Textbook with the Core and Basic Competence of 2013 Curriculum	151
APPENDIX VI Instrument of English Textbook “Grow with English”	153
APPENDIX VII Instrument of Materials English Textbook “Grow with English”	155

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

There are several aspects that can affect student learning outcomes in the teaching and learning process in English. Those aspects can arise from pre-teaching preparation, when the before – after teaching and learning process is in progress. The teacher's role is clearly important in the teaching and learning process. They plan the syllabus, prepare materials, teach classes, and so on. There are so many tasks that must be done by a teacher as teaching material.

Textbooks serve as a media that helps teachers organize the teaching and learning process. Therefore, preparing teaching materials for each class will not take up a lot of time. Textbooks link great importance to academic growth and student success at all levels of education (Azizifar, Koosha, & Lolfi, 2010, p. 36). Particularly in the field of language learning, the importance of textbooks becomes more essential and cannot be denied because they are the main guiding tool in providing learning input and providing assistance and encouragement on language learning. In the same way, the quality and efficacy of textbooks is also a major challenge with respect to their relevance to curriculum standards and student learning outcomes. Sometimes, students and teachers fail to get much help from textbooks for some reason that hinders student progress and performance in learning English as a second language. In addition, it becomes a difficult task to evaluate and assess textbooks and their benefits related to student achievement curriculum standards (Latihif, 2015).

Currently, there many English textbooks have been published, both by local and foreign publishers. When a new curriculum is issued by the government, there are bound to be many new English textbooks based on the new curriculum on the market. Teachers also prefer to use textbooks with the new curriculum because the learning objectives will be based on the new curriculum as well. Lots of English textbooks are available in the market. The eye can easily be fooled by colorful covers, beautiful layouts, and eye-catching artwork. As an inexperienced teacher, it can be very difficult to know what to look for in an English textbook. Therefore, the decision to buy a textbook must be carefully considered. The content of English textbooks affects what teachers teach and learn. If the textbook is too advanced or too simple for students, the teacher is bound to run into problems. The content of the textbook may not be the kind that students can understand.

There are many publishers that have published English textbooks for elementary school students. The textbook must be the main instrument for working on the previously prepared curriculum. But sometimes some of them are not in accordance with curriculum standards. In fact, it is quite difficult to find English textbooks that have good material and are in accordance with the curriculum. Although many English textbooks for primary schools are claimed to be published and written based on basic competencies in the 2013 English curriculum syllabus, not all of them are completely in line with the 2013 curriculum.

Based on the above statement, the researcher wants to analyze the material coverage of the English textbook content and to find out whether the textbook is in accordance with the latest recommended English syllabus used in the second year of Humairoh Siak Hulu Elementary School. The researcher chose the textbook "English" because the textbook states in the preface that the book was designed based on the current curriculum called the 2013 curriculum. In addition, all students of SD Humairoh Siak Hulu use this textbook to support its success. In the teaching-learning process. Based on the previous explanation, the researcher tries to analyze and interpret it under the title **“A content analysis of the English textbook entitled “Grow With English” for grade iv of elementary school Humairoh Siak Hulu published by PT Erlangga Mahameru in the year of 2016”**

1.2 Identification of the Problem

Based on the research background, the researcher can identify many problems why the English textbook "Grow with English" for grade IV SD Humairoh Siak Hulu still has to be evaluated. They are as follows::

1. The English textbook "Grow with English" uses Curriculum 2013, the newest curriculum in Indonesia
2. The Teachers usually use English textbook “Grow with English” to teach students.

1.3 Focus of the Problem

In this research, the researcher wants to analyzes the English Textbook “Grow with English” for Elementary School is Written. The researcher focuses on the appropriateness between the materials of the textbook with the core competence and basic competence of the 2013 Curriculum, and the appropriateness between the content of the textbook and the criteria good textbook.

1.4 Research Question

Based on the background above, the researcher could draw the main problem to make easy in the theoretical review. The problem of this research is formulated are question of:

1. How is the appropriateness of the materials of the English Textbok "Grow with English" with the core and basic competence of 2013 Curriculum?
2. How are the criteria of a good textbook by *Pusat Perbukuan (Pusbuk)* fulfilled by the English Textbook “Grow with English”?

1.5 Objectives of the Research

In this research, the researcher wants to analyze an English textbook “Grow with English” for Elementary School in the fourth grade. The researcher uses content analysis to analyze the English textbook. The objectives of the study are:

1. To know the Appropriateness of the contents of the English textbook “Grow with English” with the core and basic competence of the 2013 Curriculum.
2. To know the English textbook “Grow with English” fulfills the criteria of a good textbook by *Pusbuk*.

1.6 Significance of the research

The result of this study is fully expected to give some theoretical and practical advantages for the following parties:

1. Theoretically, this study provides a beneficial and referential contribution in giving general knowledge of the way to evaluate Textbooks.
2. Practically, the result of this study is beneficial:
 - a. For the researcher, the research can give practice in developing knowledge and skill in evaluating Textbooks.
 - b. For English teachers, the result of the study can provide helpful information in selecting and evaluating good textbook before deciding to use it in classroom practice.

1.7 Definition of Key Term

a. Textbook

Textbooks are a medium of instruction. It has an important role in educational programs because it can facilitate both teachers and students in the teaching and learning process. Furthermore, the term textbook is not only a box material but also a teaching and learning guide tool, as van Els, et. Al. Emphasize,

"textbooks for a coherent collection of teaching materials which can consist of only textbooks, but also learning packages consisting of several sections".

According to Permendiknas No. 11 2005, Textbook is the main learning resource for the achievement of basic competencies and core competencies and is declared appropriate by the Ministry of Education and Culture for use in educational units.

b.Content Analysis

Cole (in Elo and kyngas 2007: 107) states that content analysis is a method of analyzing written, verbal, or visual communication messages known as the document analysis method. Krippendorff (2004: 13) defines the concept of content analysis as follows: Content analysis has the potential to be one of the most important research techniques in social science. Content analysis views data as a representation not of physical events but of text, images, and expressions that are made to be seen, read, interpreted and acted upon for their meaning, and therefore, must be analyzed using such thinking. Analyzing text in the context of its use distinguishes content analysis from other methods of inquiry.

Canvanagh (in Elo and Kyngas 2007: 108) states that content analysis allows researchers to test theoretical problems to improve data understanding. Through content analysis, it is possible to filter words into fewer content related categories. It is assumed that when classified into the same category, words, phrases, and the like have the same meaning.

c. Grow with English

“Grow with English” for grade fourth elementary school. It is written by Mukarto, Sujatmiko, Josephina S.M, and Widya Kiswara. The Textbook Consists of eight Lessons and 183 pages.



CHAPTER II

THEORETICAL FRAMEWORK

2.1 Relevance Theories

2.1.1 The Definition of Textbook

Textbooks are important references used by teachers and students in the learning process. Textbooks have become a universal element of English language teaching (ELT), without which the learning process seems incomplete. Textbooks are considered a key component of most language programs (Richards, 2001). According to the Oxford Advanced Learner's Dictionary, textbooks are defined as "books that teach a specific subject and which are used primarily in schools and colleges" (OALD, 2000, p. 1238). In accordance with the given definition, textbooks aim to provide learners with the necessary knowledge, language skills and information about English speaking countries and prepare them to interact with people from foreign countries and from different cultural backgrounds.

Textbooks usually combine contemporary and traditional approaches to language teaching. They combine concepts such as 'learner development', 'task-based methodology', and 'cross-curricular themes' while providing a grammatical framework and overall practice of vocabulary, grammar structure, and function (Hutchinson & Gault, 2009, p. 4). Textbooks are denoted as "the visible core of any English language

teaching program” and offer significant benefits to students and teachers alike. In his view, students argue that published material (textbooks) is more trusted than self-made photocopying resources, which are considered less valid. Their view is based on the fact that textbooks are written by leading experts in the field of language teaching.

The effect of using a particular textbook, therefore, depends not only on the approach and method promoted and its content, but also on the expectations of students and the general outlook of the textbook in student culture. Textbooks are believed to be the primary instructional tool for most language programs (Richards, 2001). This is one of the most important components that has a major influence on student success in learning a second language. It is accepted worldwide that mathematics and science textbooks have a profound influence on classroom practice (Valverde et al., 2002). Textbooks are important tools for promoting certain types of curriculum.

They are organized in a purposeful way, and as a result, their content and structure are essential for the promotion of a specific vision of a curriculum. According to Ravitch (2003) and Valverde et al., (2002) textbooks are very important, they play an important role in shaping the views of teachers, students, and families about school subjects. Textbooks can be interpreted as simple books written for teaching and learning purposes. However, from a single set of curriculum guidelines, an infinite

number of textbooks can be constructed, each with its own interpretation of the guideline's intent ". Textbooks are the cupboards that students have to work with from the curriculum and these textbooks are to aid student learning.

2.1.2 Function of Textbook

According to Greene and Petty (1971:540-2) in Tarigan (1986:17), there is some function of the textbook:

1. A Textbook should reflect a modern perspective on the presentation of teaching materials.
2. A Textbook must provide the source material is well organized, varied, according to the needs of students, systematic and rich in the subject matter.
3. The material of the textbook should present a well organized and staged on expressional skills that brought major problems in communication.
4. A textbook should present teaching methods and tools that meet certain criteria.
5. A textbook must provide in-depth materials to help the students perform practical exercises and assignments.
6. Besides as a source of book, book as well as a source or means of evaluation and remedial suitable also appropriate in teaching and learning processes.

2.1.3 Criteria of Good Textbook

Textbooks are needed to support learning activities. Teachers are expected to be able to choose the right textbook for their students. According to Oh in Ho and Hsu (2011: 93) to determine the best choice, the teacher must really evaluate the potential of the textbook, these criteria include:

1. Publisher criteria

The publisher is a determining factor in a printed book, in a publishing procedure there are usually editors who sometimes do not have the ability to what is being edited. In ordinary cases, teachers should check the reputation of professional textbook publishers and authors in their respective fields. In addition, the cost of textbooks and the publishers' logistics capabilities, distribution systems, and customer service.

2. Physical Criteria

Criteria relating to the physical characteristics of a textbook, such as cover design, text layout, print size, print quality, paper quality, book weight, and durability.

3. Content Criteria

Textbooks should be selected to advance the goals of school education, suit the needs of students, and contribute to curriculum sustainability and integration. Good textbooks also take teachers and students through the

learning experience. In addition, the content must be accurate and precise and revised periodically to meet changing conditions.

4. Instruction Criteria

A good books complementing teacher instruction, such as instructional manuals, classroom activity guides, workbooks, audio / visual components, and assessment packages should be carefully designed and supplied to teachers along with textbooks..

These criteria include external and internal books. Another opinion that supports this is Maman (2010: 4-6) states that there are seven criteria and principles that apply in writing textbooks:

1. Textbooks must have a clear and current perspective. Good textbooks are books that have a strong and modern teaching perspective and books that show applicable teaching materials.
2. Textbooks must contain sufficient material. A good textbook is a textbook that presents material that is rich, varied, easy to read, and according to student interests and needs. The impact of the book is to become a source of solving academic problems, triggering students to read, being fun, stimulating, children's creativity.
3. Textbooks must contain material arranged in a systematic and gradual manner. Systematic in the sense of material presented with attention to the ease of understanding of students in terms of explanations, descriptions, and organizing which are arranged systematically; disclosure is made straightforward (not convoluted); the term is given

an explanation or example; use of words and terms in foreign or regional languages that are not relevant is avoided; The presentation encourages student activity to think and learn in various ways; challenge students to find other learning resources followed by complete reference sources. Related learning materials are interrelated in an integrated manner, both in learning and between lessons. The placement of lessons throughout the book is done appropriately. Gradually in the sense that the material presented is viewed in terms of the order, such as from easy to difficult, from simple to complex, from general to particular, from parts to whole.

4. Textbooks must contain material presented with methods and tools that can stimulate students to be interested in reading books. For example, presented with pictures that can stimulate students to find answers to an exercise, concrete answers to student knowledge, and allow students to prove it in the environment or practice simple research.
5. Textbooks must contain in-depth material so that students can be helped in solving academic problems. For example, when students work on assignments, the depth of work or problem solving is accommodated by the book, either because the book contains what students need or there are instructions to get references that allow problems to be solved.
6. Textbooks must contain evaluation tools that allow students to know the competencies that have been achieved. The level of competency

achievement can be used as feedback for students whether to deepen the material or continue to other higher material.

7. Textbooks should contain material that allows students the opportunity to tickle their eyes for what they have learned. The benefits that students get after reading and practicing are statements that must be generated to students. In other words, this tool can be used as material for student reflection on all academic problems that have been studied.

In line with the two opinions above, Tarigan & Tarigan (2009: 22) an ideal textbook or textbook is a book that meets the following criteria.

1. Having certain foundations, principles, and points of view that underlie the concepts used in the textbook must be clear.
2. Relevant to the curriculum.
3. Attracting readers who use it.
4. Able to provide motivation to the wearer.
5. It can stimulate student activity.
6. Make illustrations that are able to attract their use.
7. Understanding must be preceded by appropriate communication.
8. The contents support other subjects.
9. Respect for individual differences.
10. Trying to establish the values prevailing in the society.
11. Consider the linguistic aspects according to the ability of students who use it.
12. Use clear concepts so that they don't confuse students.

13. Having a clear point of view.

Based on the three opinions above, the criteria for a good textbook are in accordance with the learning objectives and are relevant to the applicable curriculum. Therefore, the presentation of textbooks in accordance with the 2013 curriculum must include the learning objectives listed in KI and KD. In addition, it must also be relevant to the 2013 curriculum which emphasizes a learning process based on a scientific approach and authentic assessment-based assessment.

2.1.4 The Advantages and Disadvantages of Textbook

There are several advantages and disadvantages of using textbook that the researcher wants to discuss.

1. The advantages of the Textbook

Richard (2001: 254) describes the main advantages of using Textbooks:

- a) They provide the structure and syllabus for a program. Without textbooks the program may have a central core and students cannot accept a syllabus that has been planned and developed systematically.
- b) They help standardize instructions. The use of Textbooks in a program can ensure that students in different classes receive similar content and can therefore be tested in the same way.
- c) They take care of quality. If well-developed textbooks are used students are exposed to material that has been tried and tested, which

is based on sound learning principles, and which is passed on appropriately..

- d) They provide a variety of learning resources. Textbooks are often accompanied by workbooks, CDs and cassettes, videos, CD ROMs, and comprehensive teaching and learning.
- e) They are efficient. They save teachers time, allowing teachers to devote time to teaching rather than material products..
- f) They can provide support for teachers whose first language is not English and who may not be able to produce accurate language input on their own..
- g) They can train teachers. If the teacher has limited teaching experience, the Textbook together with the teacher manual can serve as a medium for initial teacher training.
- h) They are visually appealing. Commercial textbooks usually have high standards of design and production and hence are appealing to learners and teachers.

2. The Disadvantages of the Textbook

However, there are also disadvantages. Richards (2001:255) gives some examples of the disadvantages of using the textbook.

- a) They may contain inauthentic language. Textbooks sometimes present inauthentic language as text, dialogue, and other aspects of content tend to be written specifically to include teaching points and often do not represent actual language use.

- b) They can change content. Textbooks often present idealized views of the word or fail to represent real problems. In order for the Textbook to be accepted in many different contexts, controversial topics were avoided and instead the idealized white middle-class view of the word was portrayed as the norm.
- c) They may not reflect student needs. Because textbooks are often written for a global market, they often do not reflect student interests and needs and may therefore require adaptation.
- d) They can disappoint teachers. If teachers use textbooks as the main source of their teaching and leave the textbooks and teacher manuals to make major instructional decisions for them, the teacher's role can be reduced to technicians whose main function is to present material prepared by others..
- e) It is expensive. Commercial Textbooks can represent a financial burden for students in any part of the world..

Both the advantages and disadvantages of using textbooks need to be considered, and if the textbooks used in a program are judged to have some negative consequences, corrective actions are appropriate for guidance and support for the teacher in how to use them appropriately.

2.1.5 Textbook Evaluation

According to Permendikbud No. 8 of 2016 concerning books used by an educational unit. Books used by the Education Unit, both in the form

of textbooks and non-text textbooks, are a means of the learning process for teachers and students so that students can increase the knowledge base for higher education. Material knowledge that is informed through Textbooks and Non-Text Books is a very important lesson. Therefore, the presentation of the material must be structurally attractive, easy to understand, have a high level of readability, and meet values or norms that have positive power in society, including not containing elements of pornography, extremism, radicalism, violence, racism, gender, and does not contain any other deviation values.

Textbooks and Non-Text Textbooks must contain the elements of a book cover, cover, back cover, and spine. In addition, text books and non-text textbooks must contain book sections, which include the beginning of the book, the contents, and the end of the book..

1. Leather book

- a) Cover

These elements consist of the front part of the inscription "It has been assessed and determined by the Ministry of Education and Culture" (written in the box), the title of the book. The layout of the design components on the front of the book follows the layout pattern of the book contents. The typeface on the front of you is adjusted to the typeface used in the content of the book. The writing of the book title must be dominant, contrasting, and interesting.

- 1) Titles

For textbooks, book titles refer to the names of subjects in the curriculum structure. The components or elements in the title of the book are a complete unit.

2) Subtitle

Book subtitle is a further explanation of the book title which contains the identity of the book series (if any) and the identity of the subject (if any). Especially for textbooks, the book subtitles are placed under the book title, in addition to that the type and size of the letters as well as the use of colors are regulated by the book designer provided that the use of these letters is no more conspicuous than the title..

3) Designation Books

Special Textbooks, the designation of the books that are printed on your front cover, and the copyright page (catalog page in the publication / KDT), which is located according to the field. Book writing includes identification of identities followed by identity education classes. If appropriate, books can be presented in two semesters depending on the need. The marker can be entered adjacent to half of the class identity.

4) Identity of publisher

Publisher ID is the name written next to the publisher logo. The placement of publisher identity is adjusted to the field.

5) Illustration

The illustrations in front of them (if any) must have a clear focus and do not conflict with the Indonesian aspects. The illustration on the front of the book reflects its content.

b) Leather Rear

Leatherback of the book contains the following:

- 1) Introduction to the contents of the book (blurb) or comments from parties who are considered to know the contents of the book.
- 2) A statement of the book feasibility assessment of the Ministry of Education and Culture.
- 3) ISBN (International Standard Book Number) issued by the National Library.
- 4) Publisher identification in the form of publisher name is written with the complete address.
- 5) The highest retail price (HET) Special Textbook.

c) Backs Books

Books bound with hot glue (perfect binding) must bear the identity of the publication which includes the publisher's logo, author's name, title, subtitle, and the book designated. The layout is adjusted to the front and back covers. Book titles and book titles are written from the ground up (American style).

2. The Beginning

The vague/French title is on odd pages (recto), if necessary the content is only a little from the book.

a) Title page (recto)

It includes book title and book subtitle (if any), author name, publisher name along with publisher logo.

b) Publishing page (page Copyright)

Whether publishing lies in the even pages (verso) and contains some of the following sequences.

- 1) Description of copyright.
- 2) KDT (Cataloguing in Publication).

Text book contains material classification and ISBN book made by the National Library of Indonesia.

3) Specification community input channels.

The description of the public input channel reads, "To improve the quality of books, it is hoped that the book user community can provide input to the addresses of authors and publishers.

c) Page Foreword (recto)

The Special Textbook, located on the recto page, contains a statement regarding the intent and purpose of writing the book, learning materials related to the book, and hopes for the

publication of the book. This page ends with a place and time marker and the name of the author of the book.

d) Page Table of Content (recto)

Special Textbooks, a table of contents starting from the recto, contains all parts of the book starting from the beginning of the book (introduction and Table of Contents), parts of the book content (lessons or chapters and sections of lessons or chapters and parts of lessons or chapters, if any) until the end of the book (index, if any, glossary if any, and Bibliography) is written in full.

e) Page Image (if any)

List of drawing pages can be started from verso or recto. Images that are listed include eye view images (line or drawing), graphs, charts and diagrams, a list of images containing the number of images, captions, and the page where the image is displayed.

f) Page Table (if any)

Maps can be started from a table list or recto-verso. The table list contains the number of tables, the information table, and the table where the page is displayed.

g) Number Pages

Special textbooks, namely the numbering of pages at the beginning of the book using roman numerals written in small letters (not capital letters). Title page and publishing page (copyright page) that have not been printed are still counted,

writing the preface numbering the starting page is written on the page and so on. In the case of page numbering, part of the book content and part of the book constitute a unit which is continued by serial numbering.

3. Content Section

The body part is the subject description after the book title. The description of the material must be able to develop the knowledge, skills, and positive attitudes of students. Therefore material aspects, linguistic aspects, presentation aspects, and chart aspects that need to be considered are as follows.

a) Material aspects

- 1) Must be able to maintain the truth and accuracy of material, flow of data and concepts, and support the achievement of national education goals..
- 2) Using theoretically and empirically correct source materials.
- 3) Fostering independence and innovation.
- 4) Able to be motivated to develop students.
- 5) Able to maintain national unity by accommodating diversity, the essence of cooperation, and respecting differences.

b) Linguistic aspects

1) The language used (spelling, words, sentences, and paragraphs) is precise, straightforward, clear, and follows the level of the times.

2) Illustration of material, both text and images, follows the age development level of the reader and is able to clarify the material or content.

3) The language used is communicative and informative so that readers can understand messages that are positive, have an educational character, are polite, ethical, and aesthetically following the stages of the times..

4) The title of the book and the title of the content of the material are harmonious or harmonious, interesting, able to be interesting to read, and not provocative.

c) Aspect Presentation Material

1) The material is presented in an attractive book (coherent, coherent, straightforward, easy to understand, and interactive), so that the integrity of the meaning to be conveyed can be maintained properly..

2) Illustration of material, both text and attractive images according to the level of development and age of the reader can clarify the material or content and courtesy.

3) The use of illustrations to clarify the material does not contain pornographic elements, the notion of extremism, radicalism, violence, racism, gender bias, and does not contain any other deviant values..

4) Presentation materials can stimulate critical, creative, and innovative thinking.

5) Contains contextual insight, in a sense that is relevant to daily life and encourages readers to experience and discover for themselves positive things that can be applied in daily life.

6) The presentation of material is attractive so that it is fun for the reader and can foster a deep sense of curiosity.

d) Chart aspects

1) The size of the book follows the age and level of development of the material or content of the book.

2) The display elements of the book cover layout match or match and have unity.

3) Color layout elements in harmony and enhance functionality.

4) The use of letters and font sizes is adjusted to the level of age development.

5) Illustrations are used to clarify your message.

4. Ending Section

The last part consists of information on book publishers, glossary, bibliography, index, and attachments. The numbering of this section relates to the content of the page numbering using Arabic numerals.

a) Performers Information Publishing

Performing Publishers are required to provide information as referred to in Article 5, in the form of an illustration as follows: Illustration of Biographers, Editors, Reviewers, Consultants, Reviewers, Assessors.

b) Glossary

Glossary contains specific explanations of words, terms or phrases contained in the text. The glossary consists of entries (keywords) and descriptions (American descriptions). Textbooks for elementary schools do not include a glossary.

c) Bibliography

The bibliography is a book that is used as a reference in writing the book. The basic principle of writing a bibliography is the inclusion of the name of the author and editor in alphabetical order (AZ), the title of the book or the title of the article, the date of publication and the name of the city, and the name of the city. publisher.

d) Index

An index contains a list of words or terms, concepts, names, or formulas that are considered important to readers. Index writing along with the location of words or terms, concepts, names, or formulas in the book by including the book page numbers. The writing of the word index must be the same as the words contained in the text. It must be ensured that the word is the index correctly stated on the mentioned page. Writing provides information on the index page of a word or term found.

e) Appendices

Attachments are additional documents that are added to the main document. Annexes usually contain additional data for the main data or further clarification on a particular topic as described in the book material.

2.1.6 Curriculum

The curriculum is subjects taught by schools, colleges, etc, or things that are studied in separate subjects; language is an important part of the school curriculum (Longman, 2004; 384). Nunan (1998: 14) states that the curriculum is usually used to refer to certain learning programs. On the other hand, Richard (2001: 2) states that curriculum development focuses on determining what knowledge, skills, and values students learn

in school, what experiences must be provided to produce the desired learning outcomes, and how the teaching and learning process in schools. school or school. the education system can be planned, measured, and evaluated. Based on the above definition, the researcher concludes that the curriculum is a special learning program whose goal is to achieve general skills and knowledge in schools.

2.1.7 2013 Curriculum

The 2013 formulation is based on the goals of national education as outlined in article 3 chapter II concerning the basis, function, and goals of national education which states that "Education functions as a builder of skills, character and dignified individual civilization". forming an intellectual generation and developing the potential of students to become healthy, intellectual, skilled, creative, independent, democratic, and responsible individuals who believe in God and have noble character ". That is, education, the process, and the results are intended to develop students into fully functional people who have good skills and character and are knowledgeable, aware of their potential, and can implement their potential and skills for the benefit of society and their own interests.

Based on the Framework and Recommendations on the 2013 English Subject Curriculum issued by the TEFLIN Association, regarding the nature of language, the 2013 curriculum uses a functionalist perspective that views language as a means of communication between

teachers, students, and diverse communities by considering who is communicating, under what circumstances the communication occurred, and what was communicated. According to this view, the purpose of communication is to build social relationships and develop discourse through the exchange of information between individuals involved in communication conveyed through oral or written media. The ability to communicate feelings, knowledge, and views among those involved in communication must be based on their socio-cultural values for the sake of creating proper communication.

The Communication activities based on this functionalist view are a combination of three communication objectives: interpersonal, transactional, and presentational. In the systemic functionalist view, communication activities are organized around the integration of linguistic rules and socio-cultural rules of language users in certain communicative situations and spheres such as everyday situations, work situations, education, and the academic sphere. Socio-cultural rules regarding language use include attitudes in communication which are influenced by the values of cross-cultural understanding.

The nature of language learning in the 2013 Curriculum is based on a cognitive viewpoint, where language learning will be meaningful to students if the content of the lesson is related to previous knowledge and experience. Learning languages must involve students' gradual thinking skills, starting from knowing, understanding, using, analyzing,

synthesizing, and evaluating what has been learned. In this view, language must facilitate learners to accept and perceive that they are learning, organize, understand them fully, and apply it in their attitude. In addition, learning a language must involve the physical skills of learners ranging from accepting, concentrating, imitating, practicing, adapting the acquired skills to the real-life situations they face, and building relatively new skills.

There are several important elements in the 2013 Curriculum, they are core competence (KI), basic competence (KD), and indicators.

a. Core competence (KI)

Based on PP 32/2013, core competence is the ability to achieve the standard level of graduate competence (SKL) that students must have at each class or program level that underlines the development of basic competencies. These core competencies include spiritual attitudes, social attitudes, knowledge, and skills that function as content for integrating learning, subjects, or programs in achieving the standard of graduate competence (SKL). Core competencies are the translation or operation of SKL in the form of qualities that must be possessed by those who have completed special training at an educational unit or level. Core competencies should reflect the quality of the balance between achieving hard skills and soft skills. Core competencies serve as an element in administering basic competencies. As an organizing element, core competencies serve as a binding for the implementation of basic

competencies vertically and horizontally. The basic competence of vertical organization is the relationship between the basic content of the class or level of education with the class or level above it so that it fulfills the learning principle that there is a continuous accumulation of content of students. Meanwhile, the horizontal organization is a linkage between the basic competency content of subjects with the basic competency content of different subjects in the same weekly and class meetings so that a mutually reinforcing process occurs. Core competencies consist of four interrelated groups, namely those related to religious attitudes, social attitudes, knowledge, and the application of knowledge which is the reference for basic competencies and must be developed in any integrative learning activity.

b. Basic Competence (KD)

Based on PP 32/2013 basic competence is the competence of each subject for each class derived from core competencies. Basic competencies are content or competencies consisting of attitudes, knowledge, and skills that are rooted in core competencies that must be mastered by students. Competence is developed by paying attention to the characteristics of students, initial abilities, and characteristics of a subject. Subjects as a source of content for master's competencies are open and not always organized according to disciplines that are very oriented only to the philosophy of essentialism. Subjects can be used as content organizations developed from various disciplines or non-disciplines permitted by the

philosophy of social reconstruction, progressive or humanism because the philosophy adopted in the curriculum is eclectic, so the name of the subject and the content of the subject becomes the curriculum that will be developed is not necessarily tied to the philosophy of essentialism.

c. Indicators

Based on PP 32/2013, indicators are markers of basic competency achievement characterized by measurable changes in behavior, including attitudes, knowledge, and skills. Indicators are developed following the characteristics of students, educational units, and regional potential. Indicators as a basis for developing an assessment tool. Indicators are also used as a basis for developing assessment tools. The indicator uses operational verbs that can be measured and observed. The principle of developing indicators is to follow interests, continuity, appropriateness, and context. Overall indicators in KD are signs, behavior, etc. for the achievement of our competence, namely the ability to act, think, and act consistently.

2.1.8 Content Analysis

Cole (in Elo and Kyngas 2007: 107) states that content analysis is a method of analyzing written, verbal, or visual communication messages. This is known as the document analysis method. Krippendorff (2004: 13) defines the concept of content analysis as follows: Content analysis has the potential to be one of the most important research techniques in social

science. Content analysis sees data as a representation not of a physical event but of text, images, and expressions that are created to be seen, read, interpreted, and acted upon for their meaning, and therefore, should be analyzed using that in mind. Analyzing text in the context of its use distinguishes content analysis from other methods of inquiry.

Canvanagh (in Elo and Kyngas 2007: 108) states that content analysis allows researchers to test theoretical problems to improve data understanding. Through content analysis, it is assumed that when classified into the same category, words, phrases and the like have the same meaning.

Based on the above definition, the researcher concludes that content analysis is a method that can be used to analyze documents in accordance with existing phenomena. Brogh and Gall (2003: 279-280) say that there are five steps in planning a content analysis study:

a. Specifying objectives

Content analysis is usually aimed at achieving one of the following kinds of objective:

1) Producing descriptive information

Most of the content analysis in education is aimed at producing descriptive information.

2) Cross-validate research finding

Content analysis is a useful tool for examining research findings obtained from research using other methods, such as interviews.

3) Test hypothesis

Content analysis can be used to explore relationships and test theory.

b. Locating relevant data

Anything related to a phenomenon that interests the researcher can qualify as data for content analysis. In most content analysis studies in education, the relationship between the content to be studied, and the researcher must prepare it or provide information relevant to the hypothesis..

c. Gathering contextual evidence

The next step in a content analysis study is to gather contextual evidence. The researcher must make an empirical relationship between the selected data and the conclusions he plans from that data, in other words, the researcher must make the rationale that content analysis data is related to the objective.

d. Developing a data sampling plan

The fourth step is to develop a plan to obtain a representative sample of the universe from the identified data possibilities. Content analysis can be misleading if the researcher does not use a satisfactory method to select a sample of content to study. In a lot of content analysis, all content is primarily a research related issue that is studied.

- e. Developing a coding procedure

The content has been selected using suitable techniques, a coding or classification system needs to be developed to analyze the content.

2.2 Relevant Studies

This research is not a preliminary research on instructional textbooks, several previous studies have been carried out by many researchers, including the following:

- a. Nestin Vernila Keban (2012): A Content Analysis on English for Kids Grades 3, A Textbook Used In Elementary Schools in Malang.

The differences this research from that was carried out by Nestin Vernila Keban were: (1) This current research is a qualitative design, while the previous one was descriptive-evaluative. (2) This research focuses on the appropriateness between the materials of the textbook with the core competence and basic competence of the 2013 Curriculum, and the appropriateness between the content of the textbook and the criteria good textbook, while the previous one focused to know how much '*English for Kids Grade 3*' a textbook used in Elementary schools in Malang meets the criteria of good EFL textbook; (3) This research is addressed to textbook of elementary school Humairo Siak Hulu Prov. Riau, while the previous one was addressed to elementary school in Malang.

- b. Gul Fatimah (2015): Textbook Analysis and Evaluation of Seventh and Eighth Grade in Pakistani Context .

The differences this research from that was carried out by Gul Fatimah:

(1) This research is qualitative approach with a case study design, while the previous one was quantitative-qualitative approach. (2) This research focuses on the appropriateness between the materials of the textbook with the core competence and basic competence of the 2013 Curriculum, and the appropriateness between the content of the textbook and the criteria good textbook, while the previous one was focused on identifies how well a pre-use textbook matches the needs of a learning program and how much appropriate the activities are. (3) This research is addressed to textbook of elementary school Humairo Siak Hulu Prov. Riau, while the previous one was addressed to seventh and eighth grade in Pakistani Context.

- c. Devy Angga Gunantar (2017): Textbooks Analysis: Analyzing English as a Foreign Language (EFL) Textbooks from The Prespective of Indonesian Culture.

The differences this research from that was carried out by Devy Angga Gunantar: (1) This research is qualitative research, while the previous one was descriptive qualitative and simple quantitative. (2) This research focuses on appropriateness between the materials of the textbook with the core competence and basic competence of the 2013 Curriculum, and the appropriateness between the content of the textbook and the criteria good textbook, while the previous one was focused on analyzed the texbooks was based on culture perspective; (3) This research is addressed to textbook of elementary school Humairo Siak Hulu Prov. Riau, while the previous one was addressed to Indonesian Junior High School.

Based on the explanation above, it can be concluded that this research is completely different from those three previous researches in term of methodologies, locations, and years of research activities.

2.3 Conceptual Framework

The conceptual framework is a structure that according to researchers can explain the natural development of the phenomenon to be studied (Camp, 2001). This is related to important concepts, empirical research and theories used in promoting and systematizing the knowledge held by researchers (Peshkin, 1993).

As discussed above, textbooks are very useful as a learning tool for students who are guided by their teachers. That is why this book is widely used in schools. Therefore, textbooks are very useful for the teaching and learning process for students and teachers.

2.4 Assumption

The assumption of this study is to determine the use of this textbook on the learning skills of fourth grade students of SD Humairoh Siak Hulu. As the assumption of this study, the researcher believes that the fourth grade students of SD Humairoh Siak Hulu can use textbooks in the learning process.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Research design is naturally a framework or plan of a study that is used as a pattern in collecting and analyzing data (Prabhat & Mishra, 2015: 18). On the other hand, Kothari (2004: 31) states that the research design is an adjustment to the conditions of data collection and analysis procedures. This, research design can be interpreted as anything related to data collection and analysis to obtain research objectives with economical procedures. So, research design can be defined as anything related to data collection and analysis to obtain research objectives.

The researcher chose a qualitative descriptive design because the researcher wanted to analyze whether the language skills material in the English textbook "Grow With English" was in accordance with the 2013 Curriculum indicators or not, to analyze whether the contents of the English textbook "Grow With English" met the criteria of a good textbook. suggested by the *Pusat Perbukuan* (Pusbuk) or not.

Researchers used a qualitative descriptive method to understand the data. The reason for conducting qualitative research is because the researcher wants to understand the context or setting in which participants in a study discuss a problem or issue. Qualitative research seeks to understand phenomena by focusing

on the total picture rather than breaking them down into variables. Its purpose is a holistic understanding picture rather than numerical data analysis. So this research has described the material in the textbook and matched it with the criteria proposed by the experts.

3.2 Source of Data

The data in the research are the relevance of materials towards the curriculum, material accuracy, supporting learning materials, language appropriateness, presentation coverage that are available on the textbook entitled Grow With English. The time of the research on September 2020. In this research, the researcher analyzes an English Textbook "Grow With English" for Elementary School, as the resource data. It consists of eight units and 183 pages.

3.3 Data Collection Techniques

According to Sax Gilbert, *Foundation of Educational Research*. (New Jersey: Prentice Hall, 1979), page 247 Data collection techniques are a sequence of ways in which researchers collect data empirically and objectively. To obtain valid data, several data collection techniques were used. In terms of collecting research data, researchers need instruments.

The researchers used document analysis as a data collection method. Documents are instruments in collecting data. The document is taken from the English Textbook "Grow With English" for grade IV SD written by Mukarto,

Sujatmiko, Josephina S.M, and Widya Kiswara published by PT Erlangga Mahameru. Researchers used English textbooks as data sources.

In doing this research, the researcher used the procedure of collecting the data. Here are the procedures:

1. Reading

The first step is reading the English textbook material "Grow With English". According to (Tarigan 1990: 7) in Jaenal 2010) argues that reading is a process that is carried out and used by readers who want to get the message conveyed by the author through the media of words or written language.

2. Identification

The second step is to identify the material from each chapter of the English textbook "Grow With English". Identification is done by someone to take over the characteristics of others and make it an inseparable part of his personality. In another sense, identification is a person's tendency to be the same as other individuals. Individuals who are subjected to identification are called idols. The behavior, attitudes, beliefs, and life patterns of being an idol will institutionalize and even animate the identification of the perpetrator so that it greatly influences the formation and development of his personality.

3. Observation

The third step is observing the material in the English textbook "Grow With English". According to Nasution in Sugiono (2013: 310) observation is the foundation for all knowledge. Scientists can only work according to data, namely facts about real life obtained through observation. This data is collected and often

aided by various high-tech tools, so that small objects such as protons and electrons or very distant objects such as those in outer space can be clearly observed.

Observation is a complex process, a process composed of various biological and psychological processes. Two of the most important are the process of observation and dhikr (Sutrisno Hadi in Sugiono 2013: 203)

To collect data, researchers used several stages of observation. The first stage, the researcher reads and observes the contents of the textbook thoroughly. The second stage, the researcher compared the content of the textbook with the core and basic competencies of the 2013 Curriculum. The third stage, the researcher compared the content of the textbook with the criteria for a good textbook suggested by the *Pusat Perbukuan(Pusbuk)*.

The observation instrument used by the researcher was the observation checklist table. As stated by Cunningsworth in Alavinia and Syidat (2013: 154), one of the research instruments in content analysis is a checklist. There are two types of observation checklists. First, the observation checklist to see the suitability of the material in the textbook with the core competencies and basic competencies in the 2013 Curriculum. In this checklist there is a table consisting of four columns, the first column is core competencies. The second column is basic competencies. The third is sub-basic competence. The fourth is material in the English textbook "Grow With English". This column is divided into two columns consisting of a page where the material is made and a checklist for the relevance of the material to basic competencies. The second observation checklist

is to observe the fulfillment of the criteria for a good textbook suggested by the Bookkeeping Center (Pusbuk) with the contents of the English textbook "Grow With English". The checklist also includes a table consisting of four columns. The first column is the criterion element for a good textbook proposed by the Book Center (Pusbuk). The second column is a sub-element of the criteria for a good textbook proposed by the Perbukuan Center (Pusbuk). The third column is the sub-elements of the criteria for a good textbook proposed by the *Pusat perbukuan(pusbuk)*.

3.4 Data Analysis Techniques

The researcher uses a document analysis as the method of collecting data. Analyzing the data of "Grow With English", the researcher uses the following procedure:

1. Comparing the material provided in the textbook with those suggested in the 2013 Curriculum Core and Basic Competencies by *Permendikbud No 68 Tahun 2013*.
2. Compare the contents of a textbook with the suggested criteria for a good textbook by *Pusbuk (Pusat Perbukuan)*
3. Evaluating the material presented in the textbook "Grow With English"
4. Interpreting data obtained from the textbook evaluation process "Grow With English"

5. Summarize the suitability of textbook content in quantitative output to show results in percentages and numbers. The author uses the following formula to help present data in numerical form.

$$P = \frac{f}{n} \times 100\%$$

P= Percentage of items

F= Number of Frequency

N= Total number of respondent

The researcher also uses “Criterion Referred Evaluation” as proposed by Nurgiyantoro (2001: 399) to count the data, as presented below:

Table 3.1
Table Criterion Referred Evaluation

NO	INTERNAL PERCENTAGE	SCORE 0-4	SCORE E-A	DESCRIPTION
1	81%-100%	4	A	Excellent
2	61%-80%	3	B	Very Good
3	41%-60%	2	C	Good
4	21%-40%	1	D	Fair
5	0%-20%	0	E	Poor

The table is a reference for researchers in analyzing the results of the latest research data. Whether the content of the Grow With English English textbooks is in accordance with the 2013 Curriculum indicators, and whether the content of the Grow With English English textbooks meets the criteria of the textbooks, whether recommended by the *Pusat Perbukuan (pusbuk)* or not.



CHAPTER IV

RESEARCH FINDINGS

4.1 The Data Description

The data collection instrument of this study was documents. The document is taken from the English Textbook “Grow with English” for grade IV elementary school. Researchers used English Textbooks as data sources. From this research, the researcher aims to determine to what extent the material in the textbook "Grow with English" meets the criteria for a good English textbook.

4.2 The Data Analysis

In this study, to answer the research questions, the researcher presented the results obtained by calculating the average of each section. Researchers analyzed data in the form of descriptive analysis. Then, the analysis of this research is based on the data obtained from the fourth grade "Grow with English" textbook analysis research.

4.2.1 Table of Textbook Evaluation Summary

According to *Permendikbud* Number 8 of 2016, it is about books used by an educational unit. Textbooks and Non-Text Textbooks must contain the elements of a book cover, cover, back cover and spine. In addition, textbooks and

non-text textbooks must also contain book sections, which include the beginning of the book, the contents, and the end of the book.

In order to find out the relevance between textbook materials with the indicator of good textbook according to *Pusbuk (Pusat Perbukuan)*, the researcher used the observation checklist for the research instrument. Here is the result:

a. Leather book

1) Cover

Based on the analysis, the researcher found the result about cover of the textbook, they are:

a) Titles

"Grow With English" used a clear title. The title refers to the name of subjects in the curriculum structure. Components of the title is a unified whole. According to that reason, the researcher gave 4 score to the title.

b) Subtitle

Based on the results of the analysis, the researcher could not find the subtitles in "Grow With English". There is no book identity under the title. Based on these reasons, the researcher gave a score of 1 for the subtitles "Grow With English".

c) Designation Books

Based on the results of the analysis, the researcher was able to find the title of a book on the cover of "Grow With English". On the cover, "Grow With English" was published for fourth grade elementary school students. Based on these reasons, the researcher was given a score of 4.

d) Identity of Publisher

Based on this analysis, the researcher can find out the identity of the publisher. Mukarto, Sujatmiko Josephine S.M, Widya Kiswara are publishers of "Grow With English". There are kids on the cover. Therefore, the researcher was given a score of 4.

e) Illustration

Based on the analysis results, the researcher can find an illustration on the cover of the textbook "Grow With English". Researchers were able to find photos of children planting flowers. The focus of this illustration, clearly, does not contain provocative elements with Indonesian aspects. Furthermore, the book cover illustration reflects its contents. Based on these reasons, the researcher gave a score of 4 for the cover illustration of the textbook "Grow With English".

2) Back Cover

Based on the analysis, back cover of the "Grow With English" textbook contained the following:

a) Brief introduction to the contents of the book (blurb) or comments from parties who are considered to know the contents of the book. It is shown on page ii. So, the researchers gave this section a score of 4.

b) Declaration of the book feasibility assessment of the Ministry of Education and Culture. It is shown on page ii. So, the researchers gave this section a score of 4.

c) ISBN (International Standard Book Number) issued by the National Library. It is shown on page ii. So, the researchers gave this section a score of 4.

d) Publisher Identification in the form of the publisher's name written with a clear complete address. This is shown on page v. So, the researcher gave this section a score of 4.

e) Highest Retail Price (HET) for Special Textbooks. Unfortunately, researchers could not find the HET from this textbook. So for this section the researcher gave a score of 0 for assessment.

3) Backs Books

Based on the analysis, the textbook "Grow With English" was bound using hot glue (perfect binding). This includes the publication's identity (publisher logo, author name, title, subtitle, and designated book). So, the researchers gave this section a score of 4.

b. The beginning

1) Title page (recto)

Based on the analysis results, the researcher can find the title page on the cover of the textbook "Grow With English". It includes book title, author name, publisher name along with publisher logo. So, the researchers gave this section a score of 4.

2) Publishing page (page Copyright)

Based on the analysis, the textbook "Grow With English" has a publishing page, it is shown on page ii. This page contains some of the following in order:

a) Copyright description. It is shown on page ii. So, the researchers gave this section a score of 4.

b) Copyright description. It is shown on page ii. So, the researchers gave this section a score of 4.

c) Community input channel specifications. Unfortunately, researchers cannot find it in this textbook. So, the researcher gave this section a score of 0.

3) Page Foreword (recto)

Community input channel specifications. Unfortunately, researchers cannot find it in this textbook. So, the researchers gave this section a score of 0.

4) Table of Contents page (recto)

Based on the results of the analysis, the researcher can find the table of content pages on page xii. This page starts from the recto, contains all parts of the book starting from the beginning of the book (Preface and Table of Contents), the contents of the book (chapters and some chapters) to the end of the book. books (index, glossary, and references) are fully written. So, the researchers gave this section a score of 4.

5) Images page

Based on the results of the analysis, the researcher was able to find the images on page 184. This page shows a list of the images used in the “Grow With English” textbook and lists the source of each image. So, the researchers gave this section a score of 4.

6) Page Tables

Based on the results of the analysis, the researcher was able to find the images on page 184. This page shows a list of the images used in the “Grow With

English” textbook and lists the source of each image. So, the researchers gave this section a score of 4.

7) Numbering of Pages

Based on the results of the analysis, the researcher can find out the page number. Early "Grow With English" uses roman numerals written in lowercase. Title page and publishing page are not printed, but already counted. Furthermore, the content page uses Arabic numbering. The contents of the book and the end of the book are one unit so that the numbering is continuous. Unfortunately, some page numbers are not printed, so it makes the reader a little confused to find the page. Based on these reasons, the researcher gave a score of 4 for this section.

c) Contents section

Following is the process of collecting data from each sample chapter presented in the evaluated “Grow With English” textbook. Content feasibility evaluates exercises and texts developed in the textbook based on the criteria from the BSNP assessment rubric. This evaluation is used to ensure that each standard textbook category is met in this textbook. The category in eligibility for content is:

(a) Feasibility of Content

Below are the detailed analyses from lesson 1 to lesson 8 using the scoring guidance from BSNP about feasibility of content.

a) Lesson 1 “How do you Spell Your Name?”

Lesson 1 generally describes and gives students various exercises for greeting new friends. Used to expose expressions of asking and paying attention to others, used to exposing expressions of asking and paying attention to others. In

addition, this study provides a clear and effective theory of how to organize self-introduction with other students and procedures for how to make effective self-introduction.

(1) The compatibility of materials with Core Competence and Basic Competence.

(a) The Completeness

This lesson describes the activities that students and teachers do in class. This can be seen on page 2 of the viewing and answering exercise. This part of the picture helps students answer the questions on the page. This page succeeded in making students understand the pictures in the textbook. In addition, on page 3 you can find listening exercises and speaking of the letters of the alphabet. Furthermore, on page 4, the students' listening and coloring activities are described. Then on page 5 there is material about sorting it, on that page there are pictures that must be filled in by students based on the vocabulary on the page. Furthermore, on page 7 there is material about chanting, in this material there are song lyrics where students must follow these lyrics by singing in groups. Then on page 8 there is material about listening and doing, on that page there is a picture of students introducing their names by spelling them. Then on page 9 the material describes the table about listening lessons and on the table students circle the words according to the speaker. Then on page 10 there is material about listening and speaking, on that page there are pictures of 2 students getting acquainted by spelling their names. furthermore on page 12 there is material on viewing and matching. In this section there are several situation descriptions that must be matched by students based on the pictures in that section. Furthermore, on page

13 there is material on listening and answer. On this page there is a picture depicting the condition of the class which contains activities between teachers and students. then on page 15 there is material about playing games. On the page there is a picture of 2 children playing guessing words according to the given spelling. then on page 16 there is material about singing songs. On the page there are song lyrics to entertain students. Furthermore, on page 17 there is material on reading and writing. On the page, there are several pictures and some dialogue. From the picture, students are asked to read vocabulary to be able to rewrite the vocabulary to fill in the empty dialog boxes. This is great because all texts and exercises are developed across all skill-based exercises. Therefore, the completeness of lesson 1 is given a value of 3.

(b) In-Depth

This lesson it has succeeded in developing all the criteria contained in lesson 1 that this textbook has developed more than 2 materials in one lesson is an exercise that develops students' thinking skills to produce dialogue expressions of introduction and greeting, page 10 does not only develop procedures how how to get acquainted and talk but also teach students about spelling their names. so a score of 3 is given on this criterion.

(2) The Accuracy of the Materials

(a) Social Functions

This lessons have been analyzed and proven to be successful in implementing the social function of each exercise. Most of the exercises described in full and in-depth criteria have been designed to have a social function in

everyday life. listening exercises and doing self introductions on page 8 where students are introducing themselves to the people around them. with this consideration, the social function of this lesson is given a score of 4.

(b) Generic Structure

A systematic way of thinking for students in this lesson has been successfully developed by embedding the generic structures and the procedure on how to ask and pay attention on page 3. The task 4 in page 4 also required students' filling the blank with true word. The same thing goes to task 5 in page 4. That makes 4 score was given for generic structure.

(c) Linguistic Feature

The language used in this chapter is acceptable and polite. It can be seen from page 13 that there are sentences that are polite when asking questions. Most of them use the less formal, colloquial language that is usually used. The topics used in each exercise are also light and commonly found in students' daily conversations. Therefore, the linguistic features are given a score of 4 in this lesson.

(3) Supporting Materials

(a) Relevance

This study provides a good illustration. All of the exercises and texts developed in this lesson are illustrated and most of them work well. The picture on page 17 of assignment O can motivate students to do the exercises. Based on these considerations, this criterion is given a score of 4.

(b) Development of Life Skills

Most of the exercises use polite words and have a socio-cultural topic. It can be seen on page 12 of assignment J that with this exercise, students are expected to understand and know the environment where students have social needs to interact with other people. In task 12, it was designed to help students gain confidence in their public speaking. Therefore, based on these considerations, 4 is the score for Life Skills development in this lesson.

(c) Development of Diversity Insight

In this lesson, these texts are packaged well with texts of insight into diversity as seen in the text on page 17 of material O. These texts describe the concerns of a particular ethnicity where students will be exposed to knowledge from various ethnic backgrounds in Indonesia. Therefore, 4 is the score for the development of diversity insights in this Lesson.

This is the result of feasibility of content Lesson 1:

**Table 4.1 Feasibility of Content Lesson I
“How Do You Spell Your Name”**

Component	Sub-Component	Score
Compatibility of materials with Core and Basic Competence	Completeness	3
	In-depth	3
The accuracy of the Materials	Social Function	4
	Generic Structure	4
	Linguistic Feature	4

Supporting materials	Relevance	1
	Development of life skills	4
	Diversity Insight	4

b) Lesson 2 “Schedule”

The lesson 2 generally explains and provides students with various exercises about communication between students and teachers. Most of the exercises developed in this lesson are used to expose expressions of asking for someone's ability and will. In addition, this study provides a clear and effective theory of how to structure a dialogue of one's will and will. Therefore, it is also given a clear and effective theory of how to arrange praise for others.

(a) The compatibility of materials with Core Competence and Basic Competence.

(1) The Completeness

This learning develops students' abilities in carrying out instructions. This can be seen on page 21 of task B listening and doing exercises. This section of text was developed to help students identify warm-up actions. This learning succeeded in developing daily conversations between teachers and students. Reading skills were also trained on page 23 of task D in reading texts. In addition, on page 28 of assignment H, you can find exercises to fill in the empty dialog spaces asking someone's abilities and wishes. The singing skills trained on page 24 of task E were developed to help students practice vocabulary memory skills. . Therefore completeness in learning 2 is given a value of 4.

(2) In-Depth

This lesson has successfully developed all of the Profound criteria. This can be seen from the completeness criteria in learning 2 which is owned by this textbook that has developed more than 2 texts and exercises that expose students to produce dialogue instructions. In this lesson also develops exercises that expose students to read aloud on page 23 section D. In the provisions of the procedure on how to make dialogues asking expressions on page 31. dialog. So a score of 3 is given for this criterion.

(b) The Accuracy of the Materials

(1) Social Functions

This lesson has been analyzed and proved successful in applying the social function of each exercise. Most of the exercises described in the criteria of completeness and depth have been designed to have a social function in everyday life. Listening and speaking practice on page 30 where students are exposed to the words usually used in question and answer expressions. on page 37 is also quite useful to learn. It teaches students to love writing and tells about their favorite day to others through dialogue. With these considerations, the social function in this lesson scores 4.

(2) Generic Structure

The students' systematic way of thinking in this chapter has been successfully developed by instilling a general structure and procedures for questioning and giving opinions on pages 34 and 35. Assignment K on page 35

also requires students to fill in the blanks with the words yes or no. That makes 4 scores given for the generic structure.

(3) Linguistic Feature

Since expressions of caring attitude are commonly used in everyday speech, linguistic consideration of the features of language use that is acceptable and polite should take precedence. This lesson has been successfully implemented in the exercise of this lesson. An example can be found on page 30 for listening and speaking practice. That the language used can be accepted and effective in the text about how to ask someone's abilities and desires. on page 31 also uses simple, polite and polite dialogue language between two friends. Therefore, this lesson is given a score of 4 in terms of.

(c) Supporting Materials

(1) Relevance

This lesson provides a good illustration. All the exercises and texts developed in the lesson used illustrations, and most of them work well. The picture on page 28 really motivates students to do the exercises. Based on these considerations, this score criteria is 4.

(2) Development of Life Skills

Most of the exercises use a polite and socio-cultural theme. It can be seen on page 28 of assignment H that in this exercise it is expected that students understand and know the environment where students have social needs to interact with each other. And the examples on pages 30 and 31 are designed to help

students gain confidence in talking to their peers. Therefore, based on these considerations, 4 is the score for Life Skills development in this lesson.

(3) Development of Diversity Insight

As for the development of the insight into diversity, a good example of the insight into diversity can be found on page 28. In this chapter there is a cross-cultural study of the differences between Indonesia and an English-speaking country if it is associated with asking or responding to one's abilities and wishes. Therefore, the development of the insight into diversity in this lesson is given a score of 4.

This is the result of feasibility of content lesson 2

**Table 4.2 Feasibility of Content Lesson 2
“Schedule”**

Component	Sub-Component	Score
Compatibility of materials with Core and Basic Competence	Completeness	4
	In-depth	3
The accuracy of the Materials	Social Function	4
	Generic Structure	4
	Linguistic Feature	4
Supporting materials	Relevance	4
	Development of life skills	4
	Diversity Insight	4

c) Lesson 3 “It’s Tidy Living Room”

The lesson 3 generally explains and gives students practice asking questions and talking about locations. The exercises developed in this lesson are used to name the objects in that location. In addition, this chapter provides material about the location of these items by asking friends.

(a) The compatibility of materials with Core Competence and Basic Competence.

(1) The Completeness

This learning develops the ability to read aloud. This can be found on page 41 reading practice assignments. This part of the text was developed into. This lesson was successfully developed into memorizing items at home. In addition, on page 42 of page 42 there are exercises for chanting spells found on that page. on page 43 assignment D there is an exercise in filling out the table the problem is about the location of the items in the picture on that page. As for the F assignment, it was an exercise in listening and circling yes or no in the table on page 47. Playing skills on page 48, on that page there is material about what you see and answer it. listen and do on page 49 assignment H, on that page the student is given instructions to hear and do what the student hears. The skills to read aloud are on page 50. On page 52 there are exercises to arrange puzzles and say, on these pages the students compile and say what is in the book. next on page 53 in exercise L there are drawing, coloring and speaking tasks. excellent because all texts and exercises are developed in all skill-based exercises. Therefore completeness in lesson 3 scores 4.

(2) In-Depth

All of these lessons have been successfully developed of Profound criteria. It can be seen from the learning completeness criteria 3 that this textbook has developed more than 2 texts and the exercise exposes students to produce dialogue expressions of giving instructions to someone. In terms of the procedure on how to make a dialogue of expressions giving instructions to someone, page 50 not only develops the procedure for how to make asking someone's abilities and dialogue of will, but also teaches students what words are usually used to ask someone's abilities and dialogue of will. So a score of 4 is given for this criterion.

(b) The Accuracy of the Materials

(1) Social Functions

This lesson have been analyzed and proven to be successful in applying the social functions of each exercise. Most of the exercises described in the criteria of completeness and depth have been designed to have a social function in everyday life. Listening and talking exercises with friends on page 44 and page 50 where students are exposed to hearing words that are usually used in expressions of giving instructions to their friends. Task N on page 55 is also quite useful to study. It teaches students to love writing and interacting with others through dialogue. With these considerations, the social function in this Lesson scores 4.

(2) Generic Structure

The generic structure in lesson 3 deals with effective ways of thinking and systematic procedures in creating or producing instructions that give real life to one's expressions. A complete list of expressions commonly used in expressing giving instructions and responding is available on page 56. Therefore, this lesson has a score of 4 for developing a generic structure.

(3) Linguistic Feature

Since expressions of caring attitude are commonly used in everyday speech, consideration of the linguistic features of acceptable and polite language use should take precedence. This lesson applies it successfully to this learning exercise. An example can be seen on task B page 41 regarding reading exercises. The language used can be accepted and effective in the text on how to give instructions from the book. Exercise E on page 44 also uses acceptable and polite language from a simple dialogue between two friends. Therefore, this lesson scores 4 in terms of linguistic features.

(c) Relevance

This lesson provides a good illustration. All of the exercises and texts developed in this chapter are illustrated, and most of them work well. The pictures on page 56 really motivate the students to do the exercises. Based on these considerations, this criterion gets a score of 4.

(2)Development of Life Skills

Most of the exercises used are polite and friendly and cultural topics. You can see on page 48 that this G assignment practice expects students to understand and realize an environment in which students have a social need to interact with one another. And in assignment E on page 44, it's created to help students gain their confidence in speaking. Therefore, based on these considerations, 4 is the score for Life Skills development in this lesson.

(3)Development of Diversity Insight

As for the development of diversity insights, a good example of the insight into diversity is presented on page 50. In this lesson, a cross-cultural study of the differences between Indonesians and English-speaking countries is presented in relation to one's teaching or responding to one's instructions. Therefore, the development of insight into diversity in this lesson is given a score of 4.

This is the result of feasibility of content lesson 3:

**Table 4.3 Feasibility of Content Lesson 3
“It’s a Tidy Living Room”**

Component	Sub-Component	Score
Compatibility of materials with Core and Basic Competence	Completeness	2
	In-depth	3
The accuracy of the	Social Function	4

Materials	Generic Structure	4
	Linguistic Feature	4
Supporting materials	Relevance	4
	Development of life skills	4
	Diversity Insight	4

d) Lesson 4 “There Are Some Flowers”

Lesson 4 generally describes and provides students with various exercises about describing the park and explaining the atmosphere in the park, and also asking to do something and following the procedures in the task in this lesson 4.

(a) The compatibility of materials with Core Competence and Basic Competence.

(1) The Completeness

This lesson develops the ability to read aloud about. This can be found on page 59 of Task B, practice reading aloud. This section of the text is developed into a viewing and writing exercise on page 60. This lesson is successfully developed in daily conversations between parent and child. In addition, on page 62 of assignment D you will find an exercise to fill in the blank spaces of the Statement between yes or no. Furthermore, on page 63, task E developed listening and speaking exercises using expressions to give instructions to someone. Singing skills were also trained on page 65 of task G. The listening and marking skills trained on page 66 of task H were developed to assist students in determining the correct answer based on the speaker. This is great because all texts and exercises

are developed in all skill-based exercises. Therefore completeness in learning 4 gets a score of 4.

(2) In Depth

This lesson has all been successfully developed of Profound criteria. It can be seen from 4 learning completeness criteria that this textbook has developed more than 2 texts and exercises exposing students to generating dialogue expressions giving instructions to someone. In terms of procedures on how to make a giving expression dialog Instruction to a Person, page 75 not only develops procedures for invoking one's abilities and dialogue of will, but also teaches students what words are usually used to inquire about one's abilities and dialogue of will. So a score of 4 is given for this criterion.

(b) The Accuracy of the Materials

(1) Social Functions

These lessons have been analyzed and proven to be successful in applying the social function of each exercise. Most of the exercises are described in full and in depth with criteria that have been designed for the function of socialization in everyday life. The listening practice on page 81 where students are faced with listening to words that would normally be used in phrases that instruct someone. Task N on page 73 is also practical enough to study. It teaches students to love reading and writing. With that in mind, the social function of this lesson is given a score of 4.

(2) Generic Structure

The generic structure in lesson 4 deals with effective ways of thinking and systematic procedures in creating or producing instructions that give real life to one's expressions. A complete list of expressions commonly used in expressing the giving and responding instructions is available on page 78. Therefore, this lesson prints 4 to develop a generic structure.

(3) Linguistic Feature

Since expressions of caring attitude are commonly used in everyday speech, consideration of the linguistic features of the use of acceptable and polite language should take precedence. This lesson applies it successfully in the implementation of this lesson. An example can be seen on task N on page 73 about reading practice. The language used can be accepted and effective in the text on how to give instructions to someone. Exercise E on page 81 also uses acceptable and polite language from the simple dialogue between parent and child. Therefore, this lesson scores 4 in terms of linguistic features.

(c) Supporting Materials

(1) Relevance

This lesson provides a good illustration. All the exercises and texts developed in the lessons are illustrated, and most of them work well. The pictures on page 84 really motivate the students to do the exercises. Based on these considerations, this criterion gets a score of 4.

(2) Development of Life Skills

Most of the exercises are used politely and have a social and cultural topic. It can be seen on page 81 of assignment E that in this exercise it is expected that students understand and know the environment in which students have social needs to interact with one another. And assignment E on page 63 is designed to help students gain confidence in public speaking. Therefore, based on these considerations, 4 is the score for Life Skills development in this subject.

(3) Development of Diversity Insight

As for the development of diversity insights, good examples of insight into diversity are on pages 58 and 62. In this chapter there is a cross-cultural study of the differences between Indonesia and an English-speaking country in relation to giving instructions to someone or responding to someone's instructions. Therefore, the development of the insight into diversity in this lesson is given a score of 4.

This is the result of feasibility of content lesson 4:

**Table 4.4 Feasibility of Content Lesson 4
“There Are Some Flowers in the Garden”**

Component	Sub-Component	Score
Compatibility of materials with Core and Basic Competence	Completeness	4
	In-depth	4
The accuracy of the Materials	Social Function	4
	Generic Structure	4

	Linguistic Feature	4
Supporting materials	Relevance	4
	Development of life skills	4
	Diversity Insight	4

e) Lesson 5 “Seta’s Family is Having a Picnic”

Lesson 5 in general describes and provides students with various exercises identifying student activities with most of the exercises developed in this lesson are used to expose the expression asking someone to do an activity. In addition, this lesson describes the family tree of students.

(a) The compatibility of materials with Core Competence and Basic Competence.

(1) The Completeness

This lesson develops the ability to identify activities that students will undertake. These can be found on page 105 of Task L's gameplay exercise. This section of text was developed to help students identify phrases to persuade someone to do something. This chapter is successful in developing the daily conversation in the families of students. In addition, on page 96 task E can be found exercises for choosing the position of people in the family. On page 100 assignment H is developed exercises for listening and doing using phrases to teach someone. On task M page 106, there are reading and writing exercises to match the pictures with the pictures in the exercise. This is great because all texts and

exercises are developed across all skill-based exercises. Therefore completeness in lesson 4 is given a value of 4.

(2) In-Depth

This lesson has successfully developed all of the Profound criteria. It can be seen from the completeness criteria of lesson 5 that this textbook has developed the ability to identify students' family tree. In the procedure of how to make dialogue expressions to persuade someone to do something, page 105 not only develops the procedure for inviting someone to dialogue but also teaches students what words are commonly used in persuading someone to do something. something dialogue. So a score of 4 is given for this criterion.

(b) The Accuracy of the Materials

(1) Social Functions

This lesson have been analyzed and proven to be successful in implementing the social function of each exercise. Most of the exercises described about incompleteness and in-depth criteria have been designed to have a social function in everyday life. Listening exercises on page 100 and page 104 where students have to hear the words according to the instruction from the teacher. Task M on page 106 is also quite useful to study. It teaches students to love reading and writing about what someone does to the pictures on the page. With these considerations, the social function for this lesson got a score of 4.

(2) Generic Structure

The generic structure in lesson 5 deals with effective ways of thinking and systematic procedures in creating or producing real life that convince someone to express something. A complete list of phrases commonly used in expressing persuading someone to do something and respond is available on page 101. Therefore, this lesson is scored 4 to develop a general structure.

(3) Linguistic Feature

Since expressions of caring attitude are commonly used in everyday speech, consideration of the linguistic features of language use which is acceptable and polite should be prioritized. This lesson is successfully implemented in this lesson exercise. Examples can be see task B on page 93 about reading aloud exercises. The language used can be accepted and effective in the text on how to persuade someone to do something. Exercise L on page 105 also uses acceptable and polite language from a simple dialogue between two friends. The text even invites you to play while studying. Therefore, this lesson is given a score of 4 in terms of linguistic features.

(c) Supporting Materials

(1) Relevance

This lesson provides a good illustration. All the exercises and texts developed in the lessons are illustrated, and most of them work well. The pictures on page 96 really motivate the students to do the exercises. Based on these considerations, this criterion gets a score of 4.

(2) Development of Life Skills

Most of the exercises use polite material and socio-cultural themes. It can be seen on page 92 assignment A that in this exercise it is expected that students understand and know their families where students have social needs to interact with each other. And assignment G on page 98 is designed to help students gain confidence in speaking in front of friends. Therefore, based on these considerations, 4 is the score for Life Skills development in this subject.

(3) Development of Diversity Insight

As for the development of insight into diversity, good examples of insight into diversity are found on pages 95 and 96. This lesson provides a cross-cultural study of the differences between Indonesia and an English-speaking country. Therefore, the development of the insight into diversity in this lesson gets a value of 4.

This is the result of feasibility of content lesson 5:

**Table 4.5 Feasibility of Content Lesson 5
“Seta’s Family is Having a Picnic”**

Component	Sub-Component	Score
Compatibility of materials with Core and Basic Competence	Completeness	4
	In-depth	4
The accuracy of the Materials	Social Function	4
	Generic Structure	4
	Linguistic Feature	4

Supporting materials	Relevance	4
	Development of life skills	4
	Diversity Insight	4

f) Lesson 6 “I’ll Have a Burger and Sausages”

Lesson 6 generally describes and gives students various exercises on asking and saying what the salesperson would like to eat and drink. In addition, in this lesson students learn how to order food. and also describes the taste of food and drink that is being felt by the student.

(a) The compatibility of materials with Core Competence and Basic Competence.

(1) The Completeness

This lesson develops the ability to ask questions as well as say what to eat. this chapter also develops the ability to order food and describes what taste it eats. See page 109 of task A and task B of the reading aloud exercise. This section of text was developed to help students explain how the food they eat tastes. In addition, on page 112 for task D you can see the exercises for listening and talking about what is eaten during the day, and on page 115 for task E the exercises for making the name of food and the names of the people who eat it are developed. On task G on page 115 there is a practice of reading about food and its taste. The skill of choosing foods that taste sweet and the student must choose which foods have a sweet taste. Reading and writing skills on page 119 of exercise J on choosing healthy foods from pictures in books. next on page 121 practice K there

is the task of listening and talking about ordering food in a restaurant. In task L page 122, there is a singing exercise about food. And on assignments M and N on pages 123 and 124 students have to draw food and color and explain the pictures made. This is great because all texts and exercises are developed across all skill-based exercises. Therefore completeness in lesson 4 is given a value of 4.

(2) In-Depth

This lesson has successfully developed all of the Profound criteria. It can be seen from the criteria that this textbook has developed reading and writing skills as an exercise that exposes students to produce expressions that give an edible taste. page 121 does more than just develop dialogues for expressing requests for orders from sellers. usually used in giving orders for someone to do something dialogue. So a score of 4 is given for this criterion.

(3) The Accuracy of the Materials

(1) Social Functions

This lesson has been analyzed and proved successful in applying the social function of each exercise. Most of the exercises described about incompleteness and profound criteria have been designed to have a social function in everyday life. Listening exercises on page 118 and page 121 where students are exposed to hear words usually used in expressions of giving orders for someone to do something. Task H on page 116 is also quite useful to study. It teaches students to love writing and interacting with others through dialogue. With these considerations, the social function in this lesson scores 4.

(2) Generic Structure

The generic structure in Lesson 6 deals with effective thinking and systematic procedures for making or generating actual requests for someone to say something. A full list of phrases commonly used in expressing ordering food for someone to do something and responding to is available on page 121. Therefore, this lesson is scored 4 for developing a generic structure.

(3) Linguistic Feature

Since expressions of caring attitude are commonly used in everyday speech, consideration of the linguistic features of language use which is acceptable and polite should be prioritized. This lesson applies it successfully in the exercise of this chapter. An example can be seen on task J page 119 regarding reading practice. The language used is acceptable and effective in the text on how to give choices which foods are healthy. Exercise K on page 121 also uses acceptable and polite language from a simple dialogue between two people. The text even applies some special experiences. Therefore, this lesson scores 4 in terms of linguistic features.

(c) Supporting Materials

(1) Relevance

This lesson provides a good illustration. All of the exercises and texts developed in this chapter are illustrated, and most of them work well. The pictures on page 119 really motivate students to do the exercises. Based on these considerations, this criterion gets a score of 4.

(2) Development of Life Skills

Most exercises are used politely and have a social and cultural topic. It can be seen on page 108 assignment A that in this exercise it is hoped that students will understand and be aware of the environment in which students have social needs to interact with each other. And in K assignment on page 121 which was created to help students gain their confidence in public speaking. Therefore, based on these considerations, 4 is the score for Life Skills development in this chapter.

(3) Development of Diversity Insight

Regarding these criteria, this textbook does not provide an insight into national diversity, however on page 118 on cultural awareness provides insight into global diversity in how short messages are used in several countries and how they are viewed as different from the short messages used in Indonesia. So 1 is given as a score for the development of diversity insights in this lesson.

This is the result of feasibility of content lesson 6:

**Table 4.6 Feasibility of Content Lesson 6
“I’ll Have a Burger and Sausages”**

Component	Sub-Component	Score
Compatibility of materials with Core and Basic Competence	Completeness	4
	In-depth	4
The accuracy of the Materials	Social Function	4
	Generic Structure	4
	Linguistic Feature	4

Supporting materials	Relevance	1
	Development of life skills	4
	Diversity Insight	4

g) Chapter 7 “It’s Tigor’s Kite”

Lesson 7 generally describes and provides students with various exercises on interpersonal communication among students with most of the exercises developed in this lesson being used to ask and say expressions of ownership. In addition, this chapter provides the ability to ask for confirmation.

(a) The compatibility of materials with Core Competence and Basic Competence.

(1) The Completeness

This lesson develops the ability to observe pictures in a book and also trains to see and write. This can be found on page 128 and page 129 of task A and task B of the drawing exercise. This text section was developed to help students explain the pictures in the book. This lesson is successful in developing everyday conversations between people. In addition, on page 131 task C can be found exercises for listening to and marking pictures in the book, and on page 132 task D listening and doing as in the pictures. develop the practice for singing according to the book. In assignment G on page 138 there is a singing practice. Listening and answering skills are also trained on page 139 of task H in listening and answering intensively to obtain information from him. The listening and speaking skills trained on page 140 are developed to help students listen and speak

according to the pictures on the page. Then students are given reading and writing exercises on pages 144 and 145 on assignment K. This is great because all texts and exercises are developed across all skill-based exercises. Therefore completeness of lesson 7 is given a value of 4.

(2) In-Depth

This lesson has successfully developed all of the Profound criteria. It can be seen from the completeness criteria of lesson 7 that this textbook has developed the ability to describe what is drawn in this lesson 7 and is an exercise that exposes students to producing speaking skills. Regarding the procedures for making explanations in the pictures in this book, it really motivates students to do the exercises. So a score of 4 is given for this criterion.

(b) The Accuracy of the Materials

(1) Social Functions

These lessons have been analyzed and proven to be successful in applying the social function of each exercise. Most of the exercises described about incompleteness and profound criteria have been designed to have a social function in everyday life. Listening exercises on page 131 and page 133 where students are faced with auditory words that are usually used in the expression asking to do something. Task F on page 135 is also practical enough to study. It teaches students to love writing and interacting with others through dialogue. With these considerations, the social function in this lesson gets a score of 4.

(2) Generic Structure

The generic structure in Lesson 7 deals with effective ways of thinking and systematic procedures in creating or producing real life requests for permission to express. A full list of common expressions used in expressing asking permission and responding is available on page 142. Therefore, this lesson is scored 4 on developing a general structure.

(3) Linguistic Feature

Since expressions of caring attitude are commonly used in everyday speech, consideration of the linguistic features of language use which is acceptable and polite should be prioritized. This lesson is successfully implemented in this lesson exercise. For example, see task K on page 144 about reading practice. The language used is acceptable and effective in the text. Exercise I on page 142 also uses acceptable and polite language from a simple dialogue between two friends. The text even applies some special experiences. Therefore, this lesson scores 4 in terms of linguistic features.

(c) Supporting Materials

(1) Relevance

This lesson provides a good illustration. All the exercises and texts developed in the lessons are illustrated, and most of them work well. The pictures on page 136 really motivate students to do the exercises. Based on these considerations, this criterion gets a score of 4.

(2) Development of Life Skills

Most of the exercises are polite and have a social and cultural topic. It can be seen on page 135 of assignment F that in this exercise, students are expected to understand and be aware of the environment in which students have social needs to interact with each other. And in assignment I on page 142 which was made to help students gain their confidence in public speaking. Therefore, based on these considerations, 4 is the score for the development of this Life Skills.

(3) Development of Diversity Insight

As for the development of the insight into diversity, a good example of the insight into diversity is presented on page 136. This chapter provides a cross-cultural study of the differences between English-speaking Indonesian countries when linked to the kancil story. Therefore, the development of the insight into diversity in this lesson is given a score of 4.

This is the result of feasibility of content lesson 7:

**Table 4.7 Feasibility of Content Lesson 7
“It’s Tigor’s Kite”**

Component	Sub-Component	Score
Compatibility of materials with Core and Basic Competence	Completeness	4
	In-depth	4
The accuracy of the Materials	Social Function	4
	Generic Structure	4
	Linguistic Feature	4
Supporting materials	Relevance	4

	Development of life skills	4
	Diversity Insight	4

h) Chapter 8 “It’s a Nice Day”

Lesson 8 generally explains and gives students various exercises about the types of weather that exist in world. Interpersonal communication between students and most of the exercises developed in this lesson are used to expose expressions to tell types of weather. In addition, this lesson provides a clear and effective theory of how to organize a dialogue to alert someone.

(a) The compatibility of materials with Core Competence and Basic Competence.

(1) The Completeness

This lesson develops the ability to remember the types of weather that exist in the world. See page 149 for task B of the reading aloud exercise. This page was developed to help students identify the types of weather that exist in the world. This lesson has succeeded in developing everyday conversations between people. Therefore, on page 150 assignment C develops exercises for listening and writing letters about types of weather. As for D's duty, it was the practice of listening to and doing orders between friends to take action when the rain was coming, about talking giving orders to someone. Reading skills were also trained on page 152 of task E in intensive reading texts to write yes or no information

from it. This is great because all texts and exercises are developed across all skill-based exercises. Therefore completeness of lesson 8 is given a value of 3.

(2) In-Depth

This lesson has successfully developed all of the Profound criteria. It can be seen from the completeness criteria of lesson 8 that this textbook has developed a text and is an exercise that exposes students to producing dialogue expressions that warn someone. This lesson also develops exercises that expose students to producing a dialogue of warning expressions to someone. Regarding the procedure for making dialogue expressions that warn someone, page 156 not only develops a procedure for how to make dialogues alert someone but also teaches students what words are commonly used in dialogue to warn someone. So a score of 3 is given for this criterion.

(b) The Accuracy of the Materials

(1) Social Functions

These lessons have been analyzed and proven to be successful in implementing the social function of each exercise. Most of the exercises described about incompleteness and profound criteria have been designed to have a social function in everyday life. Exercise talks about discussing the weather on page 159 and is exposed to hearing words that are usually used in expressions giving questions about today's weather conditions. Task E on page 170 is also quite useful to study. It teaches students to love writing and interacting with others

through tables. With these considerations, the social function for this lesson got a score of 4.

(2) Generic Structure

Student systematic thinking in this lesson has been successfully developed by instilling a general structure and procedure for warning someone on page 156. Assignment J on page 159 also asks students to 'identify a warning dialogue for someone. It makes 4 scores awarded for the generic structure.

(3) Linguistic Feature

The language used in this lesson is acceptable and polite. The exercise on page 148 provides a good example of how the language is used in lesson 1. A story about a family activity on the beach vacation in Task A page 148 is also presented in acceptable and polite language. Most of them use the formal, colloquial language that is usually used. The topics used in each exercise are also light and usually found in students' daily conversations. Therefore, the linguistic feature scores 4 in this lesson.

(c) Supporting Materials

(1) Relevance

This lesson provides a good illustration. All of the exercises and texts developed in this lesson are illustrated, and most of them work well. The pictures on page 148 really motivate students to do the exercises. Based on these considerations, this criterion gets a score of 4.

(2) Development of Life Skills

Most exercises are polite and have social and cultural topics. It can be seen on page 154 of assignment F that in this exercise, students are expected to understand and be aware of the environment where students have social needs to interact with each other. And on assignment B on page 153 designed to help students gain their confidence in public speaking. Therefore, based on these considerations, 4 is the score for the development of this Life Skills.

(3) Development of Diversity Insight

For this criterion, this textbook does not provide insight into national diversity, but on page 157 on cultural awareness, it provides insight into global diversity about how the types of weather in the world, including the types of weather in Indonesia. So 1 is given as a score for the development of diversity insights in this lesson.

This is the result of feasibility of content lesson 8:

**Table 4.8 Feasibility of Content Lesson 8
“It’s a Nice Day”**

Component	Sub-Component	Score
Compatibility of materials with Core and Basic Competence	Completeness	3
	In-depth	3
The accuracy of the Materials	Social Function	4
	Generic Structure	4

	Linguistic Feature	4
Supporting materials	Relevance	1
	Development of life skills	4
	Diversity Insight	4

After the researcher analyzed the data, the researcher make the table of feasibility of content of “Grow with English” textbook. The data was showed in this table:

Table 4.9 Feasibility of Content of “Grow with English”

Component	Sub-Component	Score								Percentages
		L.1	L.2	L.3	L.4	L.5	L.6	L.7	L.8	
Compatibility of materials with Core and Basic Competence	Completeness	3	3	2	4	4	4	4	3	85.93%
	In-depth	3	3	3	4	4	4	4	3	
The accuracy of the materials	Social Function	4	4	4	4	4	4	4	4	100%
	Generic Structure	4	4	4	4	4	4	4	4	
	Linguistic Feature	4	4	4	4	4	4	4	4	
Supporting materials	Relevance	4	4	4	4	4	4	4	4	71%
	Development of life skills	4	4	4	4	4	4	4	4	
	Diversity Insight	4	1	4	4	4	1	4	1	
Percentage of feasibility of content										85,64%

(b) Feasibility of Language

(1) The compatibility with students' development

- a)) Based on the results of the analysis, the "Grow with English" textbook uses language appropriate to the students' intellectual level
- b)) Based on the results of the analysis, the "Grow with English" textbook uses a language appropriate to the emotional level of students.

(2) Communicative

- a)) Readability of the message in "Grow with English" is good. It lets the reader know the meaning or meaning of the message.
- b)) The accuracy of the message using the language in "Grow with English" is good. It makes the reader understand the meaning, message, or meaning of the subject.

(3) Coherence and integrity of ideas

- a)) Paragraph coherence is good. They are related to one another.
- b)) The coherence of the lesson is good. They are related to one another.

After the researcher analyzed the textbook, the researcher made a table that showed a feasibility of language. This is the result:

**Table 4.10 Feasibility of Language
“Grow with English”**

Component	Sub-Component	Score	Percentages
The compatibility with students' development	Compatibility of student intellectual level	3	75%
	Compatibility of student emotional level	3	
Communicative	Readability of message	4	87.5%
	Accuracy of language use	3	
The coherency and the integrity of idea	Coherency of paragraph	3	87.5%
	Coherency of chapter	4	
Percentage of feasibility of language			83.33%

(c) Feasibility of Presentation

1) The Technique of Presentation

The textbook analysis "Grow with English" is now moved to Presentation eligibility. This feasibility assesses the existence of the entire book. Each detailed component of the book starting from the introduction, content, cover, presentation technique, and presentation of learning is also assessed. Presentation eligibility is as follows:

a) Systematical

Systematically, the whole textbook is judged on how the material presented in the textbook is properly arranged in a systematic order

giving students a clear coherence of the whole process of each lesson presented from the six sample lessons. The material presented in the six learning samples is varied and presented with illustrated pictures, discussions and monologues, dialogues, and classroom exercises. Most of the material in the six lessons was developed in the form of text and communicative exercises and illustrations. Therefore, the systematics of this lesson is given a score of 3. A complete example of a systematic exercise can be seen in the content feasibility section).

b) Chapter Equilibrium

Lesson Equilibrium talks about the balanced number of pages used in each lesson which is a major consideration. From the results of the analysis, the number of pages for each sample lesson is balanced around 17-20 pages per lesson. Based on these considerations, the lesson equilibrium is given a score of 4.

2) Learning Presentation

a) Learner center

The interaction between students and students and students and teachers is a consideration in the learning center. As for this criterion, most of the material is developed in student-centered learning. This can be seen from most of the exercises that focus on finding and analyzing a task and discussing it with friends or teachers before trying to produce learning outcomes. Therefore, in the student center, this criterion is given a score of

4. A complete example of a student center exercise can be seen in the content feasibility section.

b) Development of Initiative, Creative of learners' and critical thinking

In developing initiative, critical thinking of creative learners, textbooks develop exercises that make students learn independently and as creatively and critically as possible. For this criterion, most listening and speaking exercises require even the involvement of the teacher. Some exercises even require students to do them in group work or free interaction with other students in class. Exercises are also developed in an open class question exercise that exposes students to be active during learning, share ideas and discuss with friends then analyze them. Based on these considerations, this criterion gets a score of 4. (A complete example of initiative development, the creativity of critical thinking of students can be seen in the content feasibility section)

c) The Development of self -Reliance students

In the Development of Student Independence, it is hoped that the development of question exercises that motivate students to be independent and reliable in textbooks is expected. From the content feasibility analysis, some materials develop exercises in which students are expected to be able to handle certain communicative interactions both as individuals and in groups. Based on these considerations, the development

of student independence gets a score of 3. (A complete example of student independence development can be seen in the content feasibility section)

d) The Development of Learners' ability to evaluate themselves

In developing students' ability to evaluate themselves, textbooks should provide students with systematic measurements to assist them in reflecting on what they have learned. For this criterion, exercises are also developed in many themes or discourses so that students are exposed to developing their own evaluations of how much progress they had before and after class. It makes them more independent in learning English. In addition, at the end of each lesson, a reflection section is provided to help students reflect on what they have learned from a particular lesson. Based on these considerations, a score of 3 is given to develop students' evaluation abilities.

3) Completeness of Presentation

a) Introduction part

In the introduction, there should be a text book introduction and a complete list of the contents of this book. Based on the analysis, textbooks are developed systematically. The introduction and introduction to the textbook provides a complete explanation of what this textbook has to offer. Based on these considerations this introductory section is given a score of 4.

b) Content Part

In this section, the textbook must explain the system about what students will learn at the beginning of learning, a complete list of learning materials, self-reflection, and references. For this criterion, textbooks are developed systematically. The introduction and introduction to the textbook provides a complete explanation of what this textbook has to offer. The contents of the book are complete, but the book does not provide a complete reference on the source of the study material. Only a few passages cite their references. The conclusion section is also deleted. This may be removed because the book itself has had self-reflection issues at the end of each lesson. However, conclusions are still needed because it can conclude what kind of learning outcomes, enthusiasm for learning, and so on. Based on these considerations, the content section scores 3.

c) Closing Part

In the analysis section of this textbook, the textbook should provide a glossary, references, and an index. Surprisingly, this book does not provide a glossary or index page and only references are provided. Therefore, this concluding section scores 4.

After the researcher analyzed the “Grow with English” textbook, the researcher made a table that showed a feasibility of presentation. This is the result:

Table 4.11 Feasibility of Presentation

Component	Sub-Component	Score	Percentages
Technique of presentation	Systematic	3	87.5%
	Chapter Equilibrium	4	
Learning Presentation	Learner center	4	87.5%
	Developing of initiative, creativity, and learners' critical thinking	4	
	The development of Self-Reliance student	3	87.5%
	The Development of Learners' ability evaluate themselves	3	
Completeness of presentation	Introduction Part	4	91.7%
	Content part	3	
	Closing part	4	
Percentage of feasibility of presentation			88.9%

(d) Feasibility of Chart

(1) Size of the book

After the researcher analyzed the textbook "Grow with English", this textbook used the size B5 (176x250mm). The size is also compatible with ISO standards. The size of this book is in accordance with the contents of this book. Based on these considerations, this section gets a score of 4. This score meets the requirements for the suitability of textbook sizes according to the Pusbuk (Book Center).

(2) Cover design

After the researcher analyzed "Grow with English", the researcher found the percentage of cover book compilation, book cover typography, and book cover

illustrations. First, the “Grow with English” cover book arrangement received a score of 4 for all sections. This textbook has one unity, namely the composition of the front cover, back cover, and rare cover. It is also harmonious in the arrangement. The cover book shows clear central points. The composition of the title, author, illustration, and logo arrangement looks balanced with the composition of the content. The size of the styling elements is proportional to the size of the book. Font colors match and enhance the function of the content. The contrast is good.

Second, the cover for the typography “Grow with English” scored 4 for almost all sections. The font size of the book title is more dominant than the name of the author, publisher, and logo. The cover color of the book contrasts with the background color of the textbook. Proportional book title font size. This textbook does not use a lot of typeface and letter decoration. Unfortunately, this type of font is not compatible with the type of font used in the content book. Based on these considerations, this section scores a 3.

(3) Content design

Based on the results of the analysis, it was found that the size of the book was in accordance with the age and level of development of the material / content of the book. The display layout elements match the book cover / match and have unity. Textbooks color layout elements in harmony and enhance their function. The use of letters and font sizes is adjusted to the level of age development. Then,

illustrations are used to clarify the message. Based on these considerations, this section scores 4.

After the researcher analyzed the “Learning More English 2” textbook, the researcher made a table that showed a feasibility of chart. This is the result:

Table 4.12 Feasibility of Chart

Component	Sub-Component	Percentage
Size of the book	Size	100%
Cover Design	Book Cover Arrangement	100%
	Book Cover Typography	95.83%
	Book Cover Illustration	83.33%
Content Design	Book Content Arrangement	95.87%
	Book Content Typography	97.22%
	Book Content Illustration	100%
Percentage of feasibility of chart		96.04%

4) Ending Section

Based on the analysis results, the researcher can find the publisher information shown on page v. The researcher also found references on page 181 and cutting page on page 183. Unfortunately the researcher could not find any appendix to this textbook.

After the researcher find the result of evaluating the English textbook “Grow with English” the researcher make a table to show the result of the evaluation. Here is the table:

Table 4.13 Textbook Evaluation Summary

Element	Sub-Element	Sub-Sub-Element	Score
Leather of book	Cover	Title	4
		Subtitle	1
		Designation of Books	4
		Identity of Publisher	4
		Illustration	4
	Back Cover	Introduction to the contents of the book (blurb) briefly or comments from the parties deemed to know the contents of the book.	4
		A statement of an assessment of the feasibility of the book of the Ministry of Education and Culture.	4
		ISBN (International Standard Book Number) issued by the National Library	4
		Identification of the Issuer in the form of the publisher's name is written with the full address clearly	4
		The highest retail price (HET) Special Textbooks.	0
	Back of book		4
The beginning	Title page		4
	Publishing page	Description of copyright	4
		KDT (Cataloguing in Publication	4
		Specification community input channels.	0
	Page Foreword		4
	Page table of content		4
	Page image		4
	Page tables		0
	Numbering page		4
Content section	Feasibility of content	Compatibility of materials with Core and Basic Competence	4
		The accuracy of the materials	4
		Supporting materials	3

	Feasibility of Language	The compatibility with students' Development	3
		Communicative	4
		The coherency and the integrity of idea	4
	Feasibility of Presentation	Technique of presentation	4
		Learning Presentation	4
		Completeness of Presentation	4
	Feasibility of chart	Size of the book	4
		Cover design	4
		Content design	4
Ending section	Information of Publisher		4
	Bibliography		4
	Appendices		4
Percentage			80.81%

2. Suitability of Textbook Contents with the Core and Basic Competencies of the 2013 Curriculum.

Before the researcher explains the description of the findings, the researcher makes a table about the suitability of Textbook Material with Core Competencies and Basic Competencies. Here is the table:

Table 4.14 The Conformity of Textbook Materials to the Core and Basic Competence

The relevance	The Core and Basic Competence
Relevant	Sub-Basic Competence 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2, 8.1
Irrelevant	There are no sub-competences that irrelevant with sub-basic competence.

Here were the descriptions about the table above:

Based on the table above, it can be seen that all of the material is relevant and there is no material that is not relevant to sub-basic competencies. Material

that is relevant to sub-basic competencies is able to meet the objectives of the topic, linguistic characteristics, and social functions that students want to achieve. Meanwhile, the material that is not relevant to the basic sub competencies has not been able to fulfill all the objectives of the topic, linguistic characteristics, and social functions contained in the basic sub competencies.

There are 19 materials which are relevant with the sub-basic competence, they are: sub-basic competence 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2, 8.1.

Table 4.15 Appropriateness of Textbook Content with Core and Basic Competence of 2013 Curriculum

CORE COMPETENCE	BASIC COMPETENCE	PERCENTAGES
Students can read orally with teachers and friends in simple English that is related to the surrounding environment and in accordance with the child's world.	1. Greet and say goodbye to friends and teachers. 2. Ask for a friend's name.	100%
	1. Ask and say the name of the day. 2. Ask and share a favorite topic.	100%
	1. Ask for and tell the location of objects 2. Briefly describe the living room 3. Give brief instructions	100%
	1. Briefly describe the garden. 2. Ask for something 3. Follow the procedure.	100%
Students can read orally with teachers and friends in simple English that is related to the surrounding environment and in accordance with the child's world.	1. Mention the activity. 2. Asking and notifying activities carried out by yourself, friends, and family. 3. Briefly describe the family.	100%
	1. Ask and answer questions about food and beverages.	100%

	2. Order food. 3. Describe the taste briefly.	
	1. Asking and notifying about ownership. 2. Confirming ownership of goods.	100%
	1. Ask and tell the weather	100%
The percentages of appropriateness of textbook content with core and basic competence		100%

The table above is a simple table to determine the suitability of the textbook contents with the core competencies and basic competencies of the 2013 Curriculum. For the details of the checklist / table, the researcher shows in Table 4.6. Details of the suitability of textbook contents with the core competencies and basic competencies of the 2013 Curriculum.

4.3 Discussions

4.3.1 The Appropriateness of content of textbook with the core and basic competence of 2013 Curriculum

a. Discussions of findings from Researcher

Researchers found results based on textbooks. Textbooks have very good assessments ranging from analysis learning 1 to learning 8. In this analysis it was found that the learning aspect was very attractive to students' learning interest. This book is very suitable for use by grade 4 students.

After the researcher analyzed the data, the researcher analyzed the data in the form of a percentage. First, the researcher made the percentage of the book's relevance to the core competencies and basic competencies. There are 19

materials included in the sub-basic competencies according to the 2013 curriculum content standards. The following are the percentage results:

1) Relevant Materials

There are 19 materials which are relevant with the core and basic competence of 2013 Curriculum. So, the percentage is:

$$P = \frac{19}{19} \times 100\%$$

$$P = 100\%$$

The percentage of the relevant materials is 100%.

2) Irrelevant Materials

There are no sub-competences that irrelevant with sub-basic competence.

Based on this percentage, the researcher found that the textbook "Grow with English" covered about 100% of the material relevant to sub-basic competencies and the ability to meet the topic objectives, language features, and students' social functions. ideal. material that students want to achieve.

b. The Interpretation of Data from *Pusbuk (Pusat Perbukuan)*

Based on the calculation of the checklist conducted by the researcher, the researcher found that the English textbook "Grow with English" covered about 80.81% of the material that fulfilled the good textbook category by *Pusbuk (Book Center)*.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher provides the conclusions related to the study and also recommendation. The conclusion of study are drawn based on the result and the discussion on the data gained to answer the research questions, the recommendations are given to the teacher and the publisher.

5.1 Conclusion

Based on the data obtained and described in the previous chapter, the conclusions of this study are the results of related research to answer the research questions in this study. In the research question, the researcher wants toknow the Appropriateness of the contents of the English textbook “Grow with English” with the core and basic competence of the 2013 Curriculum and to know that the English textbook "Grow with English" meets the criteria of a good textbook by *Pusbuk*. Then from the research results it is known that textbooks meet good criteria.

In terms of fulfilling “Grow with English” textbook content with good textbook indicators according to *Pusbuk* (*Pusat Perbukuan*), the researcher concluded that textbooks cover about 80.81% of material that meets the good textbook category according to *Pusbuk* (*Pusat Perbukuan*). Based on these considerations, the researcher can conclude that the English textbook "Grow with English" meets the standards of good English textbooks in Indonesia as suggested by the *Pusbuk* (*Pusat Perbukuan*) assessment rubric.

5.2 Suggestion

Based on the study of the textbook "Grow with English", the author would like to provide some suggestions to help improve the quality of textbooks and the quality of teaching. Suggestions for English teachers and Publishers are as follows:

1. For the Teacher

In order to improve the quality of learning outcomes for teachers, it is built based on experience and knowledge in various aspects of teaching. Textbooks that are in accordance with the curriculum, suitability of textbooks, and material in textbooks that are applied in the classroom and many other ways to improve the quality of the teaching and learning process are in the hands of the teacher. Therefore, teachers need to find a suitability with the textbooks they will use. Because the book "Grow with English" is an English textbook available in the market to meet the needs of the 2013 curriculum material, this book meets all the requirements and standards of textbooks in implementing the 2013 curriculum. By using this book in the teaching and learning process, hopefully the results that is both compromised.

2. For the Publisher

As for publishers, in creating and developing English textbooks many years of study are needed to create what students need and their dynamic way of learning. Therefore, they must continue to regenerate their ideas and move along the curriculum to evaluate this crucial textbook framework.

REFERENCES

- Arikunto, Suharsimi. 1996. *Prosedur penelitian: suati pendekatan praktek*. Jakarta: PT. Rineka Cipta.
- Ary, J.C Jacobs, LC & Razavieh, A. 1982. *Pengantar Penelitian Pendidikan*. Terjemahan oleh arief Furvhan. Surabaya: Usaha Nasional.
- Azizifar, A., Koosha, M., & Lotfi, A. 2010. *An Analytical Evaluation of Iranian High School ELT Textbooks from 1990 to the present*. Social and Behavioral Sciences, 3, 36-44.
- Barcelos, A. M. F. 2003. *Studying Beliefs about SLA: A Critical Review*, In P. Kalaja & A. M. F. Barcelos (Eds.) *Beliefs about SLA: New Study Approches*. Vol. 3(7). Dordrecht: Kluwer Academic Publishers.
- Elo, S, and Kyngas, H. 2007. *The Qualitative Content Analysis Process*. Journal of Advanced Nursing, (Online), Vol. 107-115, No.62. Retrieved at(www.researchgate.net/...content-analysis, cited on January 1, 2015).
- Ferris, Dana and Hedgcock, John S., *Teaching ESL Composition: Purpose Process, and Practive*, London, USA: Laurence Elbaunn Associates, 2005, 2nd Ed.
- Gall, Meredith. D, Gall, Joyce. P, Borg, Walter P. 2003. *Educational Research: An Introduction (7th Edition)*. USA: Pearson Education, Inc.
- Ho H, Hsu Y (2011). *Improving the Textbook Adoption Process in Taiwan*. International Education Studies. 4 (4), 92-98.
- Kementrian Pendidikan dan Kebudayaan. 2013. *Peraturan Menetri Pendidikan danKebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang kerangka Dasar dan Stuktur Kurikulum Sekolah Dasar*. Jakarta: Kementrian Pendidikan dan Kebudayaan.
- Krippendorff, K. 2004. *Content Analysis: An Introduction to Its Methodlogy*. University of Pennsylvania: SAGE Productions.
- Langenbach, W. 1997. *Textbook, the Encyclopedia Ameriana: Vol 26: 563*. Connecticut: Glorier, Inc.

Longman, W. 1978. *Longman Dictionary of Contemporary English*. UK: Longman Group Ltd.

Mukarto, Sujatmiko, Josephina S.M, and Widya Kiswara. 2016. *Grow With English*. PT Erlangga Mahameru Jakarta.

Seno.2001. *Cara-cara Penulisan Karya Ilmiah Popular dan Karya Ilmiah Akademik*.

Tarigan , Guntur Henri 1993. *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.

Tok, H. (2010). TEFL *Textbook Evaluation: From Teachers' Perspective*. Educational Study and Review Vol. 5 (9), PP. 508-517. Retrieved from <http://www.academicjournals.org/ERR2>.