

Suitability Analysis of Textbook Contents from Students' Characteristics

Vitri Angraini Hardi*

English Language Education

Universitas Pahlawan Tuanku Tambusai Bangkinang
Riau, Indonesia

*vitrihardi@gmail.com

M. Syahrul Rizal

Elementary School Teacher and Education

Universitas Pahlawan Tuanku Tambusai Bangkinang,
Riau, Indonesia

Syahrul.rizal92@gmail.com

Abstract—The present study is a description of English Textbook suitability (*Grow with English: An English Course for Elementary School Students Book 6*) on students' characteristics. It analyzed the suitability of textbook contents and the students' characteristics. This is descriptive research with interviews, documentation, and observation checklist as its instruments. English book for Grade 6 students was selected as the subject of the research. The findings revealed that 6 (six) of 7 (seven) indicators of students' characteristics were suitable with textbook contents. The story time activity is not included in the Textbook. However, it is known as one of the elementary students' characteristics. A good textbook considered the students' characteristics to foster competencies in the process of learning. Given the findings, it is recommended that story time activity be included as one of the textbook activities.

Keywords—textbook, students' characteristics, the suitability of textbook contents

I. INTRODUCTION

A Textbook is a central part and the dominant instructional medium of an education system [1]. Textbooks largely determine what topics and ideas are taught in the classroom and how they are presented to students [2]. Textbook appears essential for teachers due to its roles, such as providing course guidance and course activities [3]. It helps the teacher to deliver curriculum materials [1] and supports learning activities [4]. A Textbook is one of the elements that might involve learners, depending on the materials given [5]. Besides, it is the first medium used by the learners to understand the culture and grow learners' characteristics. Moreover, reading of literature is an important way of supplementing the inevitably restricted input of the classroom [6]. The movement to adapt learner center is probably best to view Textbook as resources to achieve learning aims and objectives that have already been set in terms of learners' need [3]. In the 2013 Curriculum, core competencies and essential competencies that include character education should be integrated into a learning process. Therefore, teaching materials should be equipped teaching process.

Curriculum 2013 should focus on the formation of competence and character of learners, guiding knowledge, skills, and attitudes that demonstrated learners as a form to understand concepts that he learned conceptually. Therefore, the resulting teaching materials must be specially designed to develop the character of the students. The students' characteristics are considered one of the variable instructional conditions, which is an important position that leads to learning achievement [7]. Besides, the students' characteristic is also one of the consideration factors for selecting the learning materials. They can provide students a wide choice of new and fascinating facts and create incredible experiences [8].

Some research reported the importance of using Textbook in the learning process. Learners extend familiarity with the target culture and institute a positive attitude towards L2 culture offered in these books [9]. Textbooks have some advantages: a source of language, learning support, motivation, stimulation, and reference [5]. A Textbook is the tools that help the trainee to serve the teaching process effectively. The purpose and importance of teaching-learning materials are: making learning attractive; facilitate learning; help to remember lesson material for a longer time; helping teachers to deliver their lessons successfully and efficiently; allows teachers to disclose the concept of learning effectively [4]. Research conducted by Stará and Krčmářová [10] states that teachers use existing textbook materials to plan their lessons with relative consistency at the beginning of their professional careers, even though they think that most commercially published textbook materials require some adaptations and adjustments.

In further research on the exploration of textbook factors, consideration is not conducted yet. However, in relating to the final aims of Textbook is to reach learning outcome. Consideration factors such as students' characteristics were not explored yet. The present research focuses on the exploration of the suitability between students' characteristics and textbook use.

II. RESEARCH METHODS

This is descriptive research on the suitability of the Textbook used with the students’ characteristics. An exploration of the suitability between those things is highly needed. Qualitative research was conducted to explore the phenomenon. Document analysis was used as a research approach. This research aims to explore the suitability of English textbook use in Elementary education of Grade 6 students. The research strategy employed was a textbook analysis based on elementary students’ characteristics.

The data were qualitative. Source of Data was an English Textbook used at Grade 6 elementary students published by Erlangga entitled *Grow with English: An English Course for Elementary School Students Book 6*. In qualitative research, the researcher is the main instrument. In further to support the research process, data triangulation was conducted. The research began with semi-structured interviews with elementary teachers to gain information on the existing English book at grade 6 of SD Pahlawan Bangkinang Kota. Another instrument employed in this research is the document checklist. Figure 1 shows the stages on data analysis used in this research.



Fig. 1. Steps of research.

III. RESULTS AND DISCUSSION

The suitability between elementary learners’ characteristics and textbook use is described in Table 1.

TABLE I. EXPLORATION OF STUDENTS’ CHARACTERISTICS AND TEXTBOOK USED

NO	SUB-UNIT	INDICATOR	S	TS	DESCRIPTION
1	UNIT 1	The learners prefer to do sing activities and moving activities.	√		Book materials serves moving activities, but singing activity does not served
		The learning focus is limited	√		Suitable
		The learner get involved in learning process	√		Suitable
		Scientific context of learning materials are suggested	√		Daily context materials are served
		Telling activity is preferred		√	Learning activity served on the textbook does not serve telling activity
		The learners are known the pairs	√		The book serve dialogue practice, it helps the learners to know the pairs during dialogue practice
		Concrete things involvement in learning is highly suggested to ease the learning	√		Picture is served in every learning unit
2	UNIT 2	The learners prefer to do sing activities and moving activities.	√		Book materials serves moving activities, but singing activity does not served
		The learning focus is limited	√		Suitable
		The learner get involved in learning process	√		Suitable
		Scientific context of learning materials are suggested	√		Daily context materials are served
		Telling activity is preferred		√	Learning activity served on the textbook does not serve telling activity
		The learners are known the pairs	√		The book serve dialogue practice, it helps the learners to know the pairs during dialogue practice
		Concrete things involvement in learning is highly suggested to ease the learning	√		Picture is served in every learning unit
3	UNIT 3	The learners prefer to do sing activities and moving activities.	√		Book materials serves moving activities, but singing activity does not served
		The learning focus is limited	√		Suitable
		The learner get involved in learning process	√		Suitable
		Scientific context of learning materials are suggested	√		Daily context materials are served
		Telling activity is preferred		√	Learning activity served on the textbook does not serve telling activity
		The learners are known the pairs	√		The book serve dialogue practice, it helps the learners to know the pairs during dialogue practice
		Concrete things involvement in learning is highly suggested to ease the learning	√		Picture is served in every learning unit

Table 1. Cont.

4	UNIT 4	The learners prefer to do sing activities and moving activities.	√		Book materials serves moving activities, but singing activity does not served
		The learning focus is limited	√		Suitable
		The learner get involved in learning process	√		Suitable
		Scientific context of learning materials are suggested	√		Daily context materials are served
		Telling activity is preferred		√	Learning activity served on the textbook does not serve telling activity
		The learners are known the pairs	√		The book serve dialogue practice, it helps the learners to know the pairs during dialogue practice
5	UNIT 5	Concrete things involvement in learning is highly suggested to ease the learning	√		Picture is served in every learning unit
		The learners prefer to do sing activities and moving activities.	√		Book materials serves moving activities, but singing activity does not served
		The learning focus is limited	√		Suitable
		The learner get involved in learning process	√		suitable
		Scientific context of learning materials are suggested	√		Daily context materials are served
		Telling activity is preferred		√	Learning activity served on the textbook does not serve telling activity
6	UNIT 6	The learners are known the pairs	√		The book serve dialogue practice, it helps the learners to know the pairs during dialogue practice
		Concrete things involvement in learning is highly suggested to ease the learning	√		Picture is served in every learning unit
		The learners prefer to do sing activities and moving activities.	√		Book materials serves moving activities, but singing activity does not served
		The learning focus is limited	√		Suitable
		The learner get involved in learning process	√		suitable
		Scientific context of learning materials are suggested	√		Daily context materials are served
6	UNIT 6	Telling activity is preferred		√	Learning activity served on the textbook does not serve telling activity
		The learners are known the pairs	√		The book serve dialogue practice, it helps the learners to know the pairs during dialogue practice
		Concrete things involvement in learning is highly suggested to ease the learning	√		Picture is served in every learning unit

Table 1 shows that in Unit 1, the fifth indicator was not found in the Textbook. It deals with telling activity. Meanwhile, another 6 indicators were found in this Textbook such as: moving activity, students' engagement in the learning process, daily context materials used, picture complement in learning materials.

Based on the interview conducted, it was found that the teacher assumed telling activity is categorized as an advanced learning activity. It will be difficult for students to implement this kind of learning activity due to their struggling to understand basic English. It could be stated that the teacher's judgment play on it. The teacher assumed that the students were in the low-level ability of English learning.

Another idea of using this Textbook is that the materials given are closely related to the students' daily context. The teacher claimed that the students easily understand the learning materials served in the textbook. Most of the learning materials were basic.

IV. CONCLUSION

Mostly, learning materials served by the book was suitable for the students. On the contrary, another one of the students' characters was not considered by the textbook. Textbook does not serve as an opportunity for the teachers to do telling

learning activity. However, these kinds of learning are possible more motivated than others. In further, related to the students' characteristics, it was suitable due to students' English ability were basic.

ACKNOWLEDGMENT

Thank you to the Ministry of Research and Higher Education who has funded this activity included in the development research scheme in the 2020 fiscal year.

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