

A TEXTBOOK ANALYSIS OF “MY NEXT WORDS” FOR THE FIFTH GRADE ELEMENTARY SCHOOL

^{#1}Pipit Novianti, ^{*2}Evi Karlina Ambarwati

^{#1}English Student, Faculty of Teacher Training and Education, Universitas Singaperbangsa Karawang, Indonesia

^{*2}English Lecturer, Faculty of Teacher Training and Education, Universitas Singaperbangsa Karawang, Indonesia

Corresponding Author Email: 1910631060040@student.unsika.ac.id

ABSTRACTS

Textbooks are one of the materials used in the teaching and learning process. Textbooks have many benefits and important components in achieving the goals of the needs of learners (Cunningsworth, 1995). A qualitative method was conducted in this study. In brief, a descriptive qualitative research design was used to analyze and investigated an English textbook entitled Student's Book “My Next Words” for Elementary School published by the Ministry of Education and Culture. The research data were collected from the content of the English textbook. To reveal the English textbook's content and appropriateness, this present study explored and researched an English textbook entitled Student's Book "My Next Words" for Elementary School that applied Merdeka Curriculum. Following the BSNP (2017) criteria, the textbook was appropriate for use in the teaching and learning process, particularly in teaching English to Young Learners. Even though the textbook was considered appropriate in all aspects, some aspects of the book could be improved.

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INTRODUCTION

Textbooks are one of the materials used in the learning process. As a media of teaching and learning, textbooks play a major role and are one the important points in educational inputs (Altbach et.al., 1991). Textbooks have many benefits and important components in achieving the goals and objectives of the needs of learners (Cunningsworth, 1995). Textbooks have various uses in the learning process because textbooks provide a handle to teachers and students about valuable inputs such as materials, exercises, instructions, texts, and understanding in achieving educational goals.

The existence of textbooks itself is easy for us to find. There are various types of textbooks with various formats and different orders. It might be challenging to choose textbooks that are suitable for the teaching and learning process. Therefore, as educators, we must be good at choosing textbooks that are compatible with the material and the curriculum and with the students' conditions, especially in English language learning. As a result of the application of the curriculum, the textbook must follow the implementation of schools (Byrd, 2001).

Moreover, most influential teachers in Indonesia rely heavily on textbooks to facilitate learning (Romdania, 2021). In line with this, the educators must be able to choose the types of textbooks that will be used as a reference in carrying out learning because a good English textbook also can help teachers and learners develop the learning process to increase their skills and achieve learning output.

There are many good textbook evaluation criteria according to some experts, for example (Wong, 2009; as cited in Akbar, 2016) stated that there are several criteria that the textbooks must have to be used as a good EFL textbook such as linguistic content, cultural or real world, clear instruction, and also practical. This was also proposed by (Cunningsworth, 1995; Harmer, 2007; as cited in Meliawati et al., 2020), who argue that some criteria must be met by a text for that to be used as a source of learning. The eight criteria seem to be (1) goals and approaches, (2) design and organization, (3) language content, (4) skills, (5) topics, (6) methodology, (7) practical considerations, and (8) instructions.

Besides that, Indonesia has a National Education Standards Agency (BSNP). The role is to analyze the textbooks and determine the quality of the textbooks used. The National Education Standards Agency has several stated criteria which have been adjusted to Minister of Education and Culture Number 8 of 2016 concerning Books used by the Education Unit to assess the feasibility of textbooks used in the learning process. Content/material, language, presentation of material, and graphics are among the criteria. Afriani et al. (2019) state that most EFL textbooks in Indonesia hold on other cultures beyond Indonesian, such as Japanese, Arabic, Malaysia, British, American, Korean, and so on.

It is important to know the books used during teaching and learning activities. Teachers must know whether the book to be used is appropriate and suitable to be used as a learning medium. As in the previous explanation, textbooks are an important component and play a major role as a learning media especially in English language teaching, because in the textbooks we find not only learning materials, but textbooks as well contain instructions to guide the activity in the class (Romdania, 2021). The textbook has a purpose to complete the teaching objectives. It also contains exercises that the students will take part in it.

Previous research is relevant to this study, one of which is based on Gunantar (2017) research entitled *Analyzing English as a Foreign Language (EFL) Textbooks* from the Perspective of Indonesian Culture, which examines three English textbooks for Junior High School published by Pusat Perbukuan Departemen Pendidikan Nasional Tahun 2008. This study uses a descriptive-qualitative and simple qualitative research design. Testing and evaluating the data by analyzing and examining the cultural contents in English textbooks based on Byram's checklist criterion. The result showed that the researcher believed the material content of these English textbooks included the topic of Indonesian Culture with concerns on two kinds of culture; local and 'localized culture'.

Yanti and Wirza (2022) conducted the second previous study, Gender representation in the textbook for vocational school students in Indonesian EFL settings. Using the framework proposed by, this study aims to investigate gender representation in an Indonesian EFL textbook for vocational school students (Amerian & Esmaili, 2014). The data in this study were analyzed using critical discourse analysis and content analysis. The result of this study showed that pinpoints if males have dominated five among eight categories, i.e. representation toward semantic roles, representation toward the title, representation toward the order of appearance, representation toward activities, and the representation of males toward generic construction. Another researcher, Ayu and Indrawati (2018) also explored the evaluation of EFL textbooks. This study used qualitative research, specifically content analysis. The research was based on the content of the English textbook Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1 used by tenth graders. The findings revealed that

the textbooks perfectly matched the characteristics of the student-centered approach in the learning method.

Previous research has primarily focused on identifying the cultural themes and gender representation covered in EFL textbooks and evaluating the task presented in the textbooks. The current study aims to explore and research the content in the English textbook Student's Book 'My Next Words' for Elementary school to fill these gaps. This study aimed to explore and research the appropriateness of an English textbook published by the Ministry of Education and Culture based on the four BSNP evaluation criteria (2017). As the implementation of the new curriculum, Merdeka curriculum, most of the Elementary Schools in Indonesia were re-applied in English as the course of the school itself. Therefore, as a new teaching media in teaching English for Young Learners, this English textbook need to be explored and researched, which can help the educators, especially those who teach in elementary schools, to choose the appropriate materials and know the contents of English textbooks used in their class.

RESEARCH METHOD

This research applied qualitative study that is content analysis. Anderson (2007) defined content analysis as applied to any studies including language studies, which focused on analyzing the content of certain matter through classification, tabulation, and evaluation. The strength of qualitative is concentrating on specific situations and focusing on words rather than a number. It deals with this study that needs to explore and research in the form of description and analysis or evaluation of the content of this English textbook.

Research Design

Dealing with the analysis of textbooks, this research can be classified as a descriptive qualitative research design. Bodgan and Biklen (2003) state that descriptive is the features of information in qualitative studies that collect the data from documents, audio-video recordings, transcripts, words, pictures, etc. This study used a qualitative research design to analyze and investigate an English textbook. In brief, the research design used to analyze and investigated an English textbook entitled Student's Book "My Next Words" for Elementary School published by the Ministry of Education and Culture that was categorized as descriptive qualitative content analysis.

Materials

Figure 1 is the overview of the book that was used in this project.

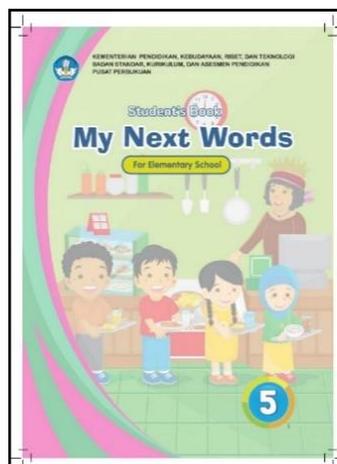


Figure 1. English Textbook "My Next Words" Cover

1	Book title	: Student's Book My Next Words For Primary School
2	Authors	: EYLC Team
3	Number of pages	: 124 pages
4	Year of publication	: 2021
5	Publisher	: Ministry of Education and Culture
6	Place of publication	: Jakarta
7	Aimed at	: 5-grade Primary School students
8	ISBN	: 978-602-244-511-1 and 978-602-244-747-4

Instruments

This study's data was gathered from the content of the English textbook Student's Books "My Next Words" for Elementary School, which was used by the fifth grade. The Ministry of Education and Cultural Affairs published this textbook. This textbook was designed for primary school learners in Indonesia. *Student's Books "My Next Words" for Elementary School Semester 1 & 2* has 136 pages. The writer used documentary analysis to collect the data in this study.

Data Analysis

The data collection was analyzed qualitatively. As a data source, the writer analyzed and investigated the English textbook "My Next Words" for the fifth grade of primary school. The data in this study were analyzed and investigated through the content description and analysis. The writer examined the content of this English textbook in this study.

An English textbook entitled *Student's Book My Next Words for Elementary School* was published by The Ministry of Education and Culture in 2021. The objective of this research would be to analyze and investigate the content of textbooks by using four BSNP evaluation criteria (2017). Content/material, language, presentation of material, and graphics are among the criteria.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This research was analyzed and investigated an English textbook entitled *Student's Book "My Next Words" for Elementary School* using a content analysis method. This study purposed to find out whether the English textbook entitled *Student's Book "My Next Words" for Elementary School* met the criteria for evaluating textbooks and explained the relevance of English textbooks to the Merdeka Curriculum. To answer the first research question, four criteria were used in this study: "Does an English textbook entitled Student's Book "My Next Words" for Elementary School meet the criteria for a good EFL textbook as proposed by BSNP (2017)?" (1) Material, (2) Language, (3) Presentation of the material, and (4) Graphics are the four criteria. Based on data from content analysis, it was discovered that the English textbook Student's Book "My Next Words" for Elementary School meets the criteria for a good EFL textbook proposed by BSNP (2017) and is useful for use as a medium for learning English, particularly in the context of English for Young Learners (EYL).

Based on the problem discussion, this research was carried out by analyzing and investigating the content of this English textbook as suggested by BSNP (2017). The results of the analysis are as follows.

1. Materials

Table 1
Eligibility in Material Aspects

Aspect	Component
Materials	<ol style="list-style-type: none"> 1. Maintain the accuracy of the material, and can reflect the national education purposes. 2. Using sources of information that are both theoretically and experimentally solid. 3. Encourage the independence and innovation of students. 4. Motivate and develop students' abilities. 5. Maintain national unity while honoring the diversity.

The material in this English textbook can maintain the correctness as well as precision of the material. The learning materials displayed in this book are published according to the authenticity of the conditions found in the surrounding environment. The latest data and concepts can also be found well and clearly. In addition, some materials can help to accomplish national education purposes, as a means of creating morally upright, creative, independent, and democratically engaged individuals. With the procurement and use of this book in a lesson, educational goals will be achieved easily. Because this book contains basic English materials that are easy to understand, and given learning instructions, its mean easily understood and conducted by English Young Learners, that this book is also equipped with pictures, instructions, and assignments that can train students to be capable, independent, and creative in undergoing instruction contained in the book (as in page 112, 113).

The use of language, both grammar and structure of the material has followed the rules of good and correct use in the English language. Because this book has gone through several examination processes, such as authors, reviewers, editors, etc. In addition, the sources of learning materials used also come from empirical sources such as on page 88, the authors teach about the comparative adjective meaning, in this section they put many pictures for compared with each other's. For example, the giraffe is *taller than* the deer and the deer is *shorter than* the giraffe and the authors were put the picture of the giraffe and the deer between the text. So, they can learn easily by look at the pictures and read the text. It is suitable for the English Young Learners which need to learn easily and so fun.

Using English writing books can also foster independence and innovation for students. Every material and exercise used seems to foster independence in thinking and innovating. For example, as in unit 6 (pages 64-66), students can find an exercise sheet and are asked to arrange words to become a whole sentence. And there is also a sheet for students to create a short story based on their experiences. This is can stimulate students to independently innovate in completing the exercises in the book.

This English textbook can also be used as a place for students to innovate in developing the potential that exists in themselves. For example, in this book there are puzzles or reflection sheets for each chapter and some exercises to develop and measure their skill. In addition, through this reflection sheet, teachers can also monitor each student's progress. (as on page 45; unit 5, pages 52-54).

In this book, several materials raise cultural elements in Indonesia, such as tribal races, traditional houses, traditional foods, etc. For example, this book uses illustrations of characters representing tribes in Indonesia, such as giving the names Made, Joshua, Cici, Aisyah, and Kimi to each character (page XI). Hoped that students can learn to respect others and uphold an attitude of tolerance and nationalism. (as in unit 10, pages 103, 107-110).



Figure 2. Sample Picture of Used the Illustration to Gain Nationalism

According to some criteria in table 1, each criterion has been fulfilled in this English textbook. In this textbook, all material aspects can be loaded well and clearly. So that this is expected to be able to facilitate the learning process among English young learners and achieve the national goals of Indonesian education as contained in Law No.20 chapter 3 of 2003 concerning the national education system.

2. Linguistic

Table 2
Eligibility of Linguistic Aspects

Aspect	Component
Linguistics	<ol style="list-style-type: none"> 1. The language is used precisely, directly, and appropriately for learners. 2. Illustration of the material can be clarifying the content. 3. The language used is easy to understand and conveyed a positive message. 4. The title in each part of the textbook is harmonious.

The language is used with clarity, directness, and precision while age-appropriate. This English textbook "My Next Words" for fifth grade has been designed according to the age development of students. In addition, learning materials are also contained in the form of language and simple text, so that the information contained is easier for students to comprehend. As in unit 2, page 13, the authors presented the theme with "*I want an ice cream cone*". With the bolded font size at the left end of the book display, the use of this language is also made clear by the illustration of children buying ice cream cones with happy faces.

Illustrations of the material can be clarifying the content. This book does an excellent way in presenting the illustration and images. Almost every page in the book contains illustrations or drawings to clarify its material. The presentation of this illustration is effective in helping students in understanding the learning materials. As in unit 4, page 39, students can identify different types of common health problems through an illustration. For example, there is a picture of Aisyah who is experiencing stomach pain, with Aisyah's character holding her stomach, and clarified with the caption "*I have a stomachache after eating spicy food*". From this illustration, students can identify that Aisyah's character is feeling stomach pain due to the spicy food she eats. In addition, the illustration presented attractively can increase students' attention to understand the material further.

The language used is easy to understand and conveyed the positive message. The language used in this English textbook is polite and educational according to the level of

development of students in grade 5 elementary school (for example, in unit 2, page 15; unit 3, pages 22 & 23). Students can find an illustration of a mother asking her child to help her make a glass of orange juice. Not only that, in the theme "students can make sentences using vocabulary foods and drinks and their quantifying nouns", students are also asked to complete the sentences. Through the illustrations, students can learn to do good and be devoted to those around them. In addition, in each material presented, there are also positive messages that expected to be able to foster the motivation and innovation of students in learning.

Every section of the textbook has a coherent designation. The title of each section of the material is written clearly and in a larger font size so that learners can distinguish between the title and the material. Furthermore, each title or section of information is accompanied by illustrated images, which adds appeal and aids students in learning the material more thoroughly (e.g. unit front cover, unit 1, 2, 3 – unit 10). The use illustration here also contains implicit messages about the material students will study. As in Unit 1, the theme is "What Delicious Bakso!", here the author uses a presentation with an illustration of a student buying meatballs. It can be known there is a harmony between the theme and the illustration used. The author uses food illustrations because they want to teach a language that focuses on the types of flavours found in food. Likewise, those found in units 2, 3 – 10.

Each criterion of table 2 fits well and clearly, in the English textbook "My Next Words" for fifth-grade students. As we know the use and presentation of language, illustrations presented in a learning book become the main component that helps learners understand every material contained in it, in other words, this is very important in helping students gain knowledge and understanding of themselves.

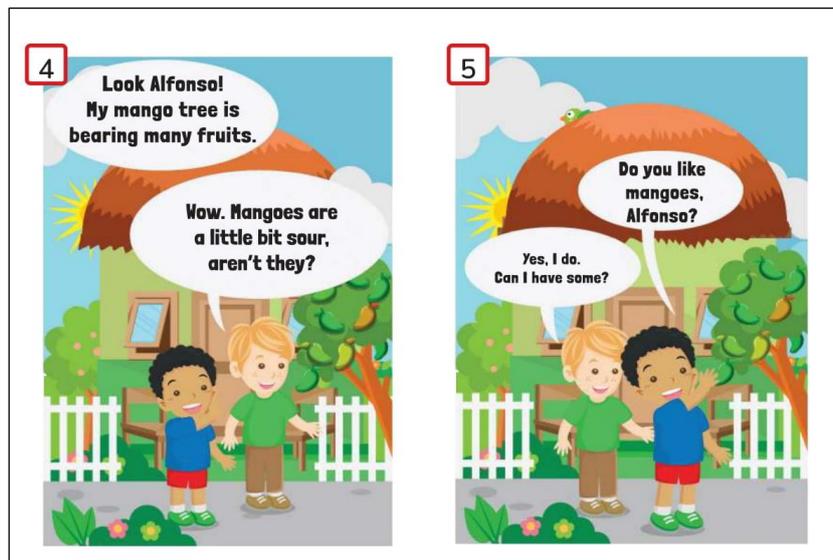


Figure 3. Sample Picture of Used the Illustration Clearly

3. Presentation of the material

Table 3
Eligibility of Presentation of the Materials

Aspect	Component
Material Presentation	<ol style="list-style-type: none"> 1. The material of the textbook is presented attractively. 2. Students are drawn to illustrations, both text, and images. 3. The use of illustrations of material should not reflect radicalism, extremism, racism, pornography, or gender bias. 4. The material can stimulate critical thinking. 5. Contains contextual insights. 6. The material is presented excitingly.

The material of the textbook "My Next Words" is presented attractively. In addition, this material provided is also arranged in a simple context to students' development level. The material in this book can keep the integrity of the meaning as stated in the table of contents (page viii).

In line with the explanation of the material discussed in table 2, in the textbook "My Next Words" there are also illustrations/images that are useful for clarifying the purpose or purpose of the material. Material illustrations, text, and images are interesting and following the child's age development. e.g. unit 5, page 52. Look at the picture below!



Figure 4. Sample of the Illustrations Used to Clarify and Convey the Meaning

The illustrations tell about everyday life that children often do: playing together. From the picture, you can see Cici inviting Aisyah to play outside her house, and meeting Made and Joshua fishing for fish. From the illustration above, it can be seen about the use of illustrations used to clarify and convey the meaning contained therein. In addition, at the bottom there is also an exercise box for students to share their understanding of the illustration. The balanced use of illustrations and images in class is appropriate to help students understand each material presented in this book more easily.

The textbook's "My Next Words" illustrations clarified the material presented. In addition, what needs to be emphasized is the illustrations used in this material does not reflect radicalism, extremism, racism, pornography, or gender bias. The illustrations in this textbook also align with students' development and do not contain values considered deviant. As shown in unit 2 and page 15 the illustration depicts living in harmony with each other, respecting each other's differences in religion, race, and skin colour.



Figure 5. The Use of Illustrations that Provide to Upholds Nationalist Values (Respect Differences In Race, Ethnicity, Religion, Etc.)

The presentation of material in the book can stimulate critical, creative, and innovative thinking in addition to being coherent. Using exercises can promote critical, creative, and innovative thinking in students and reflection sheets, which students can use to describe their understanding while taking this course. Teachers can use these exercise sheets and reflections for students to find out the level of student understanding of the material provided. Not only that, but teachers can also adjust the use of these practice sheets and reflections because they can be found on the final page of each chapter. For example, the use of exercises and the width of student reflections are found on pages 44-45.

Write a story from the pictures.

Activity with parents.

With your parents, write a story about the last time one of them was ill.

44 My Next Words • Grade 5 - Student's Book for Elementary School

Refleksi Peserta Didik

Saya senang	☹️	😐	😊
1. mendengarkan cerita yang dibacakan oleh guru.			
2. mengenal kosakata baru yang digunakan untuk menyatakan rasa sakit pada tubuh.			
3. menanyakan dan menjawab pertanyaan mengenai keluhan rasa sakit.			
Saya dapat	☹️	😐	😊
1. menggunakan kosakata baru yang digunakan untuk menyatakan keluhan rasa sakit pada tubuh.			
2. dapat menulis cerita tentang pengalaman sakit.			

Unit 4 • I've got a stomachache 45

Figure 6. Exercise and Student Reflection Sheets Can Measure Students' Understanding of Learning Material.

This English textbook also can teach and stimulate students to learn through the surrounding environment because this book contains contextual insights and can encourage the learner's experience. It is also presented in unit 10, page 109, as it is known that students can learn from any aspect, such as through observation of the surrounding environment. For example, on page 109, students can find pictures about the culture or habit of Indonesian Independence: Lomba Balap Karung, Lomba Memakan Kerupuk, etc. With this, students can learn more easily because the learning material in this section is often encountered in daily life. Students also can understand the meaning conveyed in the material because students are also involved in the context of experiential learning. As a further learning step, schools in Indonesia often hold the competition as a momentum to commemorate Indonesia's Independence Day.



**Let's
write**

Look at the pictures
and write the answers.

1



Example:

They are Bhineka Primary School students.
They celebrate Indonesia independence
day on August 17th. Made and his friend
play balap karung race. Made wins the
race. They look so happy when they play
the game.

Figure 7. The Use of Illustrations of Children's Experiences, Exploration and Interaction with the Environment.

The learning process is not obtained at school through media such as books, but with social interaction and environment. It is in line with Piaget's theory of view of constructivism which states that learning is the result of children's exploration and interaction with the environment. On the other hand, it can be defined that Learning is the interaction of children with others that children collaboratively build knowledge, skills, experience and values. This aligns with Bereiter (1994; as cited in Bada & Olusegun, 2015) postulates that constructivist people build their knowledge and understanding of the world by engaging in experiences and reflecting on them.

The material in this book is presented in an interesting and non-boring manner, not only through text, but also through striking, colorful illustrations, which can appeal to the reader and stimulate student curiosity (as shown on pages 61 & 101).



Figure 8. The Use of Colorful Layouts Makes It a Unique Attraction for Students to Learn

4. Graphics

Table 4
Eligibility of graphics

Aspect	Component
Graphics	<ol style="list-style-type: none"> 1. The book's size is appropriate for the ages of students 2. The display of the book's cover is harmonious and coherent. 3. The color of the layout can assist in understanding the function. 4. Letters and font size were also adjusted based on age development. 5. The use of illustrations can assist in clarifying a positive message.

This "My Next Words" textbook size adheres to the accepted standard for learning books, particularly those published by the Ministry of Education and Culture. Because this book is designed for general education, the size is acceptable for children's age categories.

The presentation of the book's cover is harmonious and collaborative. Every display, from the first cover to the cover of each piece of material to the page of each material, has a consistency in the substance and the illustration used (e.g., front cover). Use engaging illustrations/images that can be combined with learning materials.

This same addition of color to this book creates a sense of unity throughout all learning resources. Each illustration, image, and component use colors that are complementary to each other. Furthermore, the book's color has a paper copy with light and transparent color. The book's harmonious layout can clarify the function of each section. As seen on page 2 and 14; Unit 4 (pages 40 and 41).

Letters and font sizes were also adjusted to accommodate the child's growth. In this book, the placement of letters and font sizes can also be seen and arranged neatly and clearly. The significance of using letters and adjusting letter size in assisting learners in understanding each section of this book.

As explained in table 2 and table 3, the use of illustrations in this book is very good, interesting, and also clear. The use of illustrations is important for their existence to be needed because, in addition to increasing the enthusiasm of students to learn (through the use of illustrations with colors, as well as interesting shapes), the existence of these illustrations is also able to clarify the message they want to convey.

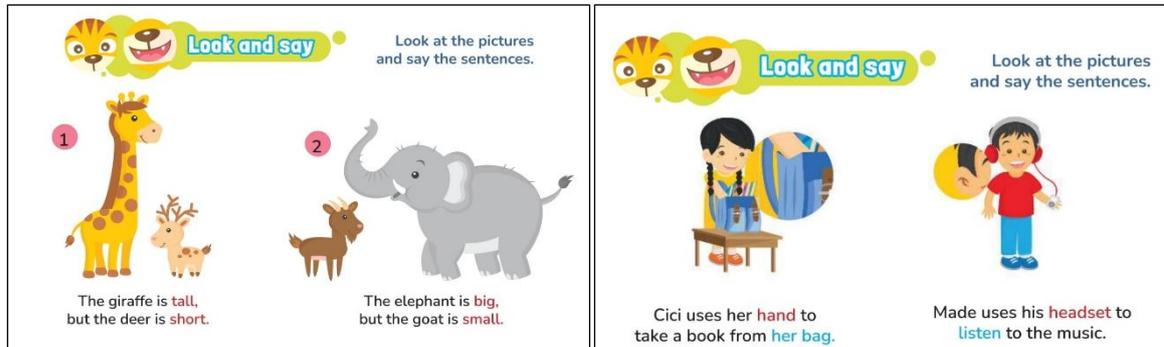


Figure 9. Sample Picture of Harmonious Between the Used of the Colors, Pictures, Texts and The Display

Discussion

The English textbook for elementary school, Student's Book "My Next Words," published by the Ministry of Education and Culture, is based on the Merdeka Curriculum. It should include and meet the BSNP EFL textbook evaluation standard (2017). Based on the research findings, the author discovered that the textbook evaluation aspects of the BSNP (2017) framework are met in the textbook. The textbook's content met the BSNP (2017) criteria for material, linguistics, presentation of material, and graphics.

Table 1 shows that the materials in this textbook met the specified criteria. This book can keep the material's accuracy and validity, encourage innovation and independence, and teach students to respect each other's differences and have a positive attitude toward nationalism. Making a human with noble character and good people become one of the fusions of education in Indonesia, stated in Law No.20 chapter 3 of 2003 that concerning the national education system in Indonesia.

Linguistic aspects contained in this book can also be categorized as "good". Using language and illustration can encourage students to be communicative and informative. In addition, each section of the book title is also clearly presented. According to Richards (2019), textbooks are essential to language programs that serve as the main source of language information (language input) for language learning and practicing English in the classroom. A linguistic aspect in a textbook might consist of grammar and vocabulary parts. Grammar is associated with three criteria. First, grammar items should be appropriate for each level while considering learners' needs. Second, grammar items should be presented in small enough units to aid learning. Third, the application of grammar must balance the form and use of language. This aspect of language is significant because language is the primary component in students' understanding of the material.

Presentations of book material are also presented attractively. In addition, the placement the material illustrations between text and images is positioned in a balanced, precise, and clear manner. The use of illustrations also contains distorted values. The presentation of textbooks must be easy to understand (readability) for learners, in line with Hakim et al. (2021) who argue that the textbooks must undertaken the readability test, many of its readers take this important quality of a good textbook for granted. Cope with this, this textbook also has readability engagement because, as shown in table 3, all aspects are well fulfilled, so this textbook has an appealing appearance that is expected to please its readers, is simple to comprehend, and may increase students' motivation to learn more deeply.

Furthermore, the graphics in this book are extremely good. Different book sizes, letters, and font sizes are based on the learner's abilities. The layout appears cohesively united between the book's skin and each page. The use of good graphics also has a positive effect on student learning. Visual literacy or graphics, which originated in arts and arts education, is now the nexus between the fields of arts education, cognitive psychology, literacy, and

STEM (science, technology, engineering, and math) education (Baker, 2012; as cited in Gou, et al. 2018). It is also aided by using illustrations, which can clarify the message you are attempting to convey.

The findings of the need analysis are consistent with Sarifah & Ambarwati (2023), the researchers found that the textbooks published by The Ministry of Education and Culture are appropriate to used as a media in the teaching and learning process because it was met the whole criteria proposed by BSNP (2017).

Recently, Gunantar (2017), with the research entitled *Analysis: Analyzing English as a Foreign Language (EFL) Textbooks from the Perspective of Indonesian Culture*, found that these English Textbooks appropriated to used in the teaching and learning process, because most of the material of the textbooks area focused on Indonesian culture or style. It is regarded as a successful method of teaching English to Indonesian students.

Based on the result, the use of textbook can used by almost any level of education in Indonesia. The selection of good textbooks is certainly expected so that students can become individuals of faith, knowledge, capable, creative, and responsible, through an education system that upholds human rights, religious values, cultural values, and national pluralism as stated in Law No.20 chapter 3 of 2003 which has concerning the national education system in Indonesia

CONCLUSION

This research concentrates on the content analysis of an English textbook for elementary school students titled Student's Book "My Next Words" using the BSNP evaluation criteria (2017). The writer used a descriptive qualitative with content analysis research design to analyze and investigate the content in the textbook. Although the English textbook Student's Book "My Next Words" for Elementary School met the BSNP (2017) criteria, it can be concluded that it was appropriate for use in teaching and learning, particularly in teaching English to Young Learners.

Even though the textbook was considered appropriate in all aspects, some aspects of the book could be improved, such as various text types and supporting learning materials to help students improve their abilities (such as the listening section). To help enhance English Textbooks in Indonesia, it is important to emphasize the need for reexamining English teaching materials.

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