

AN ANALYSIS OF ENGLISH TEXTBOOKS “MY NEXT WORDS” FOR THE FOURTH GRADE

^{#1}Lia Aprilia, ^{*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: 1910631060100@student.unsika.ac.id

ABSTRACTS

Textbooks are one of the most important media which facilitate the learning process because they can support students in developing students thinking skills. The use of English textbooks in the classroom aims to assist teachers in achieving learning objectives. This research aims to determine the feasibility of the English textbook My Next Words based on the criteria developed by *Badan Standar Nasional Pendidikan* or National Education Standards Agency. The design used in this study is descriptive qualitative. Then, the fourth-grade textbook My Next Words became a document that would be used as an object of study. The technique for collecting data in this study is a literature study and the instrument used in this study is a checklist of criteria based on standard criteria from BSNP. Based on the results of the evaluation that has been carried out, the results of the analysis show that the My Next Words book is appropriate from all aspects based on the framework of the BSNP for the evaluation of textbooks. The feasibility test of this book is carried out to ensure that the book to be used by students has presented material that is in accordance with the level of student development, does not contain pornography, racism, deviations, uses clear and straightforward language, and readability of writing that can be read by students. Although the book has met various aspects of the assessment, there are still some parts that need to be improved, such as the quality of the book, the accuracy of the material, and other learning support activities.

ARTICLE INFO

Article History:

Received: January, 2023

Revised: June, 2023

Published: June, 2023

Keywords:

English Textbook,
BSNP,

How to cite: Aprilia, L., & Ambarwati, E. (2023). An Analysis of English Textbooks “My Next Words” for the Fourth Grade. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 10(1), 88-100. doi:<https://doi.org/10.33394/jo-elt.v10i1.6974>

INTRODUCTION

There are various learning media that can be used to support learning. Based on the opinion of Tomlinson (2011) any learning media can be used to facilitate the learning process such as textbooks, videos, games, websites, blogs, articles, etc. Textbooks are one of the most important media which facilitate the learning process because they can support students in developing students' thinking skills. Muslich (2010) said that textbooks are used to support learning programs in schools. In line with Brown's opinion (2001, as cited in Okitasari & Palupi, 2019) one of the most obvious material support in language teaching is through textbooks. Furthermore, Garinger (2002) explains that textbooks can provide a variety of different service objectives for teachers, such as: as a core source, a source of material,

inspiration in classroom activities, and a curriculum. Furthermore, Permendiknas (2005) article 1, argues that textbooks are a mandatory benchmark for use in schools that contain subject matter that aims to improve faith and devotion, ethics, personality, ability to master science and technology, sensitivity and aesthetic ability, physical potential, and health which are compiled based on national standards of education.

The use of English textbooks in the classroom aims to assist teachers in achieving learning objectives. Cunningsworth (1995) suggests that English textbooks have a function as a source of learning materials both orally and in writing aimed at fulfilling the practice of fluency. In addition, the textbook will provide input such as instruction exercises, materials, and learning objectives text. Abdel Wahab (2013), suggests that textbooks can provide a framework to assist teachers in achieving goals and objectives in learning. On the other hand, textbooks can also help students in achieving all learning goals. Paul (2003) argues that learning books help students in grouping ideas and knowing what students will achieve and the direction they will go.

The content of the English textbook will be able to influence the students from what the teacher teaches and what the student learns. Therefore, textbooks must pass the eligibility criteria. In accordance with Fredriksson & Olsson (2006) states that the content of textbooks should not be too willing or too simple, should not contain local culture with taboos, the content the book should contain material that can be linked by students so that the teacher can understand it, and have no problems. In addition, English textbooks must also have quality, and be useful, according to the level of users and the context in them must be in accordance with the development of user levels.

There are several previous studies that discussed the analysis of textbooks. Research that has been conducted by Hardi & Rizal (2020) analyzes English textbooks for third-grade and sixth-grade elementary school. The results of the analysis showed that of the seven indicators of characteristics of third-grade elementary school students, the textbooks used already fill up the characteristics of students and only one indicator could not be found in the English textbook. Furthermore, the analysis of textbooks was conducted by Fareed, Rasheed, & Hashmi (2022) by analyzing seventh-grade English textbooks published by local publishers in Pakistan. The results of the analysis showed that the English textbook still has shortcomings in providing quality, interesting and appropriate content for the age and background of students. Thus causing limitations in providing opportunities for learners to practice developing basic English skills such as grammar and vocabulary.

On the other hand, Tambunan, Sipayung & Sinaga (2019) conducted an analysis of an English textbook for seventh-grade with the title "Interactive English". The research was conducted to determine the suitability of expressionistic analysis using a qualitative descriptive method. The results of the analysis showed that the English book entitled "Interactive English" met the criteria of Cunningsworth's theory concerning impressionistic textbook analysis with a score of 96% and in-depth textbook analysis with a score of 87%. With this value, the book "Interactive English" can be categorized as a textbook that is good enough and feasible to be used as a learning medium. Then, Diana (2021), has examined the cultural content in the English textbook for junior high schools published by the Ministry of Education. The results of the analysis that has been carried out show that in the textbook the source culture is still more dominant and is presented in a historical fact, the selection of names for characters, public figures, and locations used in English lessons for the high school. Furthermore, Baleghizadeh & Shayesteh (2020), conducted an analysis with three textbooks on ESL grammar, namely: Understanding and Using English Grammar, Communicate What You Mean: A Concise Advanced Grammar, and Oxford Practice Grammar. The results of the analysis revealed that the book analyzed as large was driven by cultural aspects that included people's behavior patterns such as daily life and popular

practices. In addition, the results of the analysis also show that there is no balance of different cultures represented in the textbook.

Based on the information above, no one has examined textbooks based on criteria from the National Education Standards Agency (BSNP). This research is important to find out whether the My Next Words English textbook for fourth-grade is in accordance with the criteria developed by BSNP. Therefore, the problems that can be formulated are as follows: How is the fourth-grade book of elementary school with the title My Next Words based on the criteria developed by BSNP?

RESEARCH METHOD

Research Design

The design used in this study is descriptive qualitative. Descriptive qualitative is used to create an overview or description of the feasibility or suitability of fourth grade textbooks for primary schools based on the literature of the National Education Standards Board (BSNP). Creswell (2010), states that a qualitative method is a method that involves various important efforts, such as asking questions and procedures, collecting specific data from participants, analyzing data, and interpreting the meaning of data.

Subject and Instruments

The fourth-grade textbook “My Next Words” published by the Center for Curriculum and Books of the Research and Development Agency and Books of the Ministry of Education, Culture, Research, and Technology in 2021, became a document that would be used as an object of study. The technique in collecting data in this study is a literature study. The data sources used as the basis for this research come from various article books and those that are relevant to this study. In addition, the instrument used in this study is a checklist of criteria based on standard criteria from BSNP. Table 1 presents the framework for analysis.

Table 1
Textbook Evaluation Criteria

No.	Aspects	Assessment Components
1.	Material	<ul style="list-style-type: none"> a. Must be able to maintain the truth and accuracy of the material, the up-to-date data, and concepts and support the achievement of national education goals. b. Using theoretically and empirically correct sources of material. c. Able to encourage the emergence of independence and innovation. d. Able to motivate students to develop themselves. e. Able to maintain national unity and unity by facilitating diversity, the nature of mutual cooperation, and being able to appreciate differences.
2.	Linguistics	<ul style="list-style-type: none"> a. The use of appropriate, straightforward, clear language in accordance with the level of age development. b. Illustration of the material according to the level of age development of the reader. c. The language used is communicative fan informative. The title of the book and the title of the sub-chapter of the book are in harmony, interesting, and able to attract the interest of the reader.

3. Presentation of the material	<ul style="list-style-type: none"> a. The material is presented interestingly. b. Illustrations of materials and drawings according to the level of age development. c. The use of illustrations to clarify the material does not contain elements of pornography, radicalism, violence, racial profiling, gender bias, etc. d. The presentation of the material can be inhibiting to thinking critically, creatively, and innovatively. e. Contains contextual insights. f. Presentation of interesting material.
4. Graphics	<ul style="list-style-type: none"> a. The size of the book corresponds to the level of age development. b. The appearance layout of the book's skin elements is appropriate and has unity. c. Giving color to the layout elements is harmonious and can clarify the function. d. The use of letters and letters is adjusted to the level of age development. e. The illustrations used are able to clarify the message.

Data Analysis

The research that has been carried out is a literature study research. Therefore, the results of the analysis on the book will be analyzed using descriptive statistics. Marwah (2019, as cited in Jannah et.al, 2022), argues that descriptive statistics help researchers to summarize the overall data, provide variations in scores and provide insights into between scores.

RESEARCH FINDINGS AND DISCUSSION

In this study, there are four aspects of textbooks that will be discussed and explained in accordance with the criteria of the National Education Standards Agency (BSNP). These aspects consist of material, linguistics, presentation of the material, and graphics.

1. Material

Components in the material aspect include: (a) being able to maintain the truth and accuracy of the material, the up-to-date data and concepts, and can support the achievement of national education goals. The results of the analysis found that overall, the book *My Next Words* already fills up the eligibility based on these criteria.

The material available in the fourth-grade book is appropriate and accurate based on English grammar and each material is presented in a short paragraph so that it is suitable for the level of students. In this book, many introduce various vocabulary in the surrounding environment which is supported by color images and various learning activities that are able to attract students' interest in learning. Example of a page containing various vocabulary on page 46 – 47 about objects in the room.



Figure 1. Objects in the Room

The concepts used in this book are clear and unequivocal. The materials available in the book can also help the student in developing the potential that exists in him, increasing creativity, independence, responsibility, etc. Therefore, this book can facilitate students in achieving national educational goals. Meliawati, M. & Hamied, F. A (2020) argue that textbooks can provide input to teachers in the form of materials, exercises, instructions, and texts that can assist students in achieving learning objectives that will be achieved later.

(b) Using theoretically and empirically correct sources of material. The results of the analysis show that the book *My Next Words* meets this criterion. Book publishers are part of the government ministry, so the *My Next Words* book can be trusted because it has passed assessments in various aspects and is adapted to the applicable curriculum so that it is declared suitable for use. In addition, the perpetrators of publishing this book consist of authors, reviewers, and illustrators and in accordance with the Regulation of the Minister of Education and Culture Number 8 of 2016 article 5 paragraph 2, which states that the actors of publishing textbooks by the Ministry at least consist of; writers, reviewers, editors, and illustrator.

Then, there is the use of several types of sentences used in this book, such as simple present tense and present continuous tense. The use of simple present tense and present continuous tense in each sentence is in accordance with the applicable rules. For example, in the present continuous tense, the pattern used is *subject + (are/am/is) + verb-ing + complement*. Example sentence on page 4.



Figure 2. Sample of the Grammar Used

(c) Encourage the emergence of independence and innovation. Suhandi, A. & Kurniasri, D (2019), mentioned that independence in learning is one aspect that determines student success in learning. Therefore, by having independence, students are expected to be able to develop their various abilities in completing the assigned tasks and become qualified and responsible people.

There are many learning activities and worksheets that involve student engagement so that they can be used as a tool to develop the ability and means of interacting with fellow friends that may encourage students to become independent and think positively. In addition, there are also various activities that can encourage students to be independent and innovative. For example, the Let's Search activities on pages 23 are expected to increase students' independence in searching for words without the help of teachers. On the page students are required to search for the word in a box. Then a Look and Answer activity on pages 42 requires students to write answers based on pictures and Snakes game on page 19.

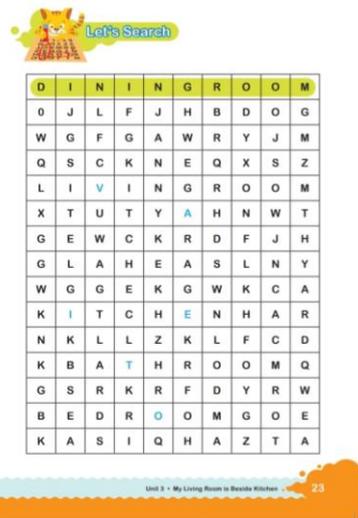


Figure 3. Sample of Let's Search Activities



Figure 4. Sample of Look and Answer Activities



Figure 5. Snakes Game

(d) Being able to motivate to develop itself, this textbook meets this criterion. In this book, the material is presented very interestingly and provides a variety of activities that can motivate students in developing their skills, those are, speaking, writing, listening, and reading skills. Harmer (2007) argues that a textbook must include formula skills and be implemented. In speaking skills, there is a Let's Talk activity on page 30. Let's Talk activity requires students to give their opinion on the circumstances indicated by a flashcard card randomly drawn by their friend while still paying attention to the available instructions. It is hoped that, by seeing other students able to give their examples and opinions, students who are not able to become motivated to be able to give their opinions. Then, in listening and writing skills, this book provides a Listen and Write activity "what are they doing" on page 8. Accompanied by explanatory pictures, this activity is expected to be able to motivate students in writing and hearing the instructions given.

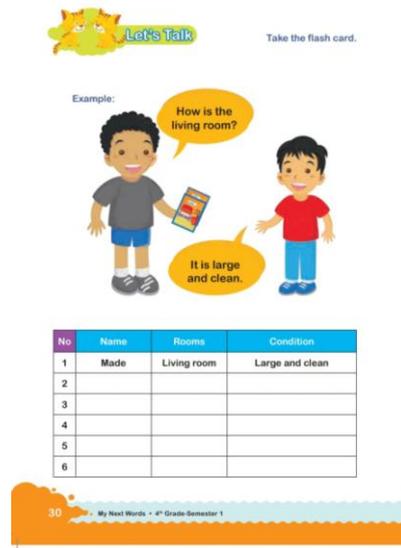


Figure 6. Let's Talk



Figure 7. Listen and Write

(e) Able to maintain national unity and unity by accommodating diversity, mutual cooperation, and respecting various differences. The textbook My Next Words is able to maintain unity, respect differences, mutual aid and accommodate diversity. There are several activities that can make students work together and appreciate differences. An example is the Let's do Survey activity on pages 92-93. On the page, the student must conduct a survey and ask his friend about the available questions. And in this activity, students must be able to work with their group to conduct surveys and appreciate any differences in answers from their friends. In addition, there is a variety of cultural diversity created through an activity contained in the illustration of the picture.



Figure 8. Examples of Cultural Diversity and Respecting Differences

2. Linguistics

(a) The use of language in the English textbook My Next Words is in accordance with the level of development of children of primary school age. Textbooks should have a language that is appropriate for the age of the reader. And the language used in each material in the book is clear, precise and in accordance with student development so that it can help students in understanding the material. Tarigan (2009) argues that the language used in books

must be good, and correct, according to the level of development and communication in order for it to be digested by students. Then, this book also uses short but clear, straightforward, and precise English sentences in each explanation. In addition, the available image illustrations also help students in understanding each instruction given in the book.

(b) The criteria for illustrating the material in English textbooks are in accordance with the level of age development of students and are able to help in clarifying the content. Illustrations of the material are presented according to the level of age development of students. This can be seen in various texts that are always accompanied by various color images that help students in clarifying the material. For example on pages 6-7. On page 7, there is a Look and Write activity, in this activity, students must write down the type of activity being carried out by the student by looking at supporting pictures. Illustrations filled with various colors and shapes are expected to be able to attract students' interest in learning. Then, illustration images and text will greatly help students in understanding the purpose of the material being taught. Zeegen (2009), explains that the presence of illustrations will help in sensing the world, recording, describing, and communicating everything that happens.



Figure 9. Material Illustration

(c) The language used in the book *My Next Words* is already communicative, informative, educative, polite, ethical, and in accordance with the age development of students. This book provides information, new vocabulary, and a wide variety of worksheets that are appropriate and useful for the level of development of students. As on page 16 of *Look and Answer*; *Look, count, and say*. There are activities to count and pronounce the results in English. In addition, in the section available how to read the symbols “+ (plus)”, “- (minus)”, and “= (is)” in English. So, this section will probably provide new information for students. Then, in every activity and worksheet available, this book presents interactive and communicative sentences so that it can invite students to interact with each other.

(d) Another thing that is appropriate in the book *My Next Words* is that the title of the book and the title of the material section are harmonious, interest-catching, and not provocative. The phrase “*My Next Words*” used as the title of the book is of great interest to the reader. And the phrase “*My Next Words*” strongly reflects the content of the book, where the book invites students to get new vocabulary in an interesting and stifling way. Then the title of each unit is very short but clear and straightforward. Any given title is also not provocative.

68 - 74	7 I Can Make Fried Egg in The Kitchen
77 - 86	8 Be On Time!
97 - 104	9 I Go to School after Having Breakfast
110 - 117	10 He Always Gets Up at 6 O'clock
118 - 126	11 How Do You Go to School?
127 - 133	12 He Goes to School by Bus

Figure 10. Table of Contents

3. Presentation of the Material

In this aspect, there are several components that will be explained.

(a) The material is presented interestingly. The material in the textbook is presented in an interesting, straightforward, easy-to-understand, and interactive manner. The delivery of the material is done well and clearly. Then, each instruction in carrying out the activity is arranged very clearly and in detail. According to Harmer (2007) instructions contained in textbooks should fulfill two criteria. First, the instructions should be clear and unambiguous. Second, the instructions should be written in a language that the learner can understand.



Figure 11. Instructions in a Worksheet

Each of these instructions is always supported by images related to existing instructions, such as the Look and Write instruction which has an eye and pencil image as a background. On the other hand, in each given worksheet is always inserted an example of the task in question

(b) Illustrations of materials and drawings according to the level of age development. Illustrations of such material correspond to the level of age development of the reader. Illustrations of images filled with various colors and shapes are expected to be able to attract students' interest in learning. Then, the available illustrations of images and text will greatly assist students in understanding the intent of the material being taught. An example is that the illustration of the image in the Look and Say instructions is a picture of the eyes and mouth, while for the Look and Write instruction it is an eye and a pencil. The use of images in instructions is certainly very helpful for students in clarifying instructions.

(c) The use of illustrations to clarify the material does not contain elements of pornography, radicalism, violence, racial profiling, gender bias, etc. The use of illustrations

helps students in illustrating writing and avoiding deviations. In addition, with visual illustrations, children not only read pictures but also understand communication and interaction in books. So, the illustrations in the book *My Next Words* do not contain elements of pornography, understanding extremism, radicalism, violence, SARA, gender bias, and do not contain other deviant values.

(d) The presentation of the material can be inhibiting to thinking critically, creatively, and innovatively. Usually, students at the elementary level have very high curiosity and are creative and innovative. And in the book *My Next Words* there are several activities that can stimulate students to think critically and innovatively. For example, activity on pages 58-59.

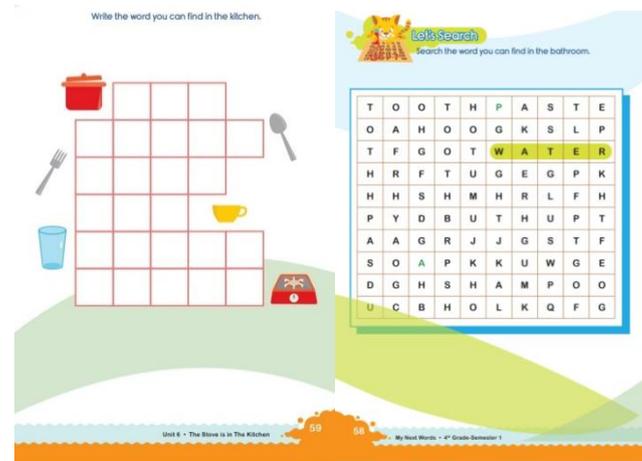


Figure 12. Let's Search Activities

(e) Contains contextual insights. In the book, there are many passages that have a connection with everyday life. With this connection, it is hoped that it will be able to invite students to apply these activities in their daily lives. For example, by always get up early and having breakfast before going to school.

(f) Presentation of interesting material. The book presents the material in a way that is of interest to the reader. *My Next Words* books are filled with very diverse colors, shapes, and writings. The explanation of the material in *My Next Words* is more expressed in an image so that it will trigger students' curiosity about the explanation of the image.

4. Graphics

Isi buku ini menggunakan huruf Myriad Pro, Minion Pro, Arial Rounded MT Bold, Yu Gothic, 10/13 pt.
x, 142hlm.: 25 cm.

Figure 13. Types and Sizes of Letters in Books

(a) The size of the book corresponds to the level of age development. The English textbook *My Next Words* has a size of 17.5 X 25 cm. The size of this book corresponds to the level of age development at which usually fourth-graders are capable enough to carry the textbook. Because, for elementary school-level, the book *My Next Words* still has a fairly light mass.

(b) The appearance of the layout of the book's skin elements is appropriate and has unity. The layout of the skin elements of the book already has unity. The skin of the book has a variety of colors with interesting images. The layout of each object on the book's skin is also appropriate so as to produce good harmony. And the layout of the book's skin elements

is in accordance with the Regulation of the Minister of Education and Culture Number 8 of 2016 article 3.

(c) Giving color to the layout elements is harmonious and can clarify the function. The use of color in each layout in the book *My Next Words* is very useful to clarify and help students when viewing and distinguishing each instruction from each assigned worksheet. In addition, the use of color in each illustrative image and each chapter can also help students in finding pages in the book.

(d) The use of letters and letters is adjusted to the level of age development. The use of front letters is already in accordance with the level of age development. There are several letters that are in color with different font sizes. In addition, almost the entire sentence in the book has a deeper thickness. Thus, it is hoped that the use of different forms can increase students' interest in learning.

(e) The illustrations used are able to clarify the message. Illustrations are very helpful for the author in clarifying the message to be conveyed to students, both text illustrations and images. One of them is the use of image illustrations in each instruction.

CONCLUSION

Textbooks are one of the most important components during the learning process because textbooks serve to support the function of national education. Textbooks are still used as the main learning support, this is because almost all levels of education from elementary to level still use textbooks as their main teaching material. Because the level of use is still high, every textbook to be used must meet due diligence. The feasibility test on this textbook was conducted by BSNP. The feasibility test of this book is carried out to ensure that the book to be used by students has presented material that is in accordance with the level of student development, does not contain pornography, racism, deviations, uses clear and straightforward language, and readability of writing that can be read by students.

This study analyzed a fourth-grade English textbook with the title *My Next Words* written by Rahmawati, R., Angrisia, N. F., & Nailufary, L in 2021 with the publisher of the Ministry of Education, Culture, and Technology, and reproduced by CV Arya Putra. The checklist used as an instrument in this study is based on the Regulation of the Minister of Education and Culture number 8 of 2016 with four aspects studied: material, language, presentation of material, and graphics.

Based on the results of the evaluation that has been carried out, the results of the analysis show that the *My Next Words* book is appropriate from all aspects based on the framework of the BSNP for the evaluation of textbooks. Although the book has met various aspects of the assessment, there are still some parts that need to be improved, such as the quality of the book, the accuracy of the material, and other learning support activities.

REFERENCES

- Abdel Wahab, M. M. (2013). Developing an English language textbook evaluative checklist. *IOSR Journal of Research & Method in Education*, 1(3), 55-70. DOI:[10.9790/7388-0135570](https://doi.org/10.9790/7388-0135570)
- Baleghizadeh, S., & Shayesteh, L. A. (2020). A content analysis of the cultural representations of three ESL grammar Textbooks. *Cogent Education* (2020), 7, 1844849. <https://doi.org/10.1080/2331186X.2020.1844849>
- Cunningsworth, A. (1995). *Choosing Your Course Book*. Oxford: Macmillan Heinemann.
- Creswell, J. W. (2010). *Research Design: Pendekatan Kualitatif, Kuantitatif dan Mixed*. Yogyakarta: Pustaka Pelajar.
- Diana, S. (2021). Cultural Contents in an English as a Foreign Language (EFL) Textbook for Senior High School. *ELT in Focus*, 4(2). <https://doi.org/10.35706/eltinf.v4i2.5791>

- Fareed, M., Rasheed, A. A., & Hashmi, Z. (2022). English Language Teaching Material in an ESL Context: A Textbook Analysis Case from Pakistan. *INTERNATIONAL JOURNAL OF SPECIAL EDUCATION*, 37(3).
- Fredriksson, C., & Olsson, R. (2006). *English Textbook Evaluation: An Investigation Into Criteria for Selecting English Textbooks*.
- Garinger, D. (2002). Textbook Selection for the ESL Classroom. *Center for Applied Linguistics Digest*. Retrieved from https://www.academia.edu/19090994/Textbook_selection_for_the_ESL_classroom
- Hardi, V. A., & Rizal, M. S. (2020). Analisis Buku Teks Pelajaran Bahasa Inggris SD Berdasarkan Karakteristik Pembelajaran Muda pada Kelas Rendah. *Jurnal Basicedu*, 4(4), 1398-1407. <https://doi.org/10.31004/basicedu.v4i4.605>
- Harmer, J. (2007). *How to Teach English*. England: Pearson Educational Limited.
- Jannah, A., Wijaya, S., & Ro'ifah, R. (2022). Learning Connected Speech by Pronouncing Song Lyrics: Students' Perspective. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 9(1), 13-28. <https://doi.org/10.33394/jo-elt.v9i1.5156>
- Meliawati, M., & Hamied, F. A. (2020). Analisis Konten pada Buku Teks Bahasa Inggris untuk Kelas X berjudul Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X. *Jurnal Penelitian Indonesia*, 20(1), 83-93. <https://doi.org/10.17509/jpp.v20i1.24556>
- Muslich, M. (2010). *Textbook Writing, Dasar-dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*. Yogyakarta: Ar-Ruzz Media.
- Tambunan, M. S., Sipayung, K., & Sinaga, N. T. (2019). Content Analysis of English Textbook "Interactive English" Used in First Grade Junior High School in 2013 Curriculum. *JETAL: Journal of English Teaching & Applied Linguistic*, 1(1), 20-27. <https://doi.org/10.36655/jetal.v1i1.101>
- Tomlinson, B. (Ed). (2011). *Materials Development in Language Teaching*. Cambridge University Press.
- Paul, D. (2003). *Teaching English to Children in Asia*. Hong Kong: Pearson Education Asia.
- Permendiknas Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan, article 1.
- Rahmawati, R., Angrisia, N. F., & Nailufary, L. (2021). *My Next Words: for elementary School*. Depok: CV Arya Putra.
- Suhandi, A., & Kurniasri, D. (2019). Meningkatkan Kemandirian Siswa Melalui Model Pembelajaran Kontekstual Di Kelas IV Sekolah Dasar. *Jurnal Gentala Pendidikan Dasar*, 4(1), 125-137. <https://doi.org/10.22437/gentala.v4i1.6972>
- Tarigan, H. G., & Tarigan, D. (2009). *Telaah Buku Teks Bahasa Indonesia*. Bandung: Angkasa.
- Okitasari, I., & Palupi, D. (2019). Teachers' Perceptions Toward EFL Textbook. *ELT in Focus*, 2(2), 77-86. <https://doi.org/10.35706/eltinf.v2i2.3056>
- Regulation of the Minister of Education and Culture number 8 of 2016, article 3.
- Regulation of the Minister of Education and Culture number 8 of 2016, article 5, paragraph 2.
- Zeegen, L. (2009). *What Is Illustration*. Switzerland: Roto Vision SA.