



A Content Analysis of Integrated Learning Skills & Assessment in The Textbook Entitled “Grow with English” For the Sixth Grade of Elementary School

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ABSTRACT

Textbook helps the teachers to prepare the lessons. It is also course book used by teachers and students in order to facilitate the teaching – learning process. In terms of its role in learning, it is crucial in teaching and learning process. Related to textbooks, all learning skills and assessment should be covered in order to help the students to improve their ability in learning English. This research is aimed (1) to analyze all four learning skills in the textbook, (2) to find out the way four learning skills are implemented, (3) to investigate whether the textbook provides the assessment for students or not in the textbook Entitled “Grow with English” for The Sixth Grade of Elementary School. This research is included as qualitative research design. The sample of this research is an English textbook entitled “Grow with English”. The researcher uses the checklist as the instrument. In collecting and analyzing the data, the researcher does several steps. After that, the data would be calculated by using a formula. The results show that the textbook provided all learning skills differently. For the assessment, it was found that the textbook provided assessment every three chapters. In conclusion, the authors of English textbooks should implement all learning skills every chapter and the assessment at the end of every chapter in the textbooks. Hopefully, the results can give the distribution for the readers and further researcher in choosing the textbook.

Keywords: Content Analysis, Integrated Learning Skills, Assessment, English Textbook



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1. INTRODUCTION

1.1. Introduction

Learning English is influenced by several factors. Those factors are related to each other to support the goals in teaching and learning process. The factors consist of the teachers' qualities,

classroom's atmosphere, the facilities that support learning, the activities in the interactive learning, and the content of the textbook (Irwansyah & Azis, 2018). All factors are expected to support the goals in teaching and learning process.

In addition, teaching and learning process cannot be separated from its important role of teaching material. Nurdiani (2014) stated that teaching material is learning material that used to help the students in learning. By using the teaching material, the teaching process will be better, purpose of learning can be easier to be delivered by the teacher, and the students will understand the teaching material that be taught to them. Furthermore, the good quality of learning in terms of teaching and learning English might not be separated from the role of all factors of learning (Lail, 2020). The reason is that they are united in order to make the teaching and learning process running well and the goals of learning might be achieved by both the teacher and the students (Sianipar et al., 2020).

One of the factors is the textbook. According to Brown (2000), textbooks help the teachers to prepare the lessons. Moreover, Setiabudi (2010) implied that textbook is course book used by teachers and students in order to facilitate the teaching – learning process. In terms of its role in learning, it is crucial in teaching and learning process (Kinasih, 2014). The students need to read the lessons from English textbook first, before they are being taught by teachers. By doing so, they might have an understanding of what material which is going to be conducted by teachers (Haerazi, Prayati, et al., 2019).

Related to teaching and learning English, there are four learning skills that are discussed. The skills are listening, speaking, reading, and writing. They are discussed in line with the aim in order to improve students' abilities in mastering English (Sianipar et al., 2020). This refers to integrated skills, discussing all skills in each chapter by combining them. Each chapter will be checked whether it has integrated skills or not. Integrated skills are intended to make learning more effective in textbooks.

There are several previous researches that deal with content analysis. One of them is a thesis written by Mumtaz (2020), the research was intended to explain the criteria of general attributes and learning – teaching content in the English textbook. The second research was a thesis from Nanda et al., (2019), The research was aimed to find out the suitability of English textbook with the curriculum and the proportion of the language skills in the English textbook used by the students of grade XII published by Kemendikbud 2014. The research was the same with this research that is to analyze the content of English textbooks which used by teachers in

classroom. To make it different from the previous researches, the researcher is interested (1) to analyze all four learning skills in the textbook”, (2) to find out the way four learning skills are implemented, (3) to investigate whether the textbook provides the assessment for students or not in the textbook Entitled “Grow with English” for The Sixth Grade of Elementary School.

The important of this research is to investigate whether the textbook entitled “Grow with English” for The Sixth Grade of Elementary School is good and effective for teachers and students. Moreover, the textbook is particularly useful to provide support for new inexperienced teachers or teachers who have low confidence to deliver the lessons in a communicative way (Edge & Wharton, 1998; Mares, 2003; Tomlinson, 2003).

1.2. Research questions

Based on the problem presented above, the researcher formulates the questions of the research as followings:

1. Does each chapter have the four learning skills?
2. How are the four learning skills implemented?
3. How does the textbook make the assessment to the students?

1.3. Significance of the study

The researcher hopes that the results of this research can give contributions of useful information in choosing and analyzing English textbooks before deciding to use it in the teaching and learning process. So, this can help teachers to determine the textbooks which are good and effective for the students. The researcher also expects that this research can provide a general way to analyze textbooks or other form of English materials and used as the foundation for further research.

2. METHOD

2.1. Research Design

This research is about analyzing the content of the English textbook. It is classified as documentary analysis. Because the research is about documentary analysis, it would be conducted by using descriptive qualitative design. According to Bogdan & Biklen (2003) descriptive is the characteristic of data in qualitative research because it is taken from documents, audio-video recording, transcripts, words, pictures, etc. Furthermore, the research is

included as qualitative research design because it is aimed to explore the content of the English textbook whether it has all integrated learning skills, how those integrated learning skills are implemented, and how the textbook provides the assessment for students.

2.2. Samples/Participants

The sample of this research is an English textbook from Erlangga Publisher. The textbook is for the sixth grade of elementary school. The textbook entitled “Grow with English”. It consists of six chapters and two review sections. The data would be collected from that textbook. Since the data is content analysis, then it would be arranged in form of document.

2.3. Instruments

In this research, the instrument used by the researcher is the checklist. The checklist is one the instruments used to identify each material in the English textbook. By applying this instrument, it is intended to investigate the four integrated learning skills and the assessment provided in each chapter of the textbook

2.4. Data analysis

In data analysis, the data are collected and analyzed by doing some steps: (1) the textbook Entitled “Grow With English” for The Sixth Grade of Elementary School consisted of 6 chapters and 2 Review Sections in which each chapter will be discussed differently on its topic to each other; (2) each chapter might be investigated properly whether every material includes all learning skills like speaking, listening, reading, and writing on each chapter; (3) then finding out how each chapter implements all of learning skills based on each topic; (4) then, all chapters will be analyzed of how all four learning skills are integrated on each chapters; and(5) after analyzing integrated skills, each chapter will be explored if the textbook provides assessment / self-evaluation to the learners about the lessons on the chapters; (6) after getting the data, those integrated skills would be calculated by using a formula in order to help in showing the data in form of number (Creswell & Creswell, 2017). After calculating and exploring the data, the researcher would explain the results of data analysis in the form of qualitative.

3. FINDINGS AND DISCUSSION

3.1. Findings

The research is carried out by analyzing the content of the English textbook entitled “*Grow with English*” for The Sixth Grade of Elementary School. The results of this research are about all learning skills integrated in each chapter of the textbook, the way the textbook implemented those learning skills and how the textbook provides assessment to the learners would be explained as follow:

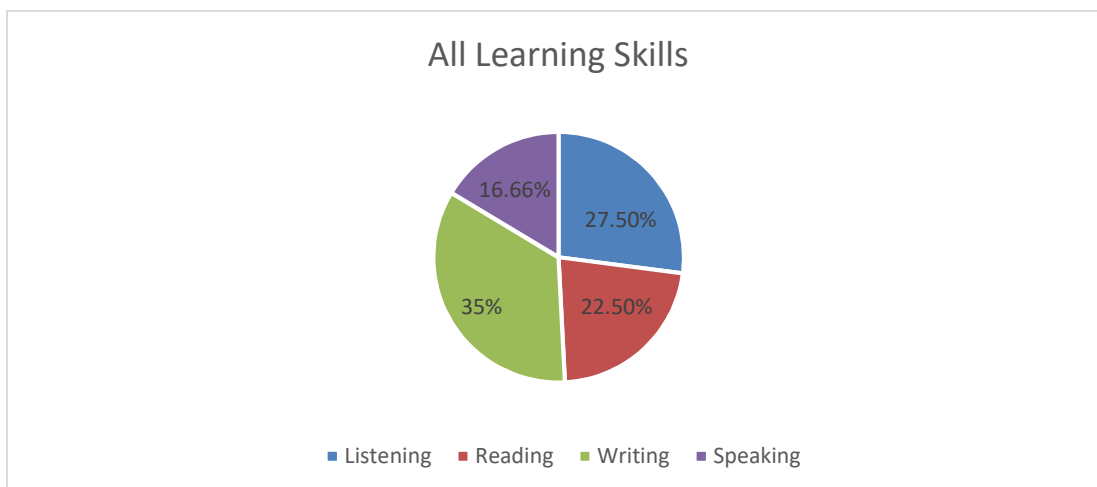
3.1.1. After analyzing all learning skills in each chapter, those skills were checked whether they existed in each chapter. The summary of data is elaborated in Table 1 as follows:

Table 1. all learning skills in each chapter

Chapter	Main Topic	Listening	Writing	Reading	Speaking
1	I Had a Great Holiday	✓	✓	✓	✓
2	Goldilocks and the Three Bears	✓	✓	✓	✓
3	Animal Stories	✓	✓	✓	✓
4	How Much Are The Oranges?	✓	✓	✓	✓
5	A Pencil Holder	✓	✓	✓	✓
6	What Is a Telescope for?	✓	✓	✓	✓

Based on the Table 1. Above, we can see that all learning skills were provided in each chapter of the textbook. They were shown by the symbol tick on the table above. In the textbook, each chapter provided the students exercises that dealt with all learning skills. By doing so, integrated skills that found in the textbook showed that the textbook has one of criteria to make the textbook good for the students. Then, the percentage of all learning skills which provided in the textbook were shown in the chart below:

Chart 1. The Percentage of all learning skills in each chapter of the textbook



Based on the chart 1 above, it can be seen that all learning skills in the textbook have different percentage to each other. The highest percentage among those skills is writing skill (35%), The second is Listening skill (27,50%), Reading skill (22,50%) is the third, and the last is Speaking skill (16,66%). The writing skill is the highest percentage among those skills in this research. It is in line with the research from Nanda et al. (2019). Contextually, Nanda et al. (2019) aimed to find out the suitability of English textbook with the curriculum and the proportion of the language skills. And one of their results showed that writing skill had the highest percentage among other language skills.

3.1.2. Investigating how all learning skills implemented in each chapter of the textbook. The samples of this can be presented in Table 2 as follows:

Table 2. The Samples of all learning skills in each chapter

Chapter	Ways in Implementing			
	Listening	Reading	Writing	Speaking
1	Listening to recording	Look and answer	Draw the lines	Sing a song
2	Listening to recording	Reading a text	Write the number	Say a chant
3	Listening to the story	Reading aloud	Label the pictures	Sing a song
4	Listening to recording	Reading aloud	Circle the pictures	Say a chant
5	Listening to recording	Look and answer	Draw the lines	Sing a song
6	Listening to recording	Reading aloud	Number the pictures	Sing a song

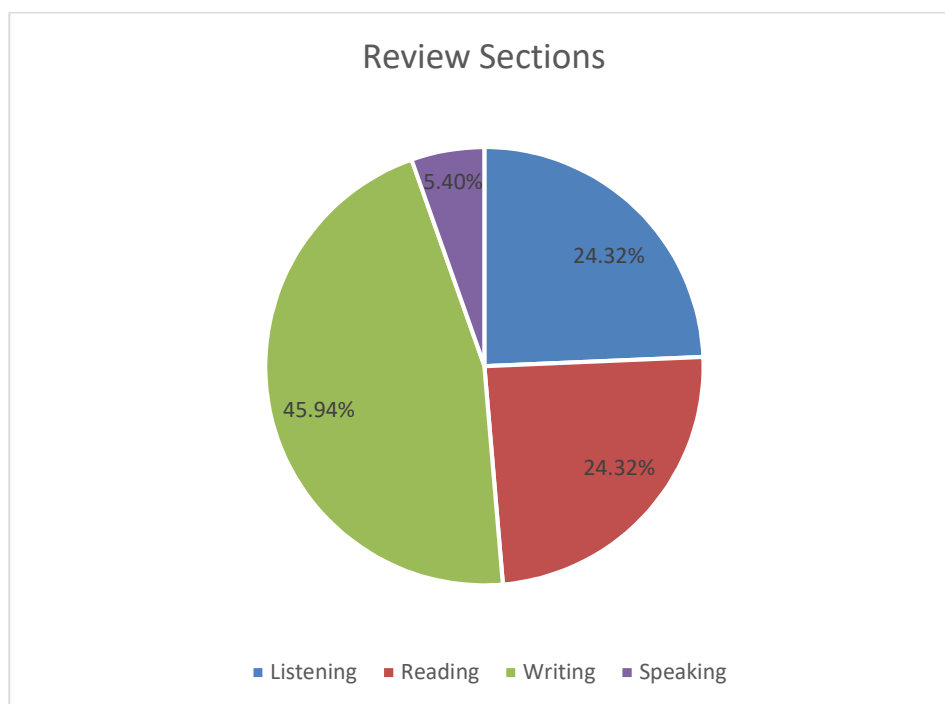
3.1.3. Finding out whether the textbook provided an assessment to the students. The results can be seen in Table 3 as follows:

Table 3. The samples of all learning skills in review section

Review Section	Ways in Implementing			
	Listening	Reading	Writing	Speaking
1	Listening to recording	Finding the differences	Drawing lines	Tell the story
2	Listening to recording	Reading a text	Numbering the pictures	Sing a song

Based on **Table 3** above, there was the assessment for the students. The assessment was given in the form of review section. A review section was provided every three chapters which already learnt by the students in order to assess them. By giving the assessment in the form of review section, it was expected to know how the students learnt the chapters in the textbook. Furthermore, the percentage of All learning skills in the review sections would be presented in the chart 2 as follows:

Chart 2. The Percentage of All Learning Skills in the Review Section



Based on the Chart 2 above, we can see the percentage of all learning skills provided by the textbook. The range among those skills is not balanced. The highest is writing skill (45,94%),

then followed by reading and listening which have the same percentage (24,32%). The last is speaking (5,40%). Moreover, the textbook provided the assessment for the students.

It can be seen that this research is different from previous researches. This research conducted a content analysis on integrated skills and assessment. Mumtaz (2020) did a content analysis on a textbook. He found out that the textbook used had fulfilled the criteria. Then, Nanda et al. (2019) also did an analysis of a textbook. They found out that the textbook used was suitable to the standard established by the government. The results of this research can be seen that all learning skills were integrated with different percentage in the textbook. Furthermore, the assessments that the author of the textbook provided were in two parts. It is said that the author provided the assessment formally and informally. Formally, it refers to the review sections and informally refers to when the students conducted the activities

3.2. Discussion

This research is a content analysis of the textbook entitled “*Grow with English*” for the sixth grade of elementary school. Content analysis is a research tool used to determine the presence of certain words, themes, or concepts within some given qualitative data (i.e., text). By using content analysis, researchers can quantify and analyze the presence, meanings, and relationship of such certain words, themes, or concepts.

Based on the research questions in the previous chapter, the researcher would like to discuss the results of the research related with them such as Implementing all learning skills and the assessment in the textbook as follows:

3.2.1. Implementing All Learning Skills

Based on the results of a content analysis of the English textbook entitled “*Grow with English*” for The Sixth Grade of Elementary School, it was found that each chapter integrated all learning skills with a different implementation. Sevy-Biloon (2018) added that when someone uses a language in an authentic setting, skills such as speaking, reading, writing and listening are naturally integrated in order to achieve communicative competence.

In this textbook, the English textbook author mostly provided implementation in Writing skill. And speaking skill has the lowest implementation. Each chapter in the textbook implemented all learning skills. There were several ways of implementing all learning skills. In first chapter, to implement listening skill, the students were asked to listening to a recording / a

story. It would train their ears to comprehend the story or a text that used by English. Then, in writing skill, one of activity that provided writing skill was the students were asked to fill the blank. It is in accordance with Haerazi & Irawan (2019) who conducted research in writing where the students should be given several exercises to fill black in the sentence and jumbled sentence or phrases. The students were also asked to read the material, do the activity, sing a song, and play a game.

Next is chapter 2. In the chapter 2, all learning skills were implemented by asking the students to listen to a recording and a story in the form audio, to fill in the blank, to read aloud, to draw lines, and play a game. Then, it goes to the chapter 3, it can be seen that all learning skills were implemented as well by asking the students to read aloud, read and answer the question from a text, to say a chant and do the activity / role play. In this chapter, writing skill was mostly found in which could suggest that the author intended to provide oral and written input to the students with tasks on reading and listening which prior to undertaking of writing text. It is in line with Anjaneyulu (2014) who stated that the students were asked to produce included variety of genres such as text, poems, article, caption, poetry, stories, description, and note taking.

Moving on the chapter 4, the students were asked to listening to a story/a recording, to read aloud, write the answers / write 'yes' or 'no', and sing a song. It could be seen that all learning skills were implemented well in the results. It is keeping with Wolf et al. (2019) who stated that reading activities should be able to support listening skill. For chapter 5, all learning skills were implemented. The students were asked to listening to a story / recording, writing the lines / answers, reading aloud, say a chant, and sing a song. The last is chapter 6. in this chapter, all learning skills were implemented but listening skill was emphasized because listening skill is considered as receptive skill to support other language skills such as reading and writing. It is in accordance with Namaziandost et al. (2020) and Pamuji et al. (2019) who informed that giving many types of genres can improve students' listening skills.

Some of learning skills were implemented differently. It depends on the topic of each chapter. Implementation of all learning skills was affected by the goals and material of the lessons. By the explanation above, the English textbook entitled "*Grow with English*" for the sixth grade of elementary school was recommended to be used by the students in the process of teaching and learning. It was because all of learning skills were integrated and implemented in the textbook and also have various ways in implementing each learning skill in the process of teaching and learning.

3.2.2. The Assessment

It is important to know every progress of the students in classroom interaction and achievement (Haerazi, Vikasari, et al., 2019). To know the progress of the students in the teaching and learning process, the teachers should provide an examination or project in order to know their achievement. It is not only for teachers but also for the textbook. A good textbook should provide something to know the progress of the students.

Furthermore, the teachers are in charge to evaluate their students in the teaching and learning process of how their students understand the material and how well they apply it in daily life. It was added by Skedsmo (2011) that it investigates principles' perception of the use of the evaluation tools to improve the students' achievements. Evaluation or assessment is important in order to know the students' achievements whether they have achieved goals of learning or not.

The textbook should provide self-reflection or assessment at the end of the chapter in order to check the students' understanding towards the material that they have learnt. It is in accordance with Aprianoto & Haerazi (2019) who informed that the assessment is a very crucial thing for teachers to know students' performances after giving the material.

In the textbook which was investigated, it was found that the author of the textbook entitled "*Grow with English*" provided self-reflection or assessment in two ways. The first was in formative assessment in which informally conducted when the students perform the activity. The second was in summative assessment which refers to the review sections. The author provided the review sections in every three chapters. It was made in order to know how they learnt the topic in every chapter. By the existence of self-reflection or assessment, it will help the teachers to know the knowledge of the students. It is not only for the teachers but for the students as well. They will know their ability after learning the material in the textbook or in the classroom which is handled by the teachers.

4. CONCLUSION

4.1. Conclusion

Based on the results of this research, there were factors to consider the English textbook as good for the teachers and the students. They were integrated skills provided in every chapter and also self-reflection or assessment. In learning English, the students are expected to train all

learning skills in order to make them easy to master English. It should be a must for the textbook to implement all learning skills in every chapter of the textbook. By implementing all learning skills in every chapter, it would make all learning skills of theirs improved.

It is also for self-assessment or assessment. The textbook should provide it in every chapter in order to assess the students in the teaching and learning process. It is important to make self-reflection or assessment in the textbook to help teachers in evaluating the students. Briefly, the factors that affect the textbook as good textbook are implemented learning skills and self-reflection or assessment in the textbook.

4.2. *Suggestion*

The researcher suggests that the teachers should check the textbook that implements all learning skills before using it in the teaching and learning process. The textbook which provides all learning skills in every chapter. It will make the students' learning skills improved. It is also for self-reflection or assessment. The teacher should also check whether the textbook provides assessment at the end of chapter. The researcher hopes that the authors of textbooks should provide all learning skills in every chapter and self-reflection or assessment at the end of the chapter. The researcher also hopes that may this research give the reader or the further researcher contribution in choosing a textbook.

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