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A STANDARDS-BASED EVALUATION OF TEXTBOOK "INTRUCTIONAL MEDIA IN TEACHING ENGLISH TO YOUNG LEARNERS"

Novia Fitrian [1]

noviafirian209@gmail.com

Abdul Syahid [2]

abdulsyahid.iainpky@gmail.com

Sumarni [3]

sumarniimar10@gmail.com

Abstract
English language teaching in Indonesia faces the challenge of selecting effective learning media that meet the needs of the curriculum. In this context, this study evaluates English learning media using a checklist-based approach designed in accordance with the SNP (Standar Nasional Pendidikan). The evaluation includes an analysis of important aspects such as effectiveness, relevance, accessibility, and compliance with the curiculum. Data were obtained through the collection of various sources, including teaching materials and other evaluation instruments, to assess the extent to which the learning media met the national standards. Through this analysis, this study aims to provide useful insights for the development of more effective learning media as well as assist educators and policy makers in selecting media that support the achievement of English learning objectives. The results of this study are expected to enrich the understanding of instructional media quality in the Indonesian educational environment.

Keywords: Textbook, Teaching English, SNP (Standar Nasional Pendidikan).

[1] English Education Department, Faculty of Teacher Training and Education, Islamic Institut of Palangka Raya
[2] English Education Department, Faculty of Teacher Training and Education, Islamic Institut of Palangka Raya
[3] English Education Department, Faculty of Teacher Training and Education, Islamic Institut of Palangka Raya

A. INTRODUCTION

English has become the primary foreign language in Indonesia, reflecting the country's commitment to global communication and information exchange. With its widespread use in media and technology, mastering English is essential for individuals seeking opportunities in education, business, and international relations. According to (Suhaili & Sari, 2019), the ability to communicate effectively in English allows individuals to access valuable information and resources, making it a priority for nations where English is not an official language. However, teaching English in Indonesia, particularly to young learners, presents unique challenges.

Learning media serve as tools to facilitate effective and practical learning, ensuring that the process runs smoothly and adheres to established guidelines. (Aisyah & Haryudin, n.d.) explain that these materials are crucial in education, particularly in supporting teaching and learning activities in schools. The use of media can make teaching and learning processes more efficient and practical, helping to reduce the challenges teachers face in delivering material. According to (Winarto et al., 2020), media serves as an intermediary to clarify difficult content, simplifying complex teaching materials and helping students to understand the material more easily.

Media also acts as a resource in the teaching and learning process, encompassing any elements that can engage students' minds, emotions, attention, and skills to facilitate learning. (Prabawati et al., 2021) emphasize that media not only assists teachers in delivering instruction more effectively but also enhances students' understanding of how to utilize media for presenting content, allowing them to learn more easily and achieve specific objectives within a teaching-learning environment.

(Ezeh et al., 2021) explain that media integration in teaching English as a second language has the potential to eliminate stereotypes that often arise, especially in the context of language learning. With the support of media, students can access a variety of sources that help enrich their learning experience, allowing them to be more open to different perspectives and reduce prejudice in language understanding. This approach is

considered effective for increasing student engagement, creating a more inclusive learning environment, and supporting students in mastering language more naturally.

Furthermore, research by (Petina et al., 2023) highlighted the importance of applying appropriate learning media in teaching English to young learners. In the study, it was found that the use of media tailored to the needs and developmental level of children can increase the attractiveness of learning and facilitate better understanding of the material. Interactive and innovative learning media can also accelerate children's language skills, as well as provide a fun learning experience so that students are more motivated and actively involved.

This study aims to evaluate English learning media using a checklist-based analysis that refers to the Indonesian National Education Standards. The checklist will serve as a tool to assess the extent to which various learning media conform to these standards and their effectiveness in supporting English language learning. By identifying the strengths and weaknesses of learning media, this research aims to provide valuable insights for educators, curriculum developers, and policymakers to improve the quality of English language teaching in Indonesia.

In conclusion, this study emphasizes the importance of learning media in the context of English language education in Indonesia. By evaluating these media against established standards, we can gain a better understanding of their effectiveness and ensure that they contribute positively to the learning experience. The ultimate goal of this study is to support continuous improvement in English language teaching in Indonesia, thereby enhancing students' abilities and preparing them to interact with the global community.

B. RESEARCH METHOD

3.1 Research Design

The qualitative content analysis method that will be used in this study is based on the (Anderson, 2007; Ardiansyah et al., 2023) framework. Under particular research guidelines, content analysis is a suitable technique for evaluating, classifying, and codifying a subject's content-in this case, a textbook.

3.2 Participants

The participants in this study are individuals analysis using standard or SNP (Standar Nasional Pendidikan). "Instructional Media in Teaching English for Young Learners" is a textbook designed for elementary school. Because the book is pertinent to the goal of teaching English to young learners, it was selected for analysis. Unmuh Ponorogo Press is the publisher of this textbook.

3.3 Instrumentation

The primary instrument used in this study is documentation. The textbook itself is referred to in these documents. The specification and assessment of specific elements pertaining to the textbook's Effectiveness, Relevance, accessibility, and compliance with the curriculum established based on the SNP is referred to as analysis (Mukundan et al., 2011).

3.4 Data Collection

14 sub-chapters of the chosen textbook were extensively examined in order to gather data for this study. Four primary criteria were used to evaluate these sub-chapters, which are as follows:

1. Effectiveness: To what extent does the textbook facilitate learning outcomes that allow students to comprehend?
2. Relevance: How well the book's material fits the reader's age, culture, and educational level.
3. Accessibility: The capacity of the text's language, structure, and design to let pupils access its educational information is known.
4. Compliance with the Curriculum: The extent to which this content aligns with the National Education Standards' learning objectives, competences, and sequences-SNP.

3.5 Data Analysis

SNP criteria were used as a guide to analyse the collected data in order to determine whether the textbook complied with national requirements. The relevancy of the topics for the target audience, the content's accessibility, and the textbook's overall compliance with the necessary curriculum standards were all carefully examined based on the instructional materials deemed effective for the 14 sub-chapters of the English language textbook for students elementary school.

C. RESULTS AND DISCUSSION

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The four components of the SNP (Standar Nasional Pendidikan) textbooks—Content Effectiveness, Relevance, Accessibility, and Compliance with the Curriculum. In this study to assess the quality of the Instructional Media in Teaching for Young Learners.

Table 1: Findings from evaluating textbooks according to the SNP (Standar Nasional Pendidikan) Effectiveness for facilitate learning outcomes of students.

Aspect	What is Evaluated	S	US
Effectiveness	The textbook helps students learn and achive their goals	✓	
	The instructions and explanatons are clear and easy to follow	✓	
	The content engages students and helps them understand and build their skills	✓	
	There are enough exercise, examples, and tests to check progress	✓	

An acronym for the above table is as follows:

S: Suitable

US: Unsuitable

According to the textbook evaluation's findings, students can successfully accomplish their learning goals with the book's assistance. One of the most crucial aspects of the learning process is the book's clear and simple explanations and instructions. This suggests that the textbook can improve students' learning outcomes and satisfies the effectiveness requirements outlined in the SNP (Standar Nasional Pendidikan).

Table 2: Findings from evaluating textbooks according to the SNP (Standar Nasional Pendidikan) Relevance for how well the book's material.

Aspect	What a evaluated	S	US
Relevance	The content matches the students' knowledge level and cultural background	✓	
	The textbook connects to real-world situations	✓	
	The topic are suitable for elementary school students	✓	

An acronym for the above table is as follows:

S: Suitable

US: Unsuitable

The textbook is appropriate for the readers' age and cultural background, according to an assessment of the content's suitability. In addition to being suitable for the kids' comprehension level, the materials also relate what they are learning to actual circumstances. This is crucial for boosting students' enthusiasm and interest in studying English and making sure they can comprehend and accept the material being taught.

Table 3: Findings from evaluating textbooks according to the SNP (Standar Nasional Pendidikan) Accessibility for capacity of the text's language, structure, and design

Aspect	What a Evaluated	S	US
Accessibility	The language and visuals are easy for young learners to understand	✓	
	The design, layout, and readibility (font size and images) support learning	✓	
	The book easy to get and and available in different formarts	✓	
	The textbook meets the needs of the different learners, including those with learning challenges	✓	

An acronym for the above table is as follows:

S: Suitable

US: Unsuitable

The findings of the accessibility analysis demonstrate that the textbook's language, organisation, and layout facilitate students' access to learning materials. Students will find it easy to read and comprehend the content because of the book's well designed layout and suitable font size. To guarantee that all students, especially those who struggle with learning, can make efficient use of the book, it must be easily accessible.

Table 4: Findings from evaluating textbooks according to the SNP (Standar Nasional Pendidikan) Compliance with the Curriculum for book's content aligns with the SNP (Standar Nasional Pendidikan).

Aspect	What a Evaluated	S	US
Compliance with the curriculum	The textbook aligns with SNP (Standar Nasional Pendidikan) for educational goals and skills	✓	
	The content matches the learning outcomes in the national curriculum for English	✓	
	All the necessary topics are covered according to the SNP	✓	
	The order and speed of lessons fit the expectations for the grade level	✓	

An acronym for the above table is as follows:

S: Suitable

US: Unsuitable

The evaluation of the curriculum indicates that this text book meets the standards set by SNP. The book's content has been chosen so that it aligns with the learning objectives, skills, and values outlined in the national curriculum. This indicates that the book is not

only relevant, but can also be used as a learning resource that meets Indonesian educational needs.

D. CONCLUSION AND SUGGESTION

CONCLUSION

In conclusion from the evaluation, the book meets the criteria based on the SNP (National Education Standards) standards. In the 4 main aspects of assessment: Effectiveness, Relevance, Accessibility and Compliance with the Curriculum. The evaluation proved that this book is very effective in helping students achieve their learning objectives, with clear and easy-to-follow instructions. The material presented is relevant to students' efforts and culture, and is able to connect learning with real-world situations, to make it easier for students to understand the material in the book, which is also important to increase students' motivation to learn. The accessibility of the book is also very good, with a design that supports the understanding of teachers and students in using the book, including those with learning challenges. It includes advanced features such as a QR Code that, when scanned, shows a video of the material. Lastly, the book is a trustworthy educational resource for Indonesian schools since it satisfies the requirements of the national curriculum. Using new technology and creating educational strategies is a good thing that has to be improved. As a result, this book might be suggested as a useful educational resource for Elementary School Students.

SUGGESTION

This template could be improved by paying attention to format consistency, adding methods and limitations to the abstract, and expanding the conclusions with key findings. The evaluation table would also be clearer if abbreviations such as "S" and "US" were explained directly. References need to be formatted consistently according to specific citation styles, and suggestions could be made more specific to help educators. Finally, review the language to make it clearer and more effective, such as changing phrases like "makes it easier for students" to "enhances student

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understanding." These adjustments will strengthen the impact of the research findings and recommendations.

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