

**EXAMINING THE EFFECTIVENESS OF "MY NEXT WORDS GRADE 4" A CHECKLIST  
EVALUATION**

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**Abstract:** *English is increasingly widespread and has become an international language. This trend has led countries where English is a foreign language, or EFL, to utilize various resources for learning English, one of which is textbooks. In Indonesia, English language learning starts as early as elementary school, with the hope that it will be easier for students to absorb and apply English from a young age. However, the effectiveness of the textbook used is also a significant factor in a person's success in learning English. This study aims to evaluate English textbooks used in elementary school education, specifically for fourth-grade student. It seeks to determine the extent to which textbooks can influence the quality of English language learning, especially for fourth-grade students, and how effective these books are when used for elementary school fourth-grade student. The research employs a checklist method and collecting data through survey consisting of 10 questions answered by 10 second-year students majoring in English Education Study Program at Institut Agama Islam Negeri Palangka Raya. Findings indicate that the majority of respondents agree that these textbooks are sufficiently effective when used for fourth-grade students in Indonesian elementary schools.*

**Keywords:** *EFL, Checklist, English Textbook Evaluation.*

**Abstrak:** Bahasa Inggris kini semakin meluas dan menjadikannya bahasa internasional, hal ini menyebabkan negara-negara yang menggunakan bahasa Inggris sebagai bahasa asing, atau EFL, menggunakan berbagai referensi untuk belajar bahasa Inggris salah satunya adalah dengan penggunaan textbook. Di Indonesia pembelajaran bahasa Inggris sudah dimulai sejak Sekolah Dasar, dengan harapan pembelajaran bahasa Inggris akan lebih mudah menyerap dan diaplikasikan sejak dini. Namun, keefektifan dari buku teks bahasa yang digunakan juga menjadi salah satu faktor kesuksesan seseorang dalam belajar bahasa Inggris. Penelitian ini dilakukan untuk mengevaluasi buku teks bahasa Inggris yang digunakan dalam pembelajaran di Sekolah Dasar khususnya untuk siswa kelas empat. Penelitian ini bertujuan untuk mengetahui sejauh mana buku teks dapat mempengaruhi kualitas pembelajaran serta seberapa efektifkah buku ini jika digunakan untuk siswa kelas empat. Studi ini menggunakan metode checklist dan mengumpulkan data menggunakan survey yang berisi 10 pertanyaan dan dijawab oleh 10 mahasiswa tahun kedua yang mengambil kelas di Program studi Pendidikan Bahasa Inggris di Institut Agama Islam Negeri Palangka Raya. Temuan menunjukkan bahwa sebagian besar responden setuju, bahwa buku ini cukup efektif jika digunakan untuk siswa kelas empat Sekolah Dasar di Indonesia.

**Kata Kunci:** EFL, Daftar Periksa, Evaluasi Buku Teks Bahasa Inggris.

**INTRODUCTION**

English is a foreign language in Indonesia. In many countries, formal EFL at school usually starts at 10-12 years of age [1] Finding age appropriate English textbooks is important. English is very important in the modern era, the English taught at school will be useful for student's future. At work, sometimes people must be able to use English. Fluent English makes it easier to find a job in the office. As a result, many school colleges and universities always require student to complete compulsory English language course for both personal development and career development.

At school, students are given textbook about certain fields, for example English Textbook. The content of the textbook is about English materials. Textbook can have many functions, such as presenting written and speaking English, encouraging communication, being a reference for vocabulary, pronunciation and grammar, serving as a resource for in class implication and individual learning outside the classroom [2] This study was conducted to evaluate English textbook used in learning in primary school, especially for

4<sup>th</sup> grade students. To find out if the textbook is effective for students, it is important to evaluate the textbook. Textbook evaluation is a dynamic process that examines various aspects of a textbook to improve and ensure its quality. The evaluation of textbook is a process to select the most appropriate textbook for use, taking into account its need and value in education. Textbook evaluation can help not only teacher, but also curriculum designers and material developers to identify and reflect upon the core features of textbook, such as approach, content, activities, and tasks. In the most cases, the checklist has been the most commonly used tool to identify the key features of texts. Some of these checklists are already well-established and are used as aids, either to select textbook for specific context or to analysis to what extent a textbook has help to achieve the learning objectives of a course [3].

Many colleges and universities in non-English speaking countries usually required students to have at least an upper-intermediate level of foreign language proficiency in order to graduate from the colleges and universities [4] This article focused on students learning by using textbook that the researcher's analysis with various lessons that have been done by teachers. Students can learn to use good and wise English. The Language textbook students can tell the extent of equivalents to consist has attained education. In the condition that the students get a disruptive grade, it will impact a stimulus, motivator that the students can further improve. Learning assessments are crucial to knowing whether or not learning system was employed by pedagogue. If an educator does not perform an evaluation, it is as if the pedagogue has not developed in design of the learning system. The teacher's duty in performing an evaluation is to assist students in accomplishing the common purposes of established education. To achieve the educational goals involved, a teacher needs to act actively in helping each step in the learning process. The purpose of significance evaluating all aspect of the education evaluation, but will evaluate only a few, such as curriculum (lesson materials), whether the lesson materials have been adapted by syllabus or lesson plan, a lesson plan created itself by an educator or student can learn through the assessment contained in the various books studied, students not only learn it by learning listening, working on the problem in the book will practice the learning ability of the student is less able to understand the teacher's teaching.

**RESEARCH METHOD**

**Participants and Sites**

The researcher worked closely with 10 second-year student enrolled in The English Education Study Program at Institut Agama Islam Negeri Palangka Raya. The focus of this research was to gather information from students in the Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), particularly in the Language Department. This personalized method aims to better understand students' perspectives and experiences in this area of study. This study utilized a checklist model adapted from a previous study entitled "The Application of a Textbook Evaluation Checklist: A Research Study on English as a Foreign Language Textbooks".

**The Textbook Materials**

The material reviewed is "My Next Word Grade 4 – Student Book for Elementary School," written by Lilin Rahmawati in 2021. The book is written in English following American standards and serves as a primary learning resource. It was published by "Pusat Kurikulum dan Perbukuan, Badan Penelitian dan Pengembangan, Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi". Textbooks, including this one from CV Penerbit Prima Surya Pustaka, are provided to support the implementation of the current curriculum. The content of this book is designed for grade four primary school students and correspond to level A2 of the common European Framework of Reference for Language (CEFR). As shown in Table 1, "My Next Words" Student book for grade 4 is organized into 12 sections, which guide the sequence of lessons. In addition to written task, the book incorporates a variety of teaching and learning resources aimed at improving comprehension and skill development [10].

Table 1. Unit Arrangement of the Evaluated Textbook

Unit	Themes
1	What Are You Doing?
2	There Are 67 English Textbooks
3	My Living Room is Beside the Kitchen
4	Cici Cooks in The Kitchen
5	Where is My Pencil?
6	The Stove is in The Kitchen

7	I Can Make Friend Egg in The Kitchen
8	Be On Time
9	I Go to School after Having Breakfast
10	He Always Gets Up at 5 O'clock
11	How Do You Go to School
12	He Goes to School by Bike

**The Data Collection Procedure**

The nature of this research is to collect data results from 10 students who take classes in the English Education Study Program, Department of Language, Faculty of Tarbiyah and Keguruan at Palangka Raya State Islamic Institute and have completed by the researcher. A questionnaire is an important and freely used tool for data collection in research. In simple words, is a bunch of questions used to collect information or data from the people in relation to the given problem. The questionnaire tool of data collection is most helpful when the number of respondents is huge and geographically scattered [11]

**The Data Analysis Procedure**

The researcher collected data from 10 questionnaires that had been filled out by respondents and combined them to produce the results of his research. The questionnaire consisted of 10 questions with the options strongly disagree, disagree, neutral, agree, and strongly agree. In the questionnaire, the researcher included a link to a book of teaching material for 4<sup>th</sup> grade students entitled “My Next Words for Elementary School”. In the questionnaire, the researcher did not categorize personal things such as the name and origin of respondent who wanted to fill out the questionnaire. In other words, the questionnaire is analyzed based on the data that has been filled in by the respondents.

**RESULT AND DISCUSSION**

Questionnaires were used in collecting data needed to evaluate language textbooks. Researchers distributed a questionnaire containing 10 questions based on the checklist used. The responses provided to evaluate the textbook are ; Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); and Strongly Disagree (SD). Question data and the number of answers will be showed and described for each question. Table 2 refers to the summary of questions from the checklist and their answer.

Table 2. Summary of Language Textbook Evaluation Checklist

Textbook Evaluation Checklist Questions	SA	A	N	D	SD
The textbook is easy to access, particularly the price	2	5	-	-	3
The textbook materials and exercises are contemporary and applicable	8	-	-	1	1
The student’s exercise is applicable and useful	2	6	1	1	-
The textbook provides practices about essential pronunciation training	-	6	1	1	2
The textbook is well organized	2	7	-	1	-
The textbook offers a balance between activities and lessons	3	5	-	1	1
The activities encourage learners to learn, communicate and participate	3	6	-	1	-
The grammar and vocabulary are introduced in realistic contexts	1	7	1	1	-
The textbook offers a balance of four skills	1	5	2	2	-
The language usage is at the appropriated level of students	1	7	1	1	-

*Textbook Evaluation Checklist in Detail*

**Price Consideration**

The first questions in the textbook evaluation checklist is: The textbook is easy to access, particularly the price. In online and offline, “My Next Words” textbook is easy to find. The price’s also affordable. In bookstore it is currently around Rp19.000 – Rp21.000. The price is Rp12.600 when it comes to online shopping applications. In Indonesia, the textbook is in accordance with the independent curriculum

standards. Seven of ten respondents agree that the textbook is cheaper on basis of price consideration. In meantime, three other respondents disagreed. In summary, almost all respondents agreed that the textbook is affordable based on Indonesia living standards.

Further development of the textbook is recommended in order to ensure that it can be easily accessible online and offline through additional platforms and book stores. It can draw buyers by selling a textbook at discounted prices online. It also recommended to update the content of the textbook, taking into account latest development in Indonesia's independent curriculum, so that it can be kept relevant and useful for readers. There is potential for my Next words textbook to grow even more and provide greater benefits in the schools of Indonesia.

#### Applicable to the Teaching and Learning Material

The second questions in the textbook evaluation checklist is: The textbook materials and exercises are contemporary and applicable. Almost all respondents agreed that the textbook uses materials and exercise is easy to apply. The materials from this textbook can be applied not only at school but also outside school such as at home, in the market and anywhere student want to practice English. The design of this textbook is very interesting there are many pictures and conversation. The design of textbook appears to be a key factors for students' effective engagement. It provides an interactive learning experience, with a wide range of picture, conversation and English song. This multisensory approach does not just prevent boredom, but also stimulates interest and active participation. There is also a snakes and ladders game in this textbook. Students can play while learning, this can increase the enthusiasm of students following lessons in class.

The textbook is superior to old school learning methods because it combines educational content with the latest teaching techniques. Thus it is not only equips students with essential language skills, but also fosters a deeper appreciation for the English language. The flexibility of the materials and exercises in this textbook allows students to apply students' knowledge at school as well as elsewhere, whether it is home or other everyday settings where students exposed to English practice.

#### Relationship between Exercise and Application

The third question in the textbook evaluation checklist is : The student's exercise is applicable and useful. A total of six respondents voted agree and two respondents voted strongly agree. In this textbook there are various exercises such as practice answering questions based on the pictures, asking students to practice talking to their friends, and answering questions based on questions spoken by their teacher or practicing listening. One respondent answered neutral, and one respondent chose disagree that the exercises contained in the student book are easy to apply and useful for students.

#### Pronunciation Training

The fourth question in the textbook evaluation checklist is : The textbook provides practices about essential pronunciation training. A total of six respondents agreed that this book provides pronunciation training. This can be found in every chapter of the books, especially sentences in red print, they automatically practice pronunciation, or their teacher can give the first example of how to read them. There was one respondent who chose neutral, one respondent chose disagreed, and two respondents who strongly disagree. They argue that there is no specific section for pronunciation training shown in this book.

#### The Textbook is Well Organized

The fifth textbook evaluation checklist question is: The textbook is well organized and correct. The teaching and learning materials combine all the skills, precision, focus, and training into one, unlike other teaching and learning materials that categorize the focus into different sets. The learning materials in the textbook categorize the learning section into 12 units. Of the 12 units, some of the materials include speaking, listening, writing, reading, new vocabulary, counting, and some additions such as playing games and singing together. Based on the results of the questionnaire that has been filled out according to the checklist, 70% agree that the textbook is well organized, 20% strongly agree, and 10% disagree. Each unit in the textbook has involved the relationship between speaking, listening, writing, reading, adding new vocabulary, and games. The involvement of these relationships can make students knowledge base and skills better for the future. With games, students will not be bored with the textbook teaching materials. Many people recommend that the textbook always improve the teaching and learning materials

and what the students like so that it will not be boring. In this case, the teaching and learning materials are in accordance with the checklist.

#### The Textbook Offers a Balance Between Activities and Lessons

The sixth textbook evaluation checklist question is: The textbook offers a balance between activities and lessons. Although teachers already have ways to organize the balance of activities and lessons, the teaching materials can adjust and see some recommendations. Based on the results of the questionnaire that has been filled in according to the checklist, 60% agree that the textbook offers a balance between activities and lessons, 20% strongly agree, 10% disagree, and 10% strongly disagree. There are some units in the textbook that apply more lessons than activities and vice versa. In addition to group or individual activities, the lessons are positively and engagingly designed, pair work, student-to-student interaction as well as group interaction by singing together. In short, teaching and learning in textbooks depends on how the teacher can organize the interaction between activities and learning and make students interested and gain knowledge. In this case, these teaching and learning materials allow students to balance energy and focus between the two.

#### The Activities Encourage the Learners to Learn, communicate and participate

The seventh textbook evaluation checklist questions is: The activities encourage learners to learn, communicate and participate. From data that if confirms with the Activities Encourage the Learners to Learn, Communication and Participate. Because that is still many who cannot communicate the students at the end of bidding by relying by each other (communication) using the asking language learners. Therefore, that the faulty activities of the activities with learners are very important can help when the need is using the language by practicing or participating by learning using the book that has been provided.

Data result obtained using selection agree or disagree activities that may mentor learners to learn, communicate and participate. The result suggest that seven respondents voted agree that the book can assist students in learning using established reading and from the result strongly agree that the textbook was very good to use data of three respondents. The result positively voted in favor of agreeing to use the textbook with the completed materials.

#### The Grammar and the Vocabulary are Introduced in Contexts

The eighth textbook evaluation checklist questions is: The grammar and vocabulary are introduced in realistic content. From analysis that the book particularly helps students to improve the good quality in craftsmanship. Learning vocabulary can be done by memorizing and understanding by learning to read from a direct source or from the summer language textbook. So from that vocabulary book the vocabulary agree to the study sessions.

The textbook with the correct grammar and vocabulary can help students learn. The result of the election agree that the textbook studied is open with proper vocabulary and grammar and the data states eight respondents agree there is neutral position as to one election and another establish. From this data states that excellent grammar and coinage could be used for students study.

#### The Textbook Offers a Balance of Four Skills

The textbook evaluation checklist's ninth question is, "This textbook offers a balance between the four Skills." About 54.5% of those respondents strongly agreed that the four abilities are presented in this textbook in an outstanding balance. Reading, listening, speaking, and writing are the four competencies. The present teaching and learning resources include all four abilities into a single textbook, despite the fact that some categorize individual talents into different books and materials. All pupils, however, firmly concur that the combination enhances their educational experience. Second, many students discover that the clear relationship between each section and unit allows them to put into practice different skills from one section to the other and from one unit to another. To summarize it simply, almost all of foreign language teaching and learning resources require four-skill training. The publisher integrated all four skills into one cohesive set for the aim of teaching and learning in this educational resource. Thus, the interconnections and balances met the needs and expectations or educator as well as students. Future educators and publishers should consider implementing the suggestions made in these teaching and learning resources to improve and improve what they have to offer. Also, future educational materials should take care to these findings for enhanced pedagogical efficacy and student engagement.

#### The Language Usage is at the Appropriated Level of Students

The tenth question of the textbook evaluation checklist was, "The language used is appropriate for the level of the students." According to about 72 percent of the respondents, the language chosen was appropriate to the students' expectations and language ability. In this study, respondents' enrolled in English education programs in their second semester were selected to participate in the survey, which required students to be first- or second- year students. The survey examined respondents' experiences before entering college, specifically during their elementary school years, and was aimed at second-year students who proved to have intermediate-level English proficiency. It means, the difference in respondents' backgrounds and how they learned English before college could play a role for answering why only 72 percent of respondent agree. Also, individual preferences and how they like to learn might affect their opinions. Additionally, differences in teaching styles and how much English material they use outside of class could influence their views. It could be beneficial to incorporate a broader range of linguistic scaffolding techniques. This might involve providing additional contextual clues, simplifying complex language structure, or offering supplementary materials tailored to different proficiency levels.

#### CONCLUSION

The study on the effectiveness of the "My Next Words Grade 4" English textbook for elementary school students found that it is well received by second year English Education Students in Institut Agama Islam Negeri Palangka Raya. Based on the research conducted on the English textbook "My Next Words for Elementary School Grade 4", It can conclude that the textbook is considered to have easy to access, the materials and the exercise questions are up-to-date and easy to apply. The textbook also applies four important English skills such as writing, speaking, reading and listening. The researchers was found to encourage communication and participation, introduce grammar and vocabulary in realistic context. Students receive more benefits if students study this textbook. The evaluation of the textbook was carried out involving students of the English language education study program at the Institut Agama Islam Negeri Palangka Raya using the checklist model from previous research. The evaluation results showed that the textbook provided important pronunciation exercises although there were some respondents disagreed. In addition, the template used in writing the article is important to maintain the consistency of the format published by the journal including the rules writing figures, bibliography, that follow its format and style. The benefits of evaluating textbook can help students and teachers to choose the most appropriate textbook to use by considering educational needs and values. Basically, textbook have an important role in the context of learning, namely in terms of presenting material in the classroom. Thus, it can be concluded that the evaluation of English textbook is an important step to ensuring the quality of English language learning in schools.

The suggestion for future research is to be able to use the perspective of students who use the book "My Next Words for Elementary School Grade 4" and the perspective of teachers who teach with the book to know more about the effectiveness of the book as a whole. Further research can also use more references to corroborate the data obtained.

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