

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter presented the result of the findings. It was intended to answer the problems of the research. In finding, the researcher described the process of calculating and presenting result of the data. Whereas, in the discussion section the researcher will analyze the finding.

#### **A. Finding**

After doing the research, the data have been procured about does the material of English textbook entitled “Fun with English” for Young Learner based on the 2013 curriculum for elementary level and the quality of English textbook entitled “Fun with English” for Young Learner. Based on the data the researcher collected, the researcher found the material of English textbook entitled “Fun with English” for Young Learner on the curriculum for elementary level and the quality of English textbook entitled “Fun with English” for EYL, it will be explained below.

#### **1. This Section Focuses On The Relevance Of The English Textbook Used To The 2013 Curriculum. There Are Four Criteria Being Used Here. These Are:**

- a. The integration of four skills in learning English (reading, listening, speaking and writing)
- b. The inclusion of two main language components (grammar and vocabulary)

- c. The integration of scientific approach (observing, questioning, exploring, associating, and communicating)
- d. The integration of character value.

From the data the researcher can see the criteria of the material English Textbook entitled “Fun with English” for grade 3 elementary school used to accustom English curriculum designed for elementary level.

**a. The Integration Of Four Skills In Learning English (Reading, Listening, Speaking, And Writing).**

The English textbook entitled “Fun with English” that has been analyzed using this criteria shown that in general all the materials had integrated all these four skills in each chapter of the textbook. Take for example, in chapter I the topic about *My Friend and I*, these four skills were integrated as well. In listening, the researcher found some tasks regarding listening. The learners asked to listen simple vocabulary to complete the text with the correct answer on the audio played. In reading, there were also some tasks being ask to the learners. They were reading a loud about how to introduce themself and their friends, reading for new vocabulary, etc. Again in writing, learners were asked to write their personal information or biography it self. Meanwhile for speaking, learners were asked to introduce them self in front of their friends in the classroom.

Another example, in chapter III the topic about *He is My Father*,

all these skills also appear integrated. As for listening, the learners were asked to listen for information to words related to family, to fill gaps, to improve their pronunciation, etc. Regarding writing, learners were asked to make family tree, complete the sentence about their family, etc. Next speaking, learners were asked to explain unpretentious whoever is in their family. While for reading, learners were asked to repeat the words from the teacher, to read for detailed information and to read for reference.

To sum up the results of the analysis concerning the integration of the four skills were positively relevant.

#### **b. The Inclusion of two Main Language Components**

The English textbook entitled “Fun with English” has been analyzed using this criteria shown that most of the materials include these two components. Take for example, in chapter II the topic about *Chiko's School*, there were explained about simple grammar, using to be and pronoun also there is enough the new vocabulary about things at school in the end of the chapter in the textbook.

Furthermore, in chapter IV the topic about *I like My Shirt*, grammar and vocabulary are quite enough provided. Grammar aspect include article and yes or no questions also known as closed questions or polar questions because the answer to the questions are only yes or no. Answers to closed questions are known as short answer. Meanwhile, regarding to vocabulary, there were many words related to the

description such as, clothes, noun, verb, expressions like and dislike, etc. Yet, some chapters such as in chapter I and III, there were less grammar being explained.

In summary, most of the chapters include these two kinds of language components. Among seven chapter, just around two chapters which did not include enough explanation about these two components.

Therefore it can be said that the textbook is quite relevant to the 2013 curriculum.

### **c. The Integration of Scientific Approach**

The researcher found this textbook was one hundred percent using scientific approach. In chapter I the topic about *My Friend and I or Introduction*, for example, the scientific approach is completely described. In observing, the learners should listen to a short conversation to share learners' experiences about personal information, to read and imitate short conversation in pairs. In questioning, learners were asked to complete simple sentences about introduction. In exploring, learners were asked to gain more information about how to/ introduce themselves and their friends and to do a role-play based on the simple conversation of introduction in introduction. In associating, learners were asked to analyze a simple writing about introduction according to their function. Then in communicating, learners were asked to demonstrate monologue about their personal information in front of the classroom.

In addition, the researcher take another example. In chapter VI

the topic about *This is a Whiteboard*. Scientific approach is also applied completely. In observing, learners were asked to look, listen and repeat the vocabulary about things in the classroom after the teacher read on the vocabulary. Next, in questioning, learners were asked to determine the things in the classroom in English correctly. Afterwards, in exploring, learners were asked to read a loud about the things in the classroom correctly through demonstration. Then, in associating, learners were asked to write down the things in classroom correctly. Finally, in communicating, learners were asked to gain clarity through demonstrations of the textbook about things in the classroom in simple sentences.

To summarize, it was clearly found out that all the steps of scientific approach were applied in all the topics found in the textbook. Therefore, it can be said that through out the scientific approach, the textbook being used in the elementary school has been relevant to the 2013 curriculum.

#### **d. The Integration of Character Value.**

The researcher found this textbook has mostly integrated the character values of 2013 curriculum. Take the example from chapter I the topic about *My Friend I or Introduction*. In this topic shown only short conversation in pairs, the characters in the textbook introduce themselves each other, it was not shown the cultural awareness, beside this topic shown the character values of independence and Friendliness or

communication. Because the learners were asked to introduce themselves to their friends or in front of the classroom this activity will build up the independence and friendliness value for the learners.

Another example from chapter III the topic about *He is My Father or My Family*. In this topic shown only short reading text about the family like father, mother, brother, sister, grand father, and grandmother, it was not shown integrated the cultural awareness, besides this topic shown the character values of independence and communicative, because the learners were asked to make their family tree and explained it in front of the classroom this activity will build up the independence and friendliness value for the learners.

In addition the researcher take the example from the textbook in chapter VII the topic about *There are Three Bees or animals*. In this topic shown only short conversation between two childrens about the animals also the vocabulary about the animals around them and short reading text. It was not shown integrated the cultural awareness, besides this topic shown the character values of reading interest and environmental awareness, because the learners were asked to take a look, listen and repeat the vocabulary about the animals then learner will practice short conversation in pairs about the animals around them.

## **2. The Characteristics of the quality in English textbook**

There are five characteristics of good quality in English textbook for young learner:

- a. Free Space
- b. Visuals
- c. Age-appropriate Material
- d. Weel-balanced Textbook Design
- e. Textbook Storyline

According to the data, the researcher can see how the quality of English textbook entitled “Fun with English” for grade 3 of Elementary School is.

**a. Free Space**

Young learners do not read, they browse. That is because they spend most of their time reading from screen, be it their TV, Laptop, Tablet or Smartphone. So do not expect them to focus on a text-rich page and read it from top bottom. Because their eyes are going to wander. Empty spaces work like rest areas for the eyes. for example how is free space look in the textbook:

Presented by tsabbitminami

**Chapter 5**  
**Family**

Let's read the text below.



This is my family tree. There are four members in my family. I am Mandy. My father is Mr. Steve and my mother is Mrs. Brenda. I have one brother, Andy. We are a good family.

Let's say the words below.

- Father
- Mother
- Children
- Son
- Daughter
- Grandfather
- Uncle
- Aunt
- Cousin

**Free Space**

Let's read and look at the pictures below.

	<p>This is my brother He is a student.</p>	<div style="border: 2px solid red; padding: 5px; display: inline-block;"> <p><b>Free Space</b></p> </div>
<div style="border: 2px solid red; padding: 5px; display: inline-block;"> <p><b>Free Space</b></p> </div>	<p>This is my father. He is a doctor</p>	

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**Figure 4. 1 Free Space**

In this part the researcher analyze the textbook entitled “Fun with English” for grade 3 and found that the textbook have enough free of space. In every unit from unit 1 to 7, there is empty space for the rest areas learners eyes. They will not get tired to take a look or read something on that textbook. The researcher take example from several pages in the textbook entitled “Fun with English”:



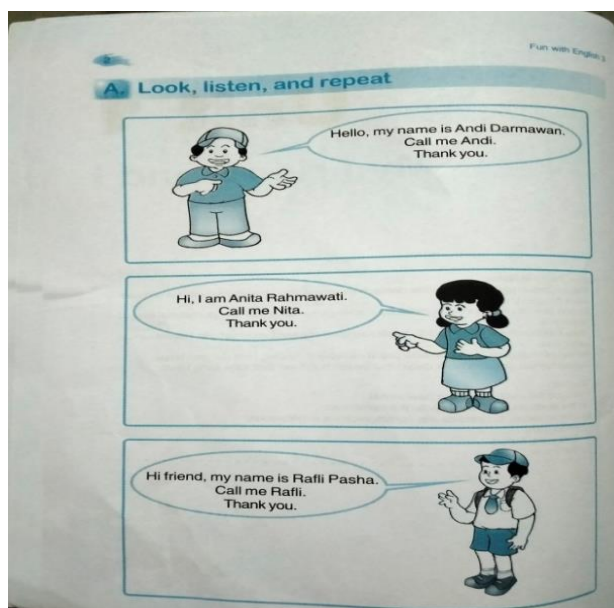


Figure 4. 2 Example In The Textbook

It was shown the pages in the textbook have enough a free space.

### b. Visuals

The second part is visual. It is important for the textbook provide interesting visual to learners because learners might getting bored if they saw the same visualiation in every units or pages. Like the example below:

## Chapter 3

## Vegetables and Fruits

Let's look at the picture and say the vegetables below.

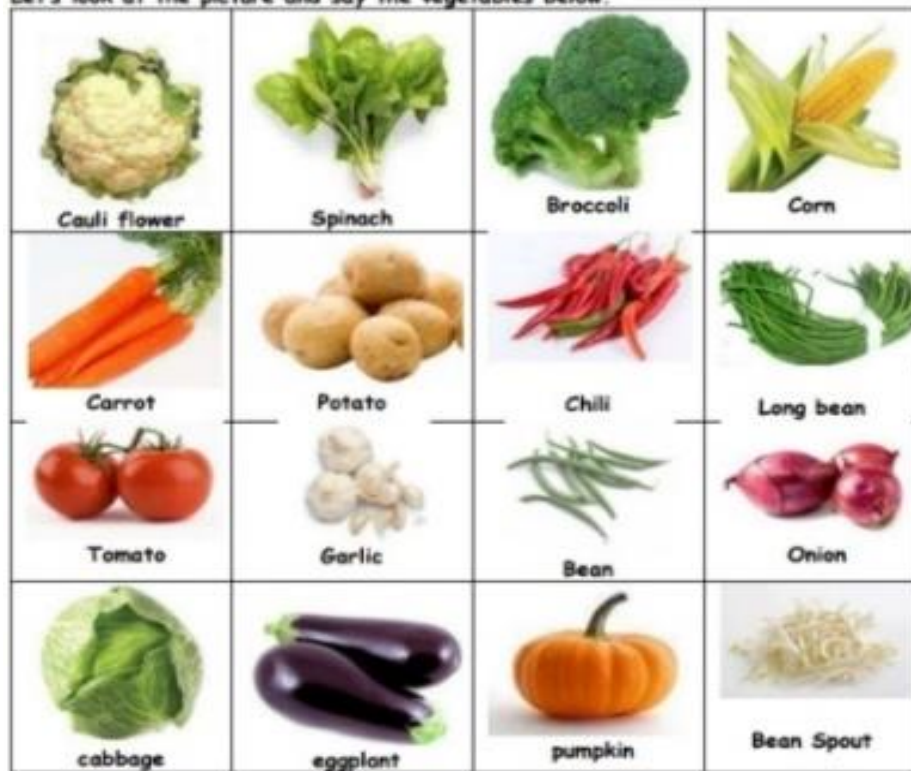


Figure 4.3 Visuals

In the example above, it can be seen that the visual images contained in the textbook look outstanding and colourful, attract learners to take a look their textbook and they will not get bored in the learning process.

In this textbook, the researcher found that the visual in every

units and pages are not good enough for the learners. In unit 1 to 7 there are many characters that explain the words but they are not colourfull, the same visual in every units and pages, not outstanding visuals and it will diminish entusiashm learners to focus on the materials in the textbook. This is the example of visual images in several page in the textbook entitled “Fun with English”:

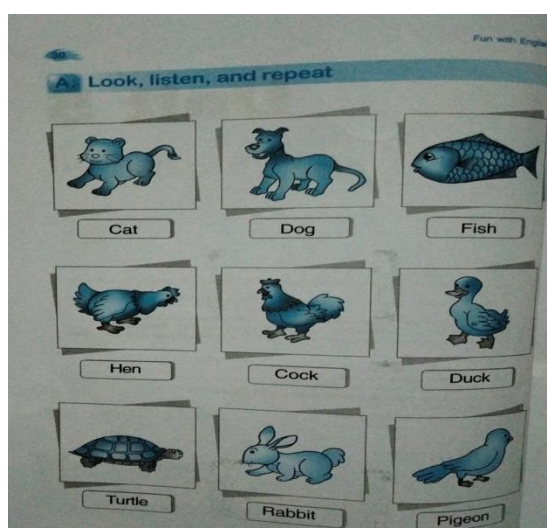


Figure 4. 4 Example In The Textbook

### c. Age-appropriate Material

On the third grade of elementary school in every units of the textbook taught many of different various theme. Usually in this grade the learning materials are about alphabet, fruits, numbers, vegetables, camping, animals, verbs game, verbs, things at home, part of body, clothes, things at classroom, and family. If the materials in the textbook appropriate like the example above, then the textbook is appropriate for

learners on the third grade of elementary school.

This textbook was shown the material is good enough and appropriate to their ages. Take the example In chapter III from the textbook, the topic about *My Friend and I*. This material was described about famili's member, like mother, father, sister, brother, grandfather and grandmother. Learners will know about family members and this material appropriate to learners in this age.

Next, the researcher take the example in chapter IV from the textbook, the topic about I Like My Shirt. This material was described about clothes, like shirt, t-shirt, blouse, trousers, short, skirt, tie, dress, shoes, sock, etc. Learners will know what they wear everyday and this material appropriate to the learners in this age.

Furthermore, in chapter V from the textbook, the topic about It is a Rabbit. This material was described about animals, learners will know the name of the animals in English arround them like, cock, cat, dog, duck, hen, rabbit, fish, pigeon, turtle, etc, and this material appropriate to the learners in this age.

In addition, the researcher also take the example in chapter VI the topic about This is a Whiteboard. This material was described about things in the classroom, learners will know things in the classroom arroun them everyday like, book, pencil, ruler, chair, table, whiteboard, bag, map, etc, and this material appropriate to the learners in this age.

#### d. Well-balanced Textbook Design

Every textbook have their own design concern to the level of the learners and every level of the learners have different design to aim the objectives of the materials. The high quality of the textbook will pay attention to design, the number of font types used in a single page: one or two is ideal, three or more and it gets tiring. The same goes for columns: a single text column is most pleasing to eye, two or more should better be left to newspapers. Final point: activities that start in one page and run over to the next are completely out of the question. For the example below:

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*Presented by tsabbitminami*

Let's read the text below.

**At Green Stall**

There are many kinds of vegetables in the green stall. They are carrot, spinach, potato, bean, long bean, broccoli, cabbage, etc.  
I like carrot, potato, and broccoli but I don't like cabbage and longbean. Every day I eat vegetables because vegetables are good for our health.

Let's study and read the sentences below.

1. I like potato.
2. I don't like bean.
3. My favorite vegetable is cabbage.
4. Mandy like broccoli.
5. Sandy doesn't like spinach.
6. Amanda's favorite vegetable is cauliflower.
7. Mother likes eggplant.
8. Father doesn't like carrot.
9. We don't like chili. It is hot.
10. They like longbean.

**Exercise**  
Let's fill the blank with English meaning.

1. Kembang kol :
2. Buncis :
3. Kacang panjang :
4. Bawang merah :
5. Bawang putih :
6. Labu :
7. Terung :
8. Wortel :
9. Bayam :
10. Cabai :
11. Tomat :
12. Jagung :
13. Bawang putih :
14. Kentang :
15. Tauge :

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Figure 4. 5 Textbook Design

In this part the researcher found the textbook entitled “Fun with English” designed used one or two types of the number font types in every unit, only used one column in it and also the activities start with completely clear instruction in every unit. Take the example from chapter II the topic about *Chiko’s School* :

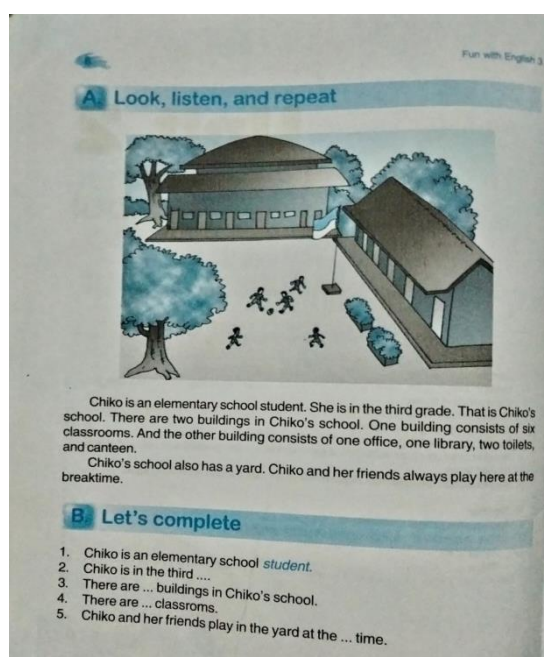
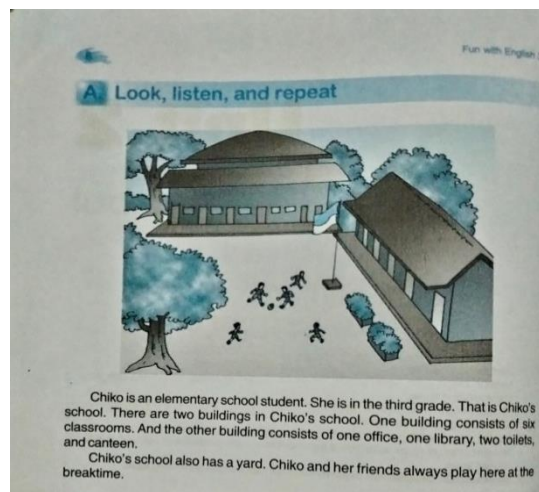


Figure 4. 6 Example In The Textbook

### e. Textbook Storyline

The last part of the criteria is Textbook Storyline. Everyone likes a good story. But it needs to be good written. Besides it is a good written, it must have a clear structure of the text or story (setting, characters, plot, climax and resolution).

The textbook entitled “Fun with English” shown in every units of the textbook have a storyline and the storyline have a clear structure and good enough written. Take the example from Chapter II The Topic about *Chiko’s School* :



**Figure 4. 7 EXAMPLE IN THE TEXTBOOK**

For the example below:

Presented by tsabbitminami

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## Chapter 5

### Family

Let's read the text below.



This is my family tree. There are four members in my family. I am Mandy. My father is Mr. Steve and my mother is Mrs. Brenda. I have one brother, Andy. We are a good family.

Figure 4. 8 Textbook Storyline

Presented by tsabbitminami

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Let's read the text below.

### At Green Stall

There are many kinds of vegetables in the green stall. They are carrot, spinach, potato, bean, long bean, broccoli, cabbage, etc.

I like carrot, potato, and broccoli but I don't like cabbage and longbean. Every day I eat vegetables because vegetables are good for our health.

Figure 4. 9 Textbook Storyline



## B. Discussion

Based on the problem had been identified above, the researcher discussed the whole identified problems in this research entitled “The English Textbook Use For Young Learner Entitled “Fun With English” For Grade 3 Of Elementary School”, here was the discussion:

Based on finding research that shown the material of textbook entitled “Fun with English” relevant to the 2013 English curriculum materials according to Kementrian Pendidikan dan Kebudayaan, (2013, p. 6-12).

First, the integration of four skills in learning English (reading, listening, speaking, and writing). the English textbook entitled “Fun with English” that has been analyzed using this criteria shown that in general all the materials had integrated all these four skills in each chapter of the textbook. Take for example, in chapter I the topic about *My Friend and I*, these four skills were integrated as well. In listening, the researcher found some tasks regarding listening. The learners asked to listen simple vocabulary to complete the text with the correct answer on the audio played. In reading, there were also some tasks being ask to the learners. They were reading a loud about how to introduce themself and their friends, reading for new vocabulary, etc. Again in writing, learners were asked to write their personal information or biography it self. Meanwhile for speaking, learners were asked to introduce them self in front of their friends in the classroom.

Another example, in chapter III the topic about *He is My Father*, all

these skills also appear integrat/ed. As for listening, the learners were asked to listen for information to words related to family, to fill gaps, to improve their pronunciation, etc. Regarding writing, learners were asked to make family tree, complete the sentence about their family, etc. Next speaking, learners were asked to explain unpretentious whoever is in their family. While for reading, learners were asked to repeat the words from the teacher, to read for detailed information and to read for reference,

To sum up the results of the analysis concerning the integration of the four skills were positively relevant. So that the researcher can state it is based on the 2013 curricullum because it is relevant with the theory.

The second criteria is the inclusion of two language components, the English textbook entitled “Fun with English” has been analyzed using this criteria shown that most of the materials include these two components. Take for example, in chapter II the topic about *Chiko’s School*, there were explained about simple grammar, using to be and pronoun also there is enough the new vocabulary about things at school in the end of the chapter in the textbook.

Furthermore, in chapter IV the topic about *I like My Shirt*, grammar and vocabulary are quite enough provided. Grammar aspect include article and yes or no questions also known as closed questions or polar questions because the answer to the questions are only yes or no. Answers to closed questions are known as short answer. Meanwhile, regarding to vocabulary, there were many words related to the description such as, clothes, noun, verb, expresionts like and dislike, etc. Yet, some chapters such as in chapter I and III, there were less

grammar being explained.

In summary, most of the chapters include these two kinds of language components. Among seven chapter, just around two chapters which did not include enough explanation about these two components. Therefore it can be said that the textbook is quite relevant to the 2013 curriculum. So that the researcher can state it is based on the 2013 curriculum because it is relevant with the theory.

Third of criteria is the Integration of scientific approach. The researcher found this textbook was one hundred percent using scientific approach. In chapter I the topic about *My Friend and I or Introduction*, for example, the scientific approach is completely described. In observing, the learners should listen to a short conversation to share learners' experiences about personal information, to read and imitate short conversation in pairs. In questioning, learners were asked to complete simple sentences about introduction. In exploring, learners were asked to gain more information about how to introduce themselves and their friends and to do a role-play based on the simple conversation of introduction in introduction. In associating, learners were asked to analyze a simple writing about introduction according to their function. Then in communicating, learners were asked to demonstrate monologue about their personal information in front of the classroom.

In addition, the researcher take another example. In chapter VI the topic about *This is a Whiteboard*. Scientific approach is also applied completely. In observing, learners were asked to look, listen and repeat the vocabulary about things in the classroom after the teacher read on the vocabulary. Next, in

questioning, learners were asked to determine the things in the classroom in English correctly. Afterwards, in exploring, learners were asked to read a loud about the things in the classroom correctly thorough demonstration. Then, in associating, learners were asked to write down the things in classroom correctly. Finally, in communicating, learners were asked to gain clarity through demonstrations of the textbook about things in the classroom in simple sentences.

To summarize, it was clearly found out that all the steps of scientific approach were applied in all the topics found in the textbook. Therefore, it can be said that through out the scientific approach, the textbook being used in the elementary school has been relevant to the 2013 curricullum. So that the researcher can state it is based on the 2013 curricullum because it is relevant with the theory.

The last criteria is the integration of character value. the researcher found this textbook has mostly in every chapter of the textbook integrated the character values of 2013 curriculum. Take the example from chapter I the topic about *My Friend I or Introduction*. In this topic shown only short conversation in pairs, the characters in the textbook introduce themselve each this topic shown the character values of independence and Friendliness or communication. Because the learners were asked to introduce themselves to their friends or in front of the classroom this activity will build up the independence and friendliness value for the learners.

Another example from chapter III the topic about *He is My Father or My Family*. In this topic shown only short reading text about the family like faher,

mother, brother, sister, grand father, and grandmother, it was shown the character values of independence and communicative, because the learners were asked to make their family tree and explained it in front of the classroom this activity will build up the independence and friendliness value for the learners.

In addition the researcher take the example from the textbook in chapter VII the topic about *There are Three Bees or animals*. In this topic shown only short conversation between two childrens about the animals also the vocabulary about the animals around them and short reading text. It was shown the character values of reading interest and environmental awareness, because te learners were asked to take a look, listen and repeat the vocabulary about the animals then learner will practice short conversation in pairs about the animals around them. In summary, there was enough exposure to the character values in the English textbook entitled “Fun with English”. Therefore, it can be said that from the point of integrating the character values, this English textbook had been quite relevant to the 2013 curriculum for the criteria character values because it was relevant to the theory.

The textbook entitled “Fun with English” have used four good quality criteria from five of good quality in English textbook for young learners criteria state by Savides, (2019, p. 1-3). they are free space, visuals, age appropriate material, well ballanced textbook design, and textbook storyline.

Free Space in the textbook, young learners do not read, they browse. That is because they spend most of their time reading from screen, be it their TV, Laptop, Tablet or Smartphone. So do not expect them to focus on a text-rich page

and read it from top bottom. Because their eyes are going to wander. Empty spaces work like rest areas for the eyes. In the textbook entitled “Fun with english” found that the textbook have enough free of space. In every unit from unit 1 to 7, there is empty space for the rest areas learners eyes. They will not get tired to take a look or read something on that textbook. So that the researcher can state the textbook have a good quality in free space for young learners because it is based on the theory.

The second is visuals of the textbook. No matter what the age of the target audience is, a modern textbook must have visuals, outstanding visuals. Why, you may ask. Because Apple does, and sony, disney also pixar. in this textbook, the researcher found that the visual in every units and pages are not good enough for the learners. In unit 1 to 7 there are many characters that explain the words but they are not colourfull, the same visual in every units and pages, not outstanding visuals and it will diminish entusiashm learners to focus on the materials in the textbook. So that the researcher can state the textbook have not a good quality in visuals for young learners because it is not based on the theory.

The third is age appropriate material. It is important to take a look at the students how old are they. Are they the same range at all or they different? What about the topics, are the meaning easy to grasp?. Would they make your students want to read on?. The textbook entitled “Fun with English” answer all the question above. This textbook given the material is good enough and appropriate to their ages. In every unit on the textbook includes receptive skills (speaking and reading) maximum 10 new words per day for learners, the vocabularies with easy

and simple words around the learners also relevant to the topics and also exercises to fulfill learners need.

The fourth is well balanced textbook design. A textbook will be said well balanced textbook design if it has certain characteristics with a clear a consistent unit structure, the number of font types used in a single page: one or two is ideal, three or more and it gets tiring. The same goes for columns: a single text column is most pleasing to eye, two or more should better be left to newspapers. Final point: activities that start in one page and run over to the next are completely out of the question. The textbook entitled “Fun with English” designed used one or two types of the number font types in every unit, only used one column in it and also the activities start with completely clear instruction in every unit. So that the researcher can state the textbook have good quality in well balanced textbook design for young learners because it is based on the theory.

The last characteristics of good quality for the textbook is textbook storyline. Everybody loves a good story. But it needs to be well written. In other words, it must have a setting, characters, a plot, a climax, and a resolution. In ten years, time your students will not remember the title of the textbook, but they will remember the names of the main characters. The textbook entitled “Fun with English” shown in every units of the textbook have a storyline and the storyline have a clear structure and good enough written for the learners. So that the researcher can state the textbook have a good quality in storyline because it is based on the theory.

The main purposes of the textbook are to invite learners to learn English

through fun activities using simple language so that it is easy to understand by learners.

Based on the result of the data analysis and the findings, it was known that the material in textbook entitled “Fun with English” for grade 3 of elementary school relevant to the theory state by *Kementerian pendidikan dan kebudayaan* also the textbook have good quality in free space, age appropriate material, well ballanced textbook design and, storyline textbook that state by Savides.