

The Eligibility of the "Go... Go... Bubbles!" Book as an English Textbook in Early Childhood Education

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This research was conducted because the book "Go ... Go ... Bubbles! English for Kindergarten (Book 1) which was used in Early Childhood Education or Pendidikan Anak Usia Dini (PAUD). Integrated Islamic Pemata Hati Kartasura was not yet known, its quality, both in terms of presentation and material. The purposes of this study were to determine the eligibility of presenting and to determine the eligibility of the material of the English textbook. The type and research design used was descriptive qualitative. The method of data collection was done by documentation technique; researchers did the coding then proceed with calculating the percentage of eligibility. The validity of the data in this study used member checks and reference materials—the data analysis techniques used in content analysis. The results of the analysis were as follows. The eligibility of the presentation with a very feasible category was 87%, and the average of the material was 80%. The last one consisted of the content of the book was 88%; the components of character were 69%, and the illustration component was 83%. Based on the percentage of presentation and material eligibility, the book had met the eligibility.

Keywords: *Eligibility, English Text- Book, Early Childhood Education*

Introduction

Early Childhood Education (ECE) is the first level of children entering the world of formal education. ECE according to Permendikbud No 137 of the year of 2014 is a coaching effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children

have the readiness to enter further education (Hasan, 2009). Being 0-6 years on the life span, children grew on the golden age period. The golden age period was a critical period formation of the brain, intelligence, personality, memory and other development aspects. These aspects should be developed, as well as possible. Early childhood education is the provision of efforts to stimulate, guide, nurture, and provide learning activities that will produce the abilities and skills of children (Mursid, 2015). Early Childhood Education (PAUD), in essence, is education that is organised to facilitate the overall growth and development of children, one of which is language development. A language is a form of communication both oral, written or cues based on a system of symbols (Santrock, 2007). Language for children is the language used by children to convey desires, thoughts, hopes and requests for their interests (Suhartono, 2005). By using the language, children can grow and develop into adult humans who can get along in social communities. Stating with the help of language, children will grow from biological organisms into individuals in a group (Suhartono, 2005). Language teaching includes psychological and motivation influence (Awad, Mubarak, & Saleh, 2020). Feasibility, presentation, and content also play a significant role in language learning (Rahmawati, Suwandi, Andayani, & Markhamah, 2020).

According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning national standards for early childhood education, it has determined the substance of language learning for early childhood. Within the scope of children's development in understanding language at the age of 4-5 years, the expected level of achievement is; "Listening to the words of others (mother tongue or other languages)". In this point, the government indirectly provides an opportunity for organisers of Early Childhood Education (ECE) to regulate the languages taught, which is not limited to mother tongue only. It was supposed that there is a relationship communication learning between children and their environment. As it was stated that the complex interplay between the uniquely human language develops as a result of characteristics of the child and the environment in which the child develops (Lightbown & Spada, 1993). In practice, many ECE providers in regions that have local languages, or mother tongues, also teach Indonesian as a second language. Furthermore, the language of instruction of learning is English.

Indonesia is a country that regards English as a foreign language because English is not the language used in daily communication (Putra, 2017). It is because English is an international language that is almost used in all fields of life. English has also become the second language that dominates the communication era to connect and transfer knowledge throughout the world. The tendency of the community for mastering foreign languages makes people competing to send their children to learn English as one of the skills that must be developed. English is taught to children from the age of 2-7 years; this is because, in that period, early childhood experiences a golden period of development of children's language skills (Putra, 2017). The more English is taught, the better the results (Phillipson, 1992). A result of the

research explained that the ever-growing power of English had built a strong belief in Korean society that being competent in English is directly connected to success on every level (Lee, 2012). However, English education in early childhood also requires appropriate teaching methods and processes. The teaching of English to pre-school children is undoubtedly meaningful if it meets the natural development of a child, and it is appropriate to his/her age (Klimova, 2013). The teachers are supposed to use a variety of strategies that they found to be effective when teaching their English Language Learners (Vroom & Seaman, 2014). Teaching English to children should be enjoyable, interesting, repetitive, and understandable (Hashemi & Azizinezhad, 2011).

Textbooks are one of the effective teaching materials for learning in PAUD. The textbooks are an essential component in the learning process which contain the material or the learning content that is designed to achieve the goals (Sungkono, 2003). The books, as the teaching materials, are defined as the books that contain a scientific analysis of the curriculum in the written form" (Prastowo, 2012). The existence of good quality textbooks will make the learners succeed more optimally. Meanwhile, the poor quality textbooks will result in the learning is not expected. Based on the implementation of English learning in PAUD Permata Hati Kartasura Integrated Islamic Education, the educators introduced English to children as enrichment or additional knowledge for children. Material and activities for learning English were taken from books owned by the institution and processed according to the child needs. In learning English, the teacher simply introduced vocabulary in English that could be done through various strategies. In this learning, the teacher used the books as one of the media.

The book used was a book published by Great! Publisher with the title "English Fun For Kids" (Vroom & Seaman, 2014). There are two English books. They are "English Fun for Kids (Part 1) and Go ... Go ... Bubbles! English For Kindergarten (Book 1), but the new school used the "Go ... Go ... Bubbles! English For Kindergarten (Book 1). By the way, the eligibility of the book was not yet known in terms of presentation and the content of the material.

Based on this statement, the researcher had two problem formulations; the first was how the eligibility of the presentation of the book "English Fun For Kids" as a textbook at PAUD Permata Hati Kartasura? The second problem statement was how the eligibility of the "English Fun For Kids" book as a textbook in early childhood English learning in the Permata Hati Kartasura Islamic Early Childhood Education? Furthermore, the purpose of this study is to determine the eligibility of the presentation and material in the book "Go ... Go ... Bubbles! English For Kindergarten (Book 1) as a textbook. The eligibility of books for PAUD can be determined through analysis based on the good book criteria according to the Ministry of National Education (Depdiknas) in 2003. The eligibility of the presentation was

based on the material and packaging components. In contrast, the eligibility of the material was based on three components, namely the contents of the book, characters or story characters and illustrations.

Research Method

In this study, the researchers used a type of qualitative research. Qualitative research is research used to examine objects naturally [19]. The research design used by researchers is a descriptive method. Descriptive method is a method used to examine the status of a human group, an object, a set of conditions or a system of thought (Prastowo, 2012).

The research design of this descriptive strategy was carried out by observation and documentation. The data were obtained through a literature study of the books used by the PAUD Permata Hati Kartasura Integrated Islamic School to introduce English to children entitled "Go ... Go ... Bubbles! English For Kindergarten (Book 1). The datum collection techniques were done by the observation and the documentation. Meanwhile, the data analysis technique used content analysis [7]. In addition, the researchers compiled instruments related to early childhood English teaching textbooks in the form of tables in which there were some criteria for which data was related to the book "Go ... Go ... Bubbles! English For Kindergarten (Book 1). After analysing the criteria in a table, then it was proceeding with calculating the percentage of eligibility based on the following formula:

$$\text{Percentage of eligibility} = \frac{\text{total score}}{\text{maximum score}} \times 100\%$$

From the percentage of eligibility, it will be known the eligibility status of the book which has four levels, namely 1) the score of $\leq 40\%$ is not feasible; 2) the score of $40\% - 59.9\%$ is less feasible; 3) the score of $60\% - 79.9\%$ is feasible; and 4) the score of $\geq 80\%$ is very feasible. The data validity was done through member checking of books and reference materials. The analysis technique used was quantitative content analysis where the analysis was done by scoring and then interpretation (Ahmad, 2017).

Results And Discussion

Based on the observation, the researcher found that the textbook of "Go ... Go ... Bubbles! English For Kindergarten (Book 1)". This book was used in Permata Hati Kindergarten in Kartasura.

There were four components used as a reference for analysing the textbook. Those components were 1. Book Content; 2. Characters/Story Figures; 3. Illustration/Image; 4.

Material and Book Packaging. The book content component consisted of two criteria, namely 1. The theme was interesting and appropriate for the age and development of the child; 2. It revealed the real things related to the child's experience. In the first component, there were eight criteria for the contents of the book. The first criterion was "Interesting themes". According to the stage of child development, the image contained information in every material in the textbook. The point was that each content contained information that could be conveyed to the child. From the analysis of the book content component, it showed the completeness and suitability of the material with the criteria of the Ministry of National Education of Republic Indonesia, although there were a few shortcomings.

The component Characters consisted of two criteria, namely 1) Avoid books that revealed bad characters in the story, and 2) Understand the learning objectives to be achieved. On the criteria of understanding the learning objectives, this book was only partially conveyed. This could be found on page 18, which showed a picture of two children who were eating accompanied by their mother. The criteria for "Knowing the limbs", delivered on pages 7 to 11, continued on page 28 which explained about body parts from head to foot. In the criteria of "Friendship", in this book, there was no material or content related to it. In the "Family" criteria, a small family photo that could be seen between mother and two children was presented in this book. The photo was on page 18. On the "environmental" criteria, the theme reflected on "Our Pets". The topic could be seen on pages 24 to 27 and page 32. The criteria for "Getting to know letters and numbers", were given on every page. The contents of each page had letters and numbers that were introduced to children. Next to the criteria "Reveal some real things", in this book delivered on My clothes, my Breakfast, Favorite Toys and Our Pets.

The Illustration/Image component consisted of five criteria. They were 1. The illustration did not contain ethnicity, religion, race, and among groups (SARA) elements, 2. It covered a lot of bright colours with good quality, was quite large, not abstract, and not scary, 3. Illustrations were not ambiguous for children; for example, they were clear differences in illustrations of female or male figures, 4. The contents of the textbook were endeavoured to minimise writing and adapted to the characteristics of children, 5. Pictures and writings were a reflection of things that could be seen and understood from the environment around children. This textbook contained pictures and writings that reflected the real thing such as food, drinks, clothes and equipment, and children's toys. Miekley stated that for student book to use physical make-up (Miekley, 2005). In the criteria "Images did not contain SARA", they delivered in each content, but there were some images that showed prohibited such as a part of the of men's bodies, wearing shorts, and no veil for women's hair. In the criterion "Included a lot of colours, the size was quite large, not abstract", the textbook conveyed in colour full picture although not so bright but attracted the attention of the children. Some images of the book were bigger, but many of them were still smaller. In the criteria

"Illustration clearly visible difference" it was presented in this book. The illustrations between women and men were very clear differences; the illustrations between body parts were very clear, including animal illustrations, and illustrations of various toys also very clear differences. In the criteria "Make a lot of illustrations", just as the criteria above in this book were a lot of using illustrations as a way to convey material or content. In the criteria "Pictures and writings reflect the real thing", conveyed, From the analysis on the illustration or picture component, it showed the completeness and suitability of the material with the criteria of the Ministry of National Education.

The Material and packaging components had two criteria. The first criterion was "contains material that was safe for children". As Cunningsworth suggested that the materials selected should reflect the needs of the learners (Cunningsworth, 1995). It was proved for every sheet of paper that was safe for children. The paper was not pointy so that it did not endanger the child's safety. In the criteria for "thick paper", in this book the paper was quite thick, in which the front and back cover pages were thicker than the other pages. In the criteria of "not slippery" in this book, the paper used was not slippery in order for the children easier to open it. The last criterion was "colourful pages", in this book the colours used were colourful, but the colours used were not bright enough, it looked rather monotonous because the colours from one page to another were almost the same.

Conclusion

The analysis of English textbook conducted using four components based on the criteria of the Ministry of National Education had been done well. The results of the analysis were as follows. The first component was the contents of the book. The contents of the book component on the criteria of friendship showed inappropriately. The detailed action criteria had not been presented on many pages. The image criteria contained very appropriate information. The second component was the character. It was matched to the criteria. The criteria for avoiding storybooks that reveal bad characters in the story showed appropriate. In the third component, illustration or picture for image criteria that did not contain SARA, it showed that it was inappropriate. Criteria on a lot of colours, the size was quite large, not abstract, made a lot of illustrations, drawings and writings reflect the real things\showed appropriate. In the illustration criteria, clearly visible difference showed very appropriately. The eligibility of the presentation with a very feasible category was 87%, and the average of the material was 80%. The last one consisted of the content of the book was 88%; the components of character were 69%; and the illustration component was 83%. Based on the percentage of presentation and material eligibility, the textbook of "Go ... Go ... Bubbles! English For Kindergarten (Book 1)" had met the eligibility.



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