



The Creation of EYL Textbooks in Indonesia: An Interview Study on EFL Teachers' Perceptions

Arida Mufidah¹, Mutmainah Mustofa², M Faruq Ubaidillah³

¹ Master's Program in ELT, Universitas Islam Malang, Indonesia

^{2,3} Department of English Education, Universitas Islam Malang, Indonesia



arida.mufidah@yahoo.co.id*



10.33086/cej.v4i3.3514

Submission: September 29, 2022

Revision: January 22, 2023

Accepted: January 23, 2023

Keywords

English textbook, elementary school, english for young learner (efl)

Abstract

Textbooks are a type of teaching material. Textbooks used in classrooms must have gone through an evaluation process based on standards for textbook creation. However, various problems arise in the production of textbooks, especially English textbooks for grades 1-3. This study used a case study to find out what information is used by EFL teachers for low grades textbook creation and the causes of material gaps in in the textbook situated in an elementary school in Malang, East Java, Indonesia. Participants in this study were 6 teachers who had created English textbooks for their EYL classes. Data were collected through interviews. Semi-structured interviews were used to address questions and explore topics of interest. From the interviews, there were 3 answers to the first research question, which is what teachers use when creating textbooks for lower grade, those are; 1) worksheets, 2) the combination of books and worksheet and 3) Internet. There were 4 main answers to the second research question regarding the difficulties or obstacles experienced by teachers in creating the English books. Those are; 1) standart in creating texttbooks, 2) time allocation in creating books, 3) feedback in creating textbooks, and 4) English as local content.

Kata Kunci

Buku teks bahasa Inggris, sekolah dasar, bahasa Inggris untuk pelajar muda (efl)

Abstrak

Buku teks merupakan salah satu jenis bahan ajar. Buku teks yang digunakan di kelas harus melalui proses evaluasi berdasarkan standar pembuatan buku teks. Namun, berbagai permasalahan muncul dalam pembuatan buku ajar, khususnya buku ajar Bahasa Inggris untuk kelas 1-3. Penelitian ini menggunakan pendekatan kualitatif yaitu studi kasus untuk mengetahui informasi apa saja yang digunakan guru untuk kelas rendah dan penyebab kesenjangan materi kelas rendah di sebuah sekolah dasar di Malang. Partisipan dalam penelitian ini adalah 6 guru yang telah membuat buku teks bahasa Inggris. Dalam penelitian ini, data dikumpulkan melalui wawancara. Wawancara semi-terstruktur digunakan untuk mengklarifikasi pertanyaan dan mengeksplorasi topik yang diminati. Dari hasil wawancara, terdapat 3 jawaban untuk pertanyaan penelitian pertama, yaitu apa yang digunakan guru dalam membuat buku ajar untuk kelas bawah, yaitu; 1) LKS, 2) Kombinasi buku dan LKS dan 3) Internet. Ada 4 jawaban utama untuk pertanyaan penelitian kedua mengenai kesulitan atau hambatan yang dialami guru dalam membuat buku bahasa Inggris. Yaitu; 1) Standar dalam pembuatan buku teks, 2) Alokasi waktu dalam pembuatan buku, 3) Umpan balik dalam pembuatan buku teks, dan 4) Bahasa Inggris sebagai muatan lokal.

A. Introduction

Textbooks are the "visible centerpiece of any ELT program" (Sheldon, 1988) and form the basis for most of the language input students receive in the classroom (O'Neill, 1982). According to Richards (2001), textbooks can serve as the basis for the content of instruction and the types of language exercises that students engage in specific contexts. In other cases, textbooks can be used to enrich the teacher's instruction. Apart from the teacher's input, a textbook can be the main source of learners' exposure to the language. Textbooks can also be used for teacher training by providing suggestions for lesson design (Kirkgöz, 2009).

Teachers' perceptions are as important as teachers' beliefs about the subject matter they teach, their responsibilities, their students, the curriculum, and their classrooms (Pajares, 1992). Teachers' perceptions are influenced by factors such as experience and personality (Donaghue, 2003). The views of language instructors influence what they do in the classroom (Barcelos, 2003). Romanov (2007) stated that Educators have highlighted the importance of teachers' perceptions in education and acknowledged that teachers' perceptions impact their practice, judgment, and creating decision-making. This means that teachers' perceptions serve as the foundation for teachers to make decisions in their classroom activities. When controlling classroom activities, teachers must be careful of what they see and believe. As a result, when performing their regular teaching, instructors must be conscious of what they observe and believe. This means that teachers' perceptions are employed to generate judgments or make decisions.

Although there are many studies on the analysis of textbooks for lower grades (e.g., Nurdaeni, 2013; Hardi & Rizal, 2020; Indrawati, 2012), there are still many that have not taken teachers' perspectives into account when creating textbooks for lower grades. There are many studies that focus on the development of English textbooks (Fadila, 2018; Putri, 2017; Marsuki, 2016; Rosbaniar, 2012), English textbooks as moral values teaching tools (Puspitasari et al. 2021; Feng, 2019; Widodo 2018), and the representation of social values such as gender equality (Gebregeorgis, 2016; Gouvias & Alexopoulos, 2016).

Among the many studies, teachers' perception of creating English books for lower grades has still not received special attention, especially since textbooks are one of the teaching materials used by teachers and really need to have a quality that matches students' competence, both in terms of standards and content related to the difficulties given to students in class. With teachers' well-developed perceptions of the textbook selection process will have an influence on their teaching practice and other decisions connected to students' learning progress (Okitasari & Palupi, 2020).

Findings from this study are expected to encourage teachers about their perceptions in creating English textbooks, especially books for lower grades. The information provided in the curriculum will then be developed according to the principles of EYL (English for Young Learners) to meet the needs of children in learning English according to their age level (Kusumawardhani, 2021). Moreover, this study aims to help teachers overcome all forms of research questions that cause creating books for lower grades. As a result, in this study, the researchers want to know the materials that used by teachers in creating English textbooks for lower grades and the difficulties or obstacles that cause material gaps in creating books for lower grades.

B. Methodology

Research Design

This study used a qualitative approach, that is a case study, to find out what information is used by elementary school teachers in creating textbooks for lower grades and what causes material gaps in materials for lower grades. The nature of qualitative research is inductive. Researchers generally interpret meaning and insight into a particular situation (Strauss & Corbin, 2008; Levitt et al., 2017). The researchers used a case study to focus on the details of the interaction with its context. In this study, the researchers attempted to get detailed information about the teachers' perceptions of an elementary school in Malang in creating textbooks for the lower grades. The results are not written in the form of numbers and tables with statistical measures, but illustrated in the form of descriptive words about the results and presented in a narrative.

Data Collection

In this study, the data were collected using an interview. The semi-structured interview was used to ask for clarifications and to elaborate on topics of interest. The semi-structured interview is a type of interview that contains several key questions that are used to define the areas of interest. It also provides the flexibility to elicit more detailed information from participants' ideas or responses (Gill, Stewart, Treasure, & Chadwick, 2008). Thus, during the interview, the researcher asked questions from the interview guide and probed or clarified participants' responses by asking questions that were not included in the interview guide.

The first through fourth questions were used to answer the first research question. The question focused on the current instructional materials teachers used when creating textbooks for lower grades. Teachers also provided reasons why they used these references when creating the books. The fifth and sixth questions address the reasons for the gaps in the creation of the books. Participants in this study were 6 teachers who had created English textbooks for lower grades. They are teachers who have made English books several times, especially for lower grades. With their experience in creating English books, especially for low grades, it was deemed sufficient for the researchers to answer questions about this research. In this study, data were collected through interviews. Semi-structured interviews are used to clarify questions and explore topics of interest. It also provides the flexibility to obtain more detailed information from participant ideas or responses (Gill et al., 2008). Thus, during the interview, the researcher asked questions from the interview guide and explored or clarified participants' responses by asking questions that were not in the interview guide. In addition, each participant was assigned a code from T1 to T6.

Data Analysis

In this study, the researcher used thematic analysis to analyze the data. Thematic analysis allows the researcher to interpret the patterns or themes that emerge from the data (Maguire & Delahunt, 2017). The theme itself is divided into two categories: semantic level and latent level (Braun & Clarke, 2006). The semantic level focuses on the surface or explicit meaning found in the data; the latent level is when the researcher identifies something beyond the surface level of the data to find the theme (Braun & Clarke, 2006; Maguire & Delahunt, 2017).

In this study, the obtained data is analyzed by the researcher to find the emerging themes from the data. The researcher focuses on both semantic level and latent level. The emerging themes, which have been categorized by the researcher, are further analyzed in order to see the similarities and differences between one theme and another. The researcher also analyses the obtained themes to see whether the themes along with the findings are supporting or contradicting with the available theory or studies. The researcher used theme analysis to examine the data in this study. Thematic analysis enables the researcher to analyze the data patterns or themes (Maguire & Delahunt, 2017). The theme itself is divided into two categories: semantic level and latent level (Braun & Clarke, 2006). The semantic level focuses on the data's surface or explicit meaning; the latent level is when the researcher discovers anything beyond the data's surface level to identify the theme (Braun & Clarke, 2006; Maguire & Delahunt, 2017).

C. Results and Discussion

Results

Teacher's Perception

Perception is defined as "an concept, belief, or image that you have as a result of how you see or comprehend something," according to Hornby in Srakang (2013). According to Pajares (1992), teachers' perceptions are closely related to teachers' beliefs. As a result, it may be deduced that the terms "belief" and "perception" can be used interchangeable terms (Moloi, 2009). Furthermore, Kurniawati (2006) asserts that teachers' beliefs are resources for learning more about their activity and ideals in the classroom. According to Jia (2004), identifying teachers' perceptions and beliefs leads to a greater knowledge of teachers' classroom behaviors and provides suggestions on how to improve teachers' practice. According to Yu in Srakang (2013), teachers' perceptions influence what teachers act both within and outside the classroom. As a result, teachers must be conscious of their views about the teaching and learning process. It indicates that teachers' perceptions are the fundamental assumptions that they use to make decisions. In summary, teachers' perceptions are important in the teaching and learning process because they not only affect students' decisions and actions, but they also offer crucial insights into several elements of education.

Textbooks in Indonesian ELT Classroom

Textbooks are one of the most important educational inputs (Altbach et.al., 1991; Tomlinson., 2001; Garinger., 2001; Richards., 2001; Lee., 2003). Textbooks are standard works produced by professionals in their disciplines for use in specific areas of study with instructional objectives and are equipped with appropriate instructional features and are easily understood by users so that they can support a teaching program (Suhardjono, 2011). Mintowati (2003) stated that textbooks are one of the tools that bridge success in the teaching and learning process. Textbooks are an essential part of the learning unit as they provide information, discussion, and assessment. Textbooks that are systematically organized make it easier for students to grasp the information and support the achievement of learning objectives.

English textbooks intended for students in the lower grades, according to Dickinson (2010), Pinter (2009), and Brewster (2007), must have certain characteristics: 1) an attractive appearance and a structured and clear layout; 2) student-centered learning and many interesting design, varied activities that can accommodate the needs of students who cannot read or write with confidence; 3) material that improves four language skills, including: Listening, Reading, Speaking, and Writing; 4) vocabulary that matches students' abilities and includes interesting topics that are close to students' lives and encourage students to learn independently; 5) can be used in a variety of classroom settings and is also supported by media that help students gain clear understanding; and 6) has an appropriate form of assessment so that it is easy to do; and has an affordable price and is easy to obtain.

As stated in the explanation above for English textbooks for lower grades, there are still some English textbooks that do not even discover the material required by their students' skills, requiring teachers to give more information themselves (Mizbani & Chalak, 2017). Another thing is that some books don't even include the 4 language skills that students should be able to accept in the classroom. Moreover, some textbooks have issues with student comprehension, particularly at the lower grade levels, because the textbooks are written at a higher level of English than the lower grades. As a result, textbooks cannot meet the wide range of student needs (Richards, 2010; Ur, 1999). It should be required for a teacher to consider this issue when creating a book so that student learning outcomes are consistent.

English lessons at Elementary Levels in Indonesia

Originally, English was not a compulsory subject in primary education, but was positioned more as a local subject (Kaltsum, 2016). Now, the government offers each elementary school the opportunity to decide whether or not to include English as a subject in the current 2013 curriculum. If a school decides to integrate the teaching of English, it is assumed that it would not conflict with other subjects (Maili, 2018). Implementing English instruction at the primary level does not mean walking around aimlessly. The implementation of English teaching at the primary level should be based on the principles of English teaching for children, known as English for Young Learners (EYL). EYL is English teaching specifically for children. The term "Young Learners" is closely related to the age limit of children. In Indonesia, children are divided into two (two) age groups: Lower Level (students in grades 1-3 of elementary school) and Upper Level (students in grades 4-6 of elementary school) (Suyanto, 2007). Theoretically, learning English in elementary school, especially in lower grade, is still an introductory stage, so it is believed that students receive basic information about English courses and are better equipped to learn more difficult content at the next level of education (Islamiyah, 2011). Suyanto (2013) stated that the goal of teaching English at the primary level is to arouse children's enthusiasm for learning English. Consequently, establishing techniques and teaching materials is an important aspect. Students in elementary school like to learn by doing, that is, they learn something while engaging in activities such as playing games, singing, and other activities that involve physical movements.

Previous Studies on English Textbooks

Numerous studies have been conducted to evaluate primary language textbooks (see Feng, 2019; Gebregeorgis, 2016). They have specifically focused on the representation of

social values in EL textbooks, such as gender equality (Gebregeorgis, 2016; Gouvias & Alexopoulos, 2016), cultural values (Davidson & Liu, 2020), and moral values (Davidson & Liu, 2020). (Feng, 2019; Widodo, 2018). In these studies, much attention has been paid to content in the production of books, but not much attention has been paid to teachers' perspectives in the production of books, especially books for young learners.

First, Kirkgöz (2009) provides an overview of the three English textbooks recommended by the Turkish Ministry of National Education for use in the fourth grade of state elementary school. To find out their opinions about various parts of the textbooks, teachers and students completed a 37-item textbook assessment method (Smiley Questionnaire). Both groups of participants were also interviewed to gain a better understanding of how the textbooks were used. The results of the study suggest that the three books were carefully designed to meet the goals of the MNE curriculum, to act as a potential tool for curriculum reform, and to meet the needs and interests of young learners.

Second, Ramzani (2012) discussed Iranian TVC students. Before entering college, Iranian secondary school students are divided into three tracks: Theory, Technical/vocational, and Knowledge/Work. TVC students are considered the weakest intellectually among all Iranian college students. Using a semi-structured questionnaire, this study aims to identify the factors that affect teachers' perceptions of the functions of textbooks in language learning and teaching. The data are used to establish a relationship between teachers' textbook consumption and their views of less academically talented TVC students. Results indicate that teachers' perceptions are related to factors both inside and outside the classroom. Among the criteria examined, those related to the institution and the classroom tended to have a greater influence on teachers' use of textbooks. In particular, teachers mention the requirements to achieve the prescribed pass rate in the English exam, as well as the cognitive deficiency and behavioral problems of TVC students.

Third, Ginting (2019) analyzes the media used in ELT textbooks for beginners based on local students' characteristics by showing information from the analyzed textbook that is inappropriate for the young learners in Indonesia, and these media made the teaching-learning process ineffective and inefficient. In Indonesia, three (3) textbooks were regularly used in the fourth grade of elementary school. These three were studied using demographic analysis based on the local characteristics of the students. The results indicate that only 5.6 percent of the media were related to students' local characteristics, while the rest were related to general and international characteristics, which reached 49 percent and 45.4 percent, respectively. Thus, the reason why English language learners in Indonesia, especially in elementary grade 4, could not meet the requirements of English language learning was because 94.4 percent of the media did not relate to students' local characteristics.

Previous research has highlighted the importance of examining and evaluating textbooks as one of the curriculum texts that have a significant impact on language learning. One method of examining textbook design is through critical examination and evaluation of textbooks. To promote the creation of ELT textbooks that support language learning, ELT practitioners need to be able to critically examine and evaluate textbooks (Syarofi et al., 2022).

In summary, some studies still have limitations in the research and need to be investigated in more depth in the future. These studies focused only on problems such as the characteristics of books, the characteristics of students, and the role of using books in the classroom. The rarity

of research on teachers' perceptions of book creation, especially for young students, is one thing that needs to be analyzed, especially Byrd (2001) states that book creation needs to be in accordance with students' characteristics included in the curriculum and its implementation in schools. Considering this gap, the researcher tries to examine this problem in more detail based on teachers' perceptions.

Findings

No	Research Questions	Questions
1.	What materials are used by teachers in creating books for lower grades?	1. Have you ever made an English book before? 2. For what class of English books have you made? 3. What are the materials and sources in creating English books for low grades? 4. Are there any specific differences between the new book and the book you previously made, especially for the lower grades?
2.	What are the causes of difficulties or obstacles that cause material gaps in creating books for lower grades?	5. What difficulties or obstacles did you experience in creating English books? 6. How much influence did these difficulties have in creating a book?

There are 6 main questions being asked to the teachers. The first up to the fourth questions in the interview guide is used to extract the data related to the first research question. The first question discusses the source material used in creating English textbooks for low grades. There are also follow-up questions to clarify and to obtain more data based on the data that was given by the teacher. From the interview process, there are 3 answers are revealed related to the first research question which is what the teachers used to create textbooks for the lower grade those are 1) LKS (Worksheets), 2) The combination of books and worksheets, 3) Internet sources.

LKS (Worksheets)

First answer was worksheet as 3 out of 6 teachers answered that they used LKS (worksheet) from various publishers as material in creating English textbooks at school. These teachers use LKS because previously they made books using LKS and they use LKS because they see a lot of material that they can give to students. T1, T2, and T3 illustrated that :

T1 : *I usually use worksheets that have been used before, like the previous book, so there aren't too many changes to the material.*

T2 : *I only use existing worksheets, the important thing is that I can teach them because I don't think the material is much different for lower grades between first, second, and third grades.*

T3: *I usually just use LKS because there are so many exercises that can be used to teach in the classroom.*

The combination of books and worksheets

Second answers was explained by two teachers that they took materials from several English books that she had as material for creating books, of course also with some material from LKS and online books on the internet. T4 and T5 commented that :

T4 : *I usually look at LKS, in books at school or in books on the internet. As long as the material is in accordance with the grade level or not.*

T5 : *When I try to make an English textbook, I usually try to look in the English books that I have, sometimes I also look at some sources on the internet.*

Internet

The last answer was explained by another teacher that she downloaded books available on the internet and corrected some of the materials so the materials were more in line with the competencies of the students in the class before the books were given to students. T6 commented that :

T6 : *When it comes to English books, I usually directly download textbooks available on the internet, but I don't take them completely, but I try to adjust some of the material according to the needs of the class when teaching English.*

In the interview criteria, the fifth and sixth question which is the second research question focuses on the causes for material gaps in the lower grade. There are four major responses to the second research question. The responses are 1) there are no criteria or standards in book creating, 2) there is no feedback in book creating, 3) very little time is allocated in book creating, and 4) English for primary kids is not a required subject at school.

Standart in creating textbooks

Six teachers highlighted why there is a gap in the production of English textbooks for lower classes. They said that when it came to developing English texts for lower grades in schools, they were so permissive that there were no guidelines. Creating English textbooks that are merely meant to combine the existing LKS books in the classroom. LKS in schools is a compilation of multiple publishers, therefore the material presented to students is random and occasionally re-taught at different grade levels. With the same material, sometimes the teacher makes the level of English is more difficult than the level of English for the lower class which should cause difficulties for students in the class. T1 until T6 narrated that :

T1 : *During the time I made the book, there was no direction for the material that was made, what was important was the textbook according to the grade level only. I usually use LKS that have been used before, like the previous textbook*

T2 : *There is no standard in creating books, the main thing is that books have to be finished when the new semester starts, so I only use existing worksheets, the important thing is that I can teach them*

T3 : *I'm pretty sure that there is no standard for what kind of English textbook should be made, the important thing is that the material is collected from according to several meetings that will be taught later. I usually just use LKS because there are a lot of exercises.*

T4 : *There is no standard for creating English textbooks, I usually look at LKS, in books at school or in books on the internet. Anyway, the material is in accordance with the grade level or not.*

T5 : *There is no standard from school, it's just according to the class I teach. I tried to look in the book that I have, sometimes I also see some sources on the internet.*

T6 : *In elementary school, English is included in local content lessons (not compulsory) so when I was asked to make an english textbook, I just downloaded it on the internet because there was no material that had to be like that or anything like that.*

Time Allocation in creating Textbook

The other reason is the time in creating English textbooks. In creating books previously given a fairly short deadline, which is only 2 weeks. During that time, classroom teachers must have made English textbooks according to the competence of students at school. However, it is very unfortunate that the teachers felt that creating books at that time was lacking, especially that they were also busy both inside and outside of school. With a small deadline for creating textbooks, the teacher only makes books without thinking too much about the difficulties that will be experienced by students in class. This concern is shared by T2, T4, T5, and T6.

T2 : *The time for creating this book is also very short, in 2 weeks we have to finish creating the textbook so I don't pay too much attention to the material, the important thing is that the textbook is made according to grade level.*

T4: *There is very little time to make textbooks, so I sometimes use the material in the worksheets and adjust them according to the books I make so that the level is not too high.*

T5 : *The time for creating the book is 2 weeks, a little time actually, but we are also being chased by a deadline, so we have to finish it because there are also many activities outside of school if it is not done immediately.*

T6: *The time allotted to make a book is about 2 weeks. For myself, including the little time given, especially our task is not only to make textbooks but also to have other activities and considerations in creating textbooks.*

Feedback in creating textbook

According to four of six teachers, the cause for the gap in developing English textbooks in low grades is the lack of feedback amongst teachers while creating books. Feedback is a mutual review of the information created by each teacher in the process of creating books. It is hoped that with the feedback, the teacher will be able to improve material that may be inappropriate, adjust the level of difficulty in the material to be taught, and determine the material to be taught to students so that there is no repetition of material that can lead to an increase in levels that are not in accordance with the lower grade to be taught later. Participants T1, T3, T5, and T6 commented that.

T1 : *We don't have any feedback given to fellow teachers in creating English books because the time is short, so when I'm done creating books, I usually print the books straight away.*

T3 : *There is no feedback between teachers. When I finish creating a book, I usually just print it right away.*

T5 : *No good feedback was given from other teachers. After creating the book, I immediately used it to teach English in the new semester class.*

T6 : *There is no feedback between teachers about the books that are made, so if there is the same material, the difficulty level is at least lowered or increased according to the grade level.*

English as Local Content Lessons

Another reason is that English at the elementary school level is not a compulsory subject and is included in local content lessons. With the existence of English as a local content, the teacher only makes the material as much as they can without paying attention to the interests of the English language itself. Books made by low-grade teachers also do not have the completeness of the 4 skills that must be taught in general, such as listening, speaking, reading and writing. The material given is really only based on the LKS in the school. T2, T4, and T6 said that :

T2 : As I said earlier, I use existing worksheets and books for creating materials, so there is nothing specific that requires reading, writing, speaking and listening. I only used the existing worksheets and books and followed what was in the books. Moreover, English is only a local content in schools, so it is not too demanding of a lot of material that must be given to students.

T4 : Because English is a non-compulsory topic in primary school, I don't offer students too much information; it's important that children learn the English that I teach. I also do not create textbooks based on my English proficiency. The most important thing is that students learn things that i had offered.

T6 : Because English is contained in local subject lessons in elementary school (though it is not compulsory), when I was asked to create a book, I just obtained it off the internet because there was no spesific material that had to be like this or anything like that.

Discussion

It can be seen from the perception of teachers in creating English textbooks for young learners, the first theme is that teachers usually make textbooks for lower grades by using several materials. The material used by the teacher is LKS (Worksheet) from many publishers, a combination of several books and LKS, and finally from the internet. The lack of use of LKS (worksheets) as the only source of learning causes the material to be obtained is very limited. This is in accordance with the opinion expressed by Lismawati (2010) that one of the shortcomings of LKS is that it contains too much terminology so that it can cause a large cognitive burden on students. The use of a combination of books and LKS is also used in the manufacture of books. Not only the combination of books and LKS, the use of materials sourced from the internet is also the material used to make books. This is also one of the drawbacks because it can cause mixed material that is not even in accordance with the competencies that exist in children, especially for lower grade students. These materials act as input for teaching and learning activities. This refers to anything in the form of media, provided by the author of the book and used by teachers and students as input in language learning (Tomlinson, 1998). In addition, materials are a vital part of learning resources consisting of assignments and activities, which allow students to participate.

In the second theme, the causes of difficulties or obstacles that cause material gaps in creating books for lower classes are; allocation of time in book-creating, standards in book-creating, feedback on book-creating and English as a compulsory subject. In creating books, it takes sufficient time so that the creating of books can be more optimal, both in terms of materials and contexts that are suitable for students at school. Not only time, but standards are also needed in creating books, because with standards in book creating, books made can be

more focused both in terms of appearance, content, and all the factors needed in creating books, especially for lower grade. Feedback is needed between teachers so that the books that are made can be rich in inputs that support learning materials in the classroom to be more active and enjoyable, especially for lower grades in primary school. The last one is English as a local content subject, so often teachers do not pay special attention to this subject, especially in creating books where teachers even pay less attention to the 4 skills that should be contained in textbooks.

Teachers must comprehend students' abilities as a whole while creating books because understanding students' skills makes the books created easier for students to understand and absorb knowledge. The material in the book should be adjusted to the cognitive level of the students, rather than focusing solely on material found by the teacher in a variety of available sources. In terms of available resources, teachers should be able to use them to develop English, particularly for low-level students, by creating books appropriate for the class. As with the previous challenges highlighted by teachers in creating books, teachers must anticipate these problems by optimizing the best possible time in creating books, there are standards that are in accordance with the skills of students taught in class, and feedback that must be offered to others book makers so that the books given to students not only increase students' intelligence but also cover all areas of functional structure and the development of their life skills. These abilities are required to interact with students both within and outside of the classroom. diluar kelas.

D. Conclusion

The present study revealed several factors that contribute to gaps in the production of English textbooks, resulting in English textbooks that are not suitable for use in the classroom. As previously said, textbooks are one of the instructional tools that play an essential role in transferring the subject to be provided in class, so topic, level, and competency requirements must be achieved by students. The first question, related to the material or collection of resources used to create English textbooks is answered by LKS, the internet, and reference books from the teacher itself. There is also teacher who gets books from the internet to use as their own textbooks and slightly revise the materials they download.

There are several reasons that create gaps in the production of English textbooks in lower grades, those are the absence of guidelines or standards in creating books, the absence of feedback in creating books, the time given in creating books is very little, and English for the elementary school level is not a compulsory subject for students in school. Of all the reasons above, it certainly affects the competence of students in the class and teachers should pay more attention to the material that will be given to students so that students can receive the material given well. It is important for teachers to be able to avoid gaps in the creating of English textbooks so that the books they make can be useful for both teachers and students, not only temporarily but permanently.

Further research linked to this topic could be applied at several levels such as junior high school, high school, vocational, or even university level. The following researcher can do study on international English textbooks that used in bilingual classrooms or at the university level where students already have good English skills. Further researchers can incorporate

student perspectives, with the intention that both the teacher's and students' perspectives will offer the best results when adopting textbooks in the classroom.

E. References

- Altbach, P. G., Kelly, G. P., Petrie, H. G., & Weis, L. (1991). *Textbooks in American Society Politics, Policy, and Pedagogy*. New York: State University Press.
- Barcelos., A. M. . 2003. Studying Beliefs about SLA: A Critical Review. (A. M. F. Kalaja., In P; Barcelos., Ed.). Dordrecht: Kluwer Academic Publishers.
- Braun, V., & Clarke, V. (2006). *Using thematic analysis in psychology*. *Qualitative Research in Psychology*, 3(2), 77–101.
- Brewster, J. et al. (2007). *The Primary English Teacher's Guide*. Harlow: Pearson Education Limited.
- Byrd, P. (2001). *Textbooks: Evaluation for selection and analysis for implementation*. In M. Celce-Murcia (Ed.) *Teaching English as a second or a foreign language (3rd Ed)*. Boston: Heinle & Heinle Publishers.
- Davidson, R., & Liu, Y. (2020). Reaching the world outside: Cultural representation and perceptions of global citizenship in Japanese elementary school English textbooks. *Language. Culture and Curriculum*, 33(1), 32–49. <https://doi.org/10.1080/07908318.2018.1560460>.
- Dickinson, P. (2010). *Evaluating and Adapting Materials for Young Learners*. Birmingham: Centre for English Language Studies, Postgraduate Programmes, University of Birmingham.
- Donaghue, H. (2003). An instrument to elicit teachers' beliefs and assumptions. *ELT Journal*, 57(4), 344–351. <https://doi.org/10.1093/elt/57.4.344>
- Fadila, D. (2018). *Pengembangan Bahan Ajar Bahasa Inggris Berbasis Lingkungan Untuk Meningkatkan Penguasaan Kosakata \ Dan Hasil Belajar Peserta Didik Di Sekolah Dasar (The Developmental of Students ' Worksheets Based On The Enviroment To Improve Learner ' s Mastery Of Voc. 8–13*. (Original work published).
- Feng, W. D. (2019). Infusing moral education into English language teaching: An ontogenetic analysis of social values in EFL textbooks in Hong Kong. *Discourse: Studies in the Cultural Politics of Education*, 40(4), 458–473. <https://doi.org/10.1080/01596306.2017.1356806>.
- Garinger, D. (2001). *Textbook selection for the ESL classroom*. Eric Digest.
- Gebregeorgis, M. Y. (2016). Gender construction through textbooks: The case of an Ethiopian primary school English textbook. *Africa Education Review*, 13(3-4), 119–140. <https://doi.org/10.1080/18146627.2016.1224579>.
- Gouvias, D., & Alexopoulos, C. (2016). Sexist stereotypes in the language textbooks of the Greek primary school: a multidimensional approach. *Gender and Education*, 30(5), 642–662. <https://doi.org/10.1080/09540253.2016.1237620>.
- Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). *Methods of data collection in qualitative research: Interviews and focus groups*. *British Dental Journal*, 204(6), 291–295. <https://doi.org/10.1038/bdj.2008.192>

- Ginting, S. aisah. (2019). *Local Characteristics Content: An Analysis of ELT Textbook for Young Learners, 1*, 30–34. <https://doi.org/http://dx.doi.org/10.35307/saltel.v2i1.14>.
- Hardi, V. A., & Rizal, M. S. (2020). Analisis Buku Teks Pelajaran Bahasa Inggris SD Berdasarkan Karakteristik Pembelajar Muda pada Kelas Rendah. *Jurnal Basicedu*, 4(4), 1398–1407.
- Indrawati, D. (2012). *An Analysis Of The English Course Book Entitled Grow With English By Dr. Mukarto, M. Sc.* Yogyakarta State University.
- Islamiyah, D. (2011). *Peningkatan Prestasi Belajar Siswa Dalam Memahami Bacaan Bahasa Inggris Melalui Strategi Inkuiri Di Kelas IVA MINU Ngingas Waru Sidoarjo.* (Original work published).
- Kirkgöz, Y. (2009). Evaluating the English textbooks for young learners of English at Turkish primary education. *Procedia - Social and Behavioral Sciences*, 1(1), 79–83. <https://doi.org/10.1016/j.sbspro.2009.01.016>.
- Kurniawati, N. (2006). *Teachers' use of textbooks in Teaching and Learning process.* Unpublished master's thesis, Universitas Pendidikan Indonesia.
- Kusumawardhani, A. E. (2021). *Aliffiyah Enike Kusumawardani (thesis).* Universitas Muhammadiyah Malang, Malang.
- Lee, Y. (2003). A package for an English paragraph: An evaluation of the course-book used in two EFL writing courses. *English Teaching*, 58 (3), 165-188.
- Levitt, H. M., Motulsky, S. L., Wertz, F. J., Morrow, S. L., & Ponterotto, J. G. (2017). Recommendations for Designing and Reviewing Qualitative Research in Psychology: Promoting Methodological Integrity. *Qualitative Psychology*, 4(1), 2–22.
- Lismawati. (2010). *Pengoptimalan Penggunaan Lembar Kerja Siswa.* Jakarta: Rineka Cipta.
- Maguire, M., & Delahunt, B. (2017). *Doing a thematic analysis: A practical, step-by-step guide for learning and teaching scholars.* AISHE-J: The All Ireland Journal of Teaching and Learning in Higher Education, 8(3), 14.
- Maili, S. N. (2018). *Bahasa Inggris pada Sekolah Dasar: Mengapa Perlu dan Mengapa dipersoalkan.* Jurnal Pendidika Unsika. (Original work published).
- Marsuki, M. (2016). *Pengembangan Buku Ajar Bahasa Inggris Berbasis Kurikulum 2013.* LiNGUA: Jurnal Ilmu Bahasa Dan Sastra. <https://doi.org/10.18860/ling.v10i2.3260> (Original work published).
- Mintowati. (2003). *Panduan Penulisan Buku Ajar.* Jakarta: Depdikbud. (Original work published).
- Mizbani, M., & Chalak, A. (2017). Analyzing listening and speaking activities of Iranian EFL textbook prospect 3 through Bloom's revised taxonomy. *Advances in Language and Literary Studies*, 8(3), 38. <https://doi.org/10.7575/aiac.all.v.8n.3p.38>
- Moloi, L. (2009). *Exploring the perceptions of English second language teachers about learner self-assessment in the secondary school.* (Master's thesis, University of Pretoria)
- Nurdaeni (2013). *Analisis Buku Teks Pelajaran Bahasa Inggris Sekolah Dasar Berdasarkan Standar Penulisan Buku Teks Pelajaran.* Dapat diakses di: http://repository.upi.edu/5212/6/S_ING_KDTASIK_0903571_Chapter3.pdf
- O'Neill, R. 1982. 'Why Use Textbooks?'. *ELT Journal*. Volume 36/2.

- Okitasari, I. & Palupi, D. (2019). Teachers' perceptions toward EFL textbook. *ELT in Focus*, 2(2), 77-86.
- Pajares, M.F. (1992). Teachers' Beliefs and Educational Research: Cleaning up a Messy Construct. *Review of Pedagogical Research*, 70, 509-517.
- Pinter, A. (2006). *Teaching Young Language Learners*. Oxford: Oxford University Press.
- Puspitasari, D., Widodo, H. P., Widyaningrum, L., Allamnakhrah, A., & Lestariyana, R. P. D. (2021). *How do primary school English textbooks teach moral values? A critical discourse analysis*. *Studies in Educational Evaluation*, 70, 101044. doi:10.1016/j.stueduc.2021.1010
- Putri, A. R. (2017). *Pengembangan Materi Bahasa Inggris Untuk Anak Usia*. *Jurnal Edulingua* Vol 4. No. 1, 4(1), 108–109. (Original work published).
- Ramazani, M. (2013). Teachers' Perceptions of Using English Textbooks for Iranian Technical and Vocational College Students. *Procedia - Social and Behavioral Sciences*, 70, 1748–1762. doi:10.1016/j.sbspro.2013.01.250
- Richards, J. C. 2001. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Romanov, B. (2007). What is perception? An article. Downloaded on January 2014 at: <http://journal.crossfit.com/2011/06/romanov7perception.tpl>
- Rosbaniar, I. (2012). *Pengembangan Bahan Ajar Bahasa Inggris Kelas Satu Berbasis Lingkungan untuk Meningkatkan Penguasaan Kosakata Siswa*. Universtas Pendidikan Indonesia Bandung. (Original work published).
- Sheldon, L. E. (1988) 'Evaluating ELT textbooks and materials. *ELT Journal* 42: 237-246.
- Slakang, L and Jansem, A. (2013). A study of Teachers' Perception toward Using English Textbooks: A case study of 10th Grade English Teachers in Maha Sarkham Province. *FLIT Conference*, 2(1), 49-58.
- Suhardjono. (2011). *Buku Ajar Ilmu Penyakit Dalam*. Jakarta: FKUI. (Original work published).
- Strauss, A., & Corbin, J. (2008). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory* (3rd Ed.). Thousand Oaks, London, New Delhi: SAGE Publications.
- Suyanto, K. K. E. (2007). *English for Young Learners*. Jakarta: Bumi Aksara. (Original work published) Suyanto, K. K. E. (2013). *English for Children*. Tangerang Selatan: Universitas Terbuka. (Original work published).
- Syairofi, A., Mujahid, Z., Mustofa, M., Ubaidillah, M. F., & Namaziandost, E. (2022). Emancipating SLA Findings to Inform EFL Textbooks: A Look at Indonesian School English Textbooks. *Asia-Pacific Education Researcher*, January. <https://doi.org/10.1007/s40299-022-00642-9>.
- Tomlinson, B. (2001). *Materials development*. In R. Carter & D. Nunan (Eds.), *Teaching English to speakers of other languages*. Cambridge: Cambridge University Press
- Ur, Penny. 1996. *A Course in English Language Teaching*. Cambridge. Cambridge University Press.
- Widodo, H. P., & Elyas, T. (2020). Introduction to gender in language education. *Sexuality & Culture*, 24(4), 1019–1027. <https://doi.org/10.1007/s12119-020-09753-1>.