

AN ANALYSIS OF A WRITING TEXTBOOK FOR YOUNG LEARNER

“THE BIG BOOK OF READY TO GO WRITING LESSONS”

A Paper

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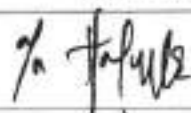


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DECLARATIONS

I hereby declare that the paper entitled *An Analysis of Writing Textbook for Young Learner entitled “The Big Book of Ready to Go Writing Lessons”* is completely my own work. I am fully aware that I have quoted some statements and ideas from any sources. All quotations are properly acknowledged in the texts. Should there be any claim on the originality or ownership of this paper, I would be prepared to take any legal responsibility

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PREFACE

Al-ḥamdu l-illāhi rabbi l-‘ālamīn, all praises belong to *Allah subhanahu wa ta’ala*. And may peace be upon to Muhammad bin ‘Abdillah *shallallahu ‘alaihi wa sallam*, the seal of the prophet, his companions and those who followed in his footsteps until the end of time. The author is very grateful to have reached this stage to complete this paper after many doubts and obstacles. Only because of *Allah Subhanahu Wa Ta’ala* aid, this paper can be completed on time. *Allah Subhanahu Wa Ta’ala* has opened many paths to make every step easier.

The author proudly presents her writing entitled *An Analysis of Writing Textbook for Young Learner entitled “The Big Book of Ready to Go Writing Lessons”* which has one prime aim to analyze *The Big Book of Ready to Go Writing Lessons* have fulfilled the criteria of a good textbook to teach writing for young learner. Needless to say this paper is still far from being perfect. The author really hope that, this research will be useful especially for the improvement of the English textbook for elementary school.

ACKNOWLEDGEMENTS

In the name of Allah, the Most Gracious and the Most Merciful. *Alhamdulillahirrobbil 'Alamiin*. I would like to express my deepest gratitude to Allah *subhanahu wa ta'ala* who has guided me and given me opportunity to finish writing this paper. Without all of His blessings, it would have been impossible for me to finish my undergraduate study in this department. Also, I would like to address my gratitude also to Prophet Muhammad *shallallahu 'alaihi wa sallam* as the best role model for Muslims.

First of all, I would like to express profound gratitude to my humble and passionate supervisors, *Ibu* Dra. Atti Herawati, M.Pd and *Ibu* Istiqlal Nurul Hidayati, M.Pd also as the head of the English Education Study Program for their guidance, valuable suggestions, deep appreciation and encouragement throughout this research work. The presence of both as my supervisors in this paper really triggers my motivation to keep writing, to go beyond the limits of what I can do. Both of them are my inspiration to achieve future achievements. May Allah always take care of them.

Secondly, I would also like to address my thankful to Ustadz Setiyo Mahfudz Ashari, S.Pd.I as the headmaster of MI Andalusia Quranic School which gives me permission for conducting my research in that school. The next one, all of the English teacher as validator in this research which very helpful to give suggestions towards this research, they are Ustadz Bayu, Ustadzah Widya, Miss Yunita, and Miss Kirani.

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My highest attitude would deliver to my teacher who give guidance in Islam above the understanding of manhaj salaf. They are Ustadzah Aminah and Ustadzah Habibah. Both of them are patiently teach me to recite the Quran, give me an understanding of its contents and interpretations, and teach me Arabic language. So that I will understand the words of Allah and the words of the Prophet.

My special thanks would go to all of my friends for the support and affection; ELESP friends 2016, Class C which full of classic and hoot friend, KKN Barengkok team, Kak Anggi, Kak Rahma, Kak Christina, Kak Nita, Annisa, Gesa, Uvi, Salsa, Jule, Qori, Silma, Fira, Wika. Thanks for great discussion in English+ group for Fatur Baehaki, Kachu from Kyrgyztan, Clark from Philippines, Jisan from Bangladesh, Hira from Pakistan, Sahid from India, Eduard from Columbia and Abde from Morocco.

ABSTRACT

The objective of this study was to analyze *The Big Book of Ready to Go Writing Lessons* have fulfilled the criteria of a good textbook to teach writing for young learner. This research was categorized as a content analysis study following systematic steps by Seddighi et al. (2020). Those were (1) Specifying the phenomenon to be investigated, (2) Formulating exhaustive coding categories, (3) Determining on the evaluation subject, (4) Applying the coding categories, (5) Analyzing the book, (6) Interpreting the findings and stating conclusions, and (7) Writing down the report. The data were gathered by analyzing textbook using the checklist containing the criteria of textbook evaluation. In data analysis, the percentage of criteria fulfillment was calculated by statistical analysis. The result interpreted that, *The Big Book of Ready to Go Writing Lessons* have fulfilled the criteria of a good textbook by accomplishing 82%. It was then recommended that teachers need to give adjustment the tasks and activities on both textbooks which did not fulfill the criteria of good textbook especially in area of writing difficulties.

Keywords: textbook, writing, young learner

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CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English subject has been taught since the learners are studying at an earlier age either elementary or even kindergarten school. As stated by Jazuly (2019) English is still taught from the first grade to sixth grade at the primary levels. However, the role and position of English as a foreign language is still an important subject in the Education ordinance since 1994 curriculum until the new 2013 curriculum (K-13). English is chosen as the first foreign language to teach because of its status as a global language. Furthermore, teaching English since early age is believed to be more effective to the children's brains that absorb language easily. To create a successful teaching and learning process, choosing and evaluating a good English textbook become a substantial matter. Referring to PP no 19/2005 verse 44 about SNP textbook supposed to consider about students' need, interest, ability and level. Regarding with this case, it requires an evaluation of the English material which depends on a good textbook, specifically to foster the learning process of writing to young learner.

Textbook plays a role as a prominent merit in the process of learning. It presents as a primary resource used by educators to provide suitable material for the learners. Moreover, the importance of textbook

helps the educator to prepare and modify the lesson based on the students' need. In the same line with Hutchinson and Torres (1994) Awasthi (2006) argues that textbook is an almost universal element of teaching and guidance for a teacher, a memory aid for pupils, and a permanent record for measuring what has been learnt. Even so, the present study conducted by Aditya in 2019 clarifies that there is no textbook can fully satisfy the teaching requirement in all context. Hence, it needs evaluation of the textbook regarding with the reasons such as helping the teacher professional growth and development, guiding the students along with the aims of learning, and improving the quality of education.

Determining one skill is better than others merely bring a never-ending discussion among the expert since it depends on the context in which the learners manifest their usage of language. Yet, at present, it is important to understand written and spoken skill precisely (Powers:2010). Additionally, Nunan (1999) in Alves (2008) explain that writing is a 'complex, cognitive process that requires sustained intellectual effort over a considerable period of time. To master English writing skill, the learners not only have to eager their motivation but also need a guidance to improve the writing ability. The guidance comes from teaching delivery and learning resources. There is a belief since second half of the century that said English language teaching was able to start early, for the reason that young learner is the best age to grasp any language. Cable et

all in 2010 added the younger children however were more enthusiastic. Hence, for young learners which have a very willing to work, the activity of writing become so enjoyable for them.

By knowing the following urge, the investigation of textbook evaluation specifically concern in writing skill is required. Starting to teach young learner earlier can equip them a strong foundation for success in more advanced later, its compliance with one proverb that state learning at young age like stone engraving. All in all, encouraging the learning process to young learner that assist by a good textbook for them reminds important.

B. Reasons for Choosing the Topic

Conforming to Supardi (2010), textbook plays a role as main material or instructional media that is dominant during teaching and learning process. In other words, textbook will be useful to convey material that derives from curriculum. Textbook are relatively easy to find with affordable price; it also provides a road map for the learners which offers expected goals of every lesson that they have to learn. Further, textbook used as learning material that commonly used in teaching and learning process. There is one major reason why this research needs to conduct is solving student's writing difficulties by providing them a learning resources that is acceptable.

Referring with the preliminary research at MI Andalusia Quranic School, the students meet the difficulty from the English subject

especially in writing skill. It can be seen by their daily writing activity and examination that need an improvement of spelling, capitalization, punctuation, and lack of vocabulary. In this research used *The Big Book of Ready to Go Writing Lessons* as the object of textbook evaluation because it expected to help students gain writing confidence with the comprehensive and engaging lessons. The researcher highlights the urge to evaluate this book to meet the need of English writing skill based on the textbook claimed.

As mentioned by Downing et al in (2017) Children can build great knowledge from a young age with a window of opportunity to develop into anything they love. During these early years, children are naturally intrigued as they experience everything for the first time; they are constantly absorbing new information and quickly able to learn by example. Every single learning process that internalizes by young learner will raise impression throughout

life, it might build their character and habit. If the educator able to set out that lifelong learning is necessity, it will create risk free instead of burden learning environment for them. It is important to cultivate this belief earlier. Therefore, every lesson will be accepted pleasantly.

C. The Aim of the Study

The aim of this research is to analyze “The big book of ready to go writing lessons” have fulfilled the criteria of a good textbook to teach writing for young learner.

D. Research Question

The researcher has one prime question for this research. How does the book fulfill the criteria to teach writing for young learner?

E. Research Focus

The ultimate focus is to analyse the English textbook “The big book of ready to go writing lessons” that will apply in MI Andalusia Quranic School which located in Bogor as the activity of extracurricular program especially for teaching writing. This research uses content analysis method to determine criteria regarding lay out, graphic, content, nature of writing, writing process, writing difficulties, and writing convention provided by checklist criteria. It is elaborated from theories which proposed by several expert such as Balachandran (2014), Byrd

(2001), and Harmer (1998)

F. Operational Definition

1. Textbook

Textbook is a book used as standard source of information for formal study of a subject and instrument for teaching and learning (Graves 2000:175).

2. Textbook Evaluation

Textbook evaluation involves measuring the value or (potential value) of a set of learning materials (textbook) by making judgments about the effect of the materials (textbook) on the people using them. (Tomlinson and Masuhara, 2004)

3. Writing

Writing is a thinking process which demands intellectual effort and it involves generating ideas, planning, goal setting, monitoring, evaluating what is going to be written as well as what has been written, and using language for expressing exact meaning. (White and Arndt (1991) in Hammad (2013:1)

4. Young Learner

Young learner is divided into four bases on their age, they are first Pre-school student ages 2-4 years normally still at kindergarten school. Secondly, Primary student ages 5- 7 years and thirdly Intermediate

students ages 8-10 formally at elementary school and the last Early adolescent student ages 11-14 formally at Junior High School. This study reveals textbook for category of young learner in range of 5-7 years old to be investigated. (Curtain and Dahlberg, 2004)

G. Research Significance

The research findings are expected to give beneficial contribution to the field of teaching and learning English especially for enhancing writing for young learner toward textbook.

1. English Teacher

This study will guide English teacher to select the appropriate textbook then it also suggested to adopt and adapt the material into teaching and learning process based on the students' need.

2. English Teacher Association

This research will also redound to English Teacher Association. Since it gives framework how to evaluate a writing textbook. It would be better to do collaboratively textbook evaluation and make recommendation textbook to other English teachers.

3. English Book Writer

This study will give insight to the English Teacher Writer to consider about a certain matter related to the lay out, content, and graphic. So that it will bring up carefulness to develop textbook.

4. English Education Researcher

This investigation will inspire next English Education researcher who will conduct the same study because of the information and framework that can be used as reference, in addition they can uncover the field that has not explored yet in this study.

CHAPTER II

THEORETICAL REVIEW

A. Writing

1. Definition of writing

Language as primary means of communication used for many kinds of purposes either spoken or written. So that, everyone is able to share their ideas, opinions, views, and emotions with other persons. The macro skills are twofold: the receptive and productive skills. Writing skill can be classified as one of the productive skills that reminds important to be mastered, since writing has great implication to improve communication competence of learning English.

The definitions of writing are variously stated by some experts. According to Rivers (1981) in Sari (2017), writing is conveying information or expression of original ideas in a consecutive way in the new language. Brown, (2001: 336) in Hossain (2015) claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Brown (2001: 336) in Hossain (2015) also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Another definition of writing skill is also defined by Urquhart and McIver

and also Harmer. Urquhart and McIver (2005: 5-6) state that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages.

In short, writing is not a spontaneous skill or acquired easily; in fact, it is viewed as ‘probably the most difficult thing to do in language’ (Nunan, 1999:271)

in Alves (2008). While speech allows the user to exploit various devices such as body movement, gestures, facial expression, tone of voice, pitch, hesitation and stress to facilitate communication, this is not available to the writer. Nor can the writer clarify, revise or backtrack ideas when there is miscommunication or misunderstanding between reader and writer (Hedge 2005, 7).

2. Writing Process

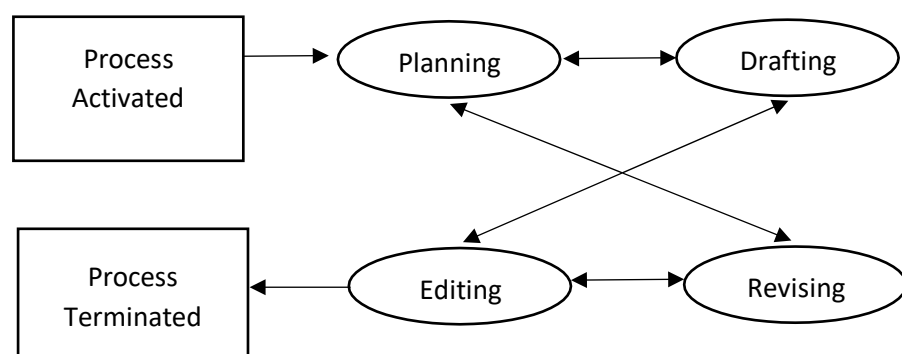


Figure 2.1 The Process of Writing

Referring to Seow in Richard and Renandya (2002) the writing process in a classroom activity consists of four basic stages. They are planning (pre-writing), drafting, revising and

editing. Moreover, Harmer in 2004 explained that the process of writing starts with pre-writing – drafting – revising – final draft. As the teacher, they externally have three other stages namely responding (sharing), evaluating, and post writing. This is the scheme of the writing process.

The first stage is planning or pre-writing. It is an activity of writing that aimed to empower and stimulate the students to write. There are some activities provided such as brainstorming, generating ideas, clustering, and making WH- question. Likewise, the students jot the ideas and collect the necessary information.

According to Harmer (2004) in Hossain (2015) when planning, the students should consider about three main issues: (1) Think about the purpose of writing that would affect to language used and chosen information to include, (2) Think about the evidence for shaping the writing terms of formal or informal tone, and (3) Consider about the content structure.

The second step is drafting. In this stage, the students are focused to put the ideas and information that they wish to share on paper. This form of writing needs to revise before the final paper is complete. Furthermore, they concern more on the fluency of the writing rather than preoccupied to the accuracy of grammatical and the neatness of the draft, so that the idea will be written clearly.

The next step is revising. This stage consists of looking back at the students draft writing because they need a feedback to check the language errors from others point of view. It might be reviewed by students when sharing in group formed in the classroom then rearranged the context according to the feedback. Absolutely, the teacher gives a chance to students to correct and revise the draft. This is the most difficult stage for students, yet it still also important to expand new ideas, removes unnecessary part, and keeps it on coherences.

3. Writing Difficulties

The basic problem of writing skills is incapable of expressing idea in a clear, correct, and comprehensible manner in writing. As claimed by Byrne (1990) in Widiyawati (2014) that one of the causes for the challenge might be the complex nature of the writing skill itself. Thus, the problems that face by students are psychology, linguistic, and cognitive.

The first is psychology difficulty that focused on gaining insight into the writing process through writers thought processes. The second one deal with linguistic problems that hampers the students are about grammatical, mechanical, and sentence structure. The last problem is related to cognitive. There are about punctuation, capitalization, spelling, content, and organization.

By those three main problems, it implies that there are a

lot of principles that should be considered for creating effective writing. It is not only about the ideas, but also relate with linguistic and cognitive aspects. All in all, the students should read a lot to increase vocabulary and sentence structure, do note-taking that very helpful to generate the ideas, and for the teacher, they need to evaluate the students work by giving clear and accurate feedback for develop their writing.

4. Writing Component

In writing, there are some important aspects which have contributions towards the good paragraph compositions. Aspects of writing skill include the micro and macro skill of writing, mechanical components, and cohesion and coherence of writing.

First of all, the micro skills of writing categorized by Brown (2001: 342-

343) in Hossain (2015) are producing graphemes and orthographic pattern of English, producing writing at an efficient rate of speed to suit the purpose, producing an acceptable core of words and using appropriate word order patterns, using acceptable grammatical systems such as tense, subject verb agreement, etc, expressing a particular meaning in different grammatical form, using cohesive devices in written discourse and using the rhetorical forms and conventions of written discourse.

Moreover, the macro skills of writing comprises some

other aspects they are accomplishing the communicative functions of written texts according to form and purpose, conveying links and connections between events and communicating such relations as main idea, supporting ideas, new information, given information, generalization, and exemplification, and finally developing a battery of writing strategies that include such as accurately in using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

The second important aspect refers to mechanical component. It used to explain conventional graphic of the language start from the step of arranging letters, words, and paragraphs by using knowledge structure. Like other, Harmer (2004) in Andayani (2016) also mentions that similar to the other skills of English, writing has its own mechanical components, such as handwriting, spelling, punctuation, and construction of well performed sentences, paragraph, and text. He also mentions that the previous components are the nuts and bolts of the writing skill. Therefore, those components need to be presented in teaching and learning process of writing.

The last aspect will concern on discussion of the cohesion and coherence of writing. Those two important aspects cannot be separated in the process of composting a good paragraph since

they are closely related one to another. Moreover, Harmer (2004) in Andayani (2016) states that both cohesion and coherence are needed to make the writing more accessible. The first thing to know is about cohesion which refers to the linking relationship of a number of linguistics elements that can be seen in the structure of the text surface. As maintained by Harmer (2004) in Andayani (2016) there are two types of cohesion. They are lexical (repetition of words) and grammatical cohesion (pronoun, possessive reference, and article reference). On another hand, coherence is defined slightly different way that refers to the logical organization of the content. Enkvist (1990) in Andayani (2016) defines coherence as “the quality that makes text conform to a consistent world picture and is therefore summaries able and interpretable” and coherence depends primarily on the interpretation of linguistic messages. In the coherence aspect, the writer needs to focus on the sentence movements that must be logical and smooth.

In order to help students write better, they need to concern on some aspects which are feasible to acquire. Those include using micro and macro skill, the mechanical components then cohesion, and coherence as the important features of writing. All of the aspects will give impact to the students’ work to become accessible.

B. Textbook

1. Textbook definition

EFL practitioners use the terminology of textbook to refer to a set of instructional material of English taught as an essential subject at school used in specified educational context throughout the country. For instance, textbook refers to material used in teaching English as subject matter in a specific educational context. According to Nunan (2003) in Lathif (2015) textbook as learning tools shared by teachers and learners which can be used in systematic and flexible ways, providing a plan for learning, a visible outline of what is to be learned in a classroom, and a bank of resource material and ideas. Regarding with the use of textbook that is supposed to be systematically and flexibly, it is substantial to understand how they are put together and how they can be adapted to meet the needs of certain learners.

Moreover, Richards (2001: 251) in Lathif (2015) argues that textbook provides a basis language input and language practice occurred in the language classroom. This argument is also carried by Byrd (2001:145) in Lathif (2015) who mentions that textbook form the things happen in the classroom a lot. Further, Mukundan, et al (2011: 100) add that the choice of textbooks will also determine the success or the failure of the students. In other words, the selection of textbooks is one of the criteria for determining the quality of teaching learning process. However,

Gak (2011:2) emphasizes that there is no perfect textbook that is ideal for every teacher and every learner group, in every teaching situation.

To sum up, textbook is learning materials specifically designed for specific educational settings in order to use throughout the country. Textbook is seen beneficial in teaching and learning process for several reasons. First, they provide a roadmap as a plan during the lesson, second textbooks provide a bank of resource to comprising theories, principle, or approaches as a framework for developing course. Lastly, they also provide assessment as the evaluation tools of language for the students to determine the success and failure.

2. Advantages and disadvantages of using textbook in teaching English

Textbooks become an essential part of language teaching-learning. It is considered as the most important tool that can be utilized by both teachers and students. Yet, referring to teachers and students' viewpoint may bring different opinion on the advantages and disadvantages of textbook. Some will believe it is valuable resource while the rest of them may see the textbook inappropriate, monotonous and simply a hindrance.

These are a widely accepted advantages of using textbook. According to Neill (1982) in Bojanic (2016) textbook can be a great deal of material that was very suitable for their needs which

provided material were well-presented. Furthermore, the used of textbook also required from the teachers because it simplifies preparation for lesson while it at the same time allows for the risk of the teacher to over rely on the textbook, making only minimal changes in their teaching, never straying too far from the ready-made instructions and exercises (Gak 2011:2). Gak (2011) in Simu (2019) explains that textbook can also provide a syllabus for the course and thus afford a roadmap for both teacher and students for what will be learned and in what order. Textbook is able to determine the success and failure by the provided assessment material such as tests and evaluation tools which the teacher can adopt as source for their assessment of the students.

On the other hand, textbook also brings with a list of disadvantages which include potentially irrelevant content for the learner group as textbooks are written for a global market or the language may be inauthentic as texts and dialogs tend to be constructed to emphasize teaching points and may therefore not reflect real language use (Gak 2011:2-3). Likewise, the content of textbook could be insufficient and non-representative of real-life language use. Occasionally, it might be too many kinds of exercise and not enough of another. The level of content can also be unacceptable for the learner groups or the exercise may basically be tediousness to encourage students. Besides, Gak (2011) adds

textbook may also be the case that the textbook does not account for the knowledge the students have already acquired.

The use of textbook has several advantages and disadvantages. The advantages supply the teacher short-term benefits in the form of various learning resources, ready-made material and evaluation as the learning tools and framework to plan the lesson. However, the disadvantages of textbook require of adaption and modification to make the course criteria suitable as well as the target group of learners. In addition, the situation of study also important as long-term problems that rely on time, knowledge, and skill to overcome.

3. Textbook Evaluation

Textbook evaluation is viewed as the great deal for the teachers, supervisors, administrators, and materials developers to make a judgment about the textbooks and provide them for the learners. Evaluating language teaching materials appears in different stages. Breen (1989) in Reinders (2011) explains that at pre-use stage materials are seen as work plans or constructs, during use they are judged as materials in process, while retrospective evaluation considers outcomes from materials use. Farther, Mac Grath (2002) in Ahmadi (2016) mentions that evaluation is a significant enterprise for the development and administration of language learning programs. The previous

expert enlightens that textbook evaluation is urgent to conduct, in the opinion of Sheldon (1988) in Ahmadi (2016), it is an essential need to evaluate and analyze the various ELT textbooks which exist in the market in order to select a suitable English language textbook as the criteria of ELT experts. It helps the educational decision makers to adapt the suitable textbook.

Therefore, as claimed by Nahrkhalaj (2012) that the evaluation of the ELT materials highlights some qualifications in EFL/ESL teachers which are as follows:

1) It shows the disadvantages of the textbook, 2) It helps the teachers acquire knowledge and skill to adopt the suitable book based on the learners' needs, 3) It develops users' experience in adapting the textbook according to the students' needs, to personalize it to a group of learners and to outfit it to the learners interests and skill, 4) It provides skilled qualification in thorough and exact evaluation of the results of the ELT materials, 5) It supplies the teachers to plan their own materials based on different and unaccustomed offer, 6) It provides for hold takers, evaluator

and evaluation designer to articulate their theories and realize their tendencies in order to create their criteria for evaluation, 7) It provides the ELT materials as a means of re-skilling themselves. They should focus on using their creative skills and exploring innovative ideas hidden within the framework of the textbook heading off the textbooks to deskill them (Nahrkhalaj, 2012, p.189). Hence, the outcomes of the evaluation can help ELT teachers decide to adapt or adopt the materials.

Nevertheless, developing criteria is a complex activity. There are a lot of models, checklist and framework to evaluate any textbook. The experts create comprehensive and specific examination of textbook language content. A review of producing the EFL material evaluation describes that checklists all have a set of criteria. For instance, as reported by Cunningsworth (1995) in Ahmadi (2016) checklist which comprise of aims and approaches, design and organization, language content, skill, topic, methodology, and practical consideration. In accordance with Skierso (1991) in Sari (2014) checklist includes the features related to bibliographical data, purposes, subject matter, vocabulary and structures, exercise and activities and layout and physical makes up. Moreover, the textbook should be investigated according to its practical considerations by the scholars under the term of practical considerations the researchers mean the cover, price,

durability, quality of editing and publishing, availability, introduction, table of contents, and organisation of the attractiveness, units and lessons Tucker (1978) in Tezi (2007). These elements that upon checklists are the similar and beneficial for the evaluation of the textbook.

The process of evaluating material in textbooks, Masuhara in Tomlinson (1998) in Lathif (2015) lists three kinds of textbook evaluation include pre-use, whilst-use, and post-use evaluation. Especially in pre-use evaluation which apply in this research become the initial step of textbook evaluation. The main aim of evaluating materials pre-use, according to Rubdy (2003, p. 42) in Sari (2017), is to measure the potential of what teachers and learners can do with them in the classroom. The pre-use or predictive evaluation (Ellis, 1997; McGrath, 2002; Tomlinson, 2003) in Fatima (2015), helps in defining which materials are best suited to the teaching purposes and learner's needs prior to implementation.

Moreover, Ur (2009:185) argues two stages on how to evaluate a textbook, which are deciding on criteria and applying criteria. When deciding on criteria, an evaluator lists criterion for assessing language learning textbooks based on the mostly-recommended ones proposed by theories from ELT experts. Then, he can add any further criteria they feel are significant. When

applying criteria, an evaluator can take a locally-used textbook; examine the worthiness by applying the criteria which established.

As the result, it is possible to conclude that the evaluators try to find the suitability towards the book and provide the use of textbook as means of preparing for successful learning. Thus, it can help teachers to employ the textbook which are suitable based on the students' need.

C. Young Learner

1. Young Learner Characteristics

Recognizing young learner characteristics become the root knowledge that teacher should be mark. This will affect the learning process as well as the goals of the lesson. Likewise, Ketter and Arnold in 2005 stated that if the teacher does not have the students' attention, they will not able to teach them. Because of the reason, understanding the theory of young learners' characteristics at different stage of development will help teacher to create activities that bring the teaching and learning process effective and enjoyable.

Slattery and Wills (2001) in Aziza (2018) describe young learners as those between 7-12 years old while very young learner is defined as under 7 years of age. Moreover, Scott and Ytreberg (2001) in Gautam (2015) distinguish between two groups of

young learners; one between 5-7 and another 8-11, considering mainly their ability to perceive the abstract and concrete. On another hand, the Turkish primary curriculum for teaching English (Ministry of National Education [MoNE], 2006) adds “young learners” as the children from the first year of formal schooling (6 years old, in their case) to 12 years of age. Hence, the range age of young learner based on the experts above around 5 until 12 years.

Halliwell (1992:3) in Gautam (2015) believed that young learners do not enter the language classroom empty-handed. Basically, they have already established a set of prior knowledge and life experience that is used by them to make connections to the new learning. McDonough in 2013 explained that one difference is the adult learner has more prior knowledge and life experiences than young learner, so that the learning process of them may take less time than the new learning of a child. McDonough (2013) also adds the learner responsibility is different. The young learner unconsciously takes responsibility for new learning based on unconscious understandings of the knowledge of a particular learning situation in which child is being immersed and receiving demonstrations by a significant other.

Scott and Ytrebreg (1993: 3-4) in Gautam (2015) also presented these as the examples of major qualities of young language learners. In accordance with him, children have the following characteristics: a) They can talk about what they are doing, b) They can tell you about what they have done or heard, c) They can plan activities, d) They can argue for something and tell you why they think what they think, e) They can use logical reasoning, f) They can use their vivid imaginations, g) They can use a wide range of intonation patterns in their mother tongue, h) They can understand direct human interaction.

Meanwhile, Clark (1990:6-8) in Kiftiah (2016) proposes some general young language learners' characteristics (elementary school students) as follows:

a) Children are developing conceptually: they develop their way of thinking from the concrete to the abstract thing. b) Children have no real linguistics, different from the adult learners that already have certain purpose in learning language, for instances, to have a better job, children rarely have such needs in learning a foreign language. They learn subject what school provide for them, c) Children are still developing; they are developing common skill such as turn talking and the use of body language, d) Young children are very egocentric, they tend to resolve around themselves, e) Children get bored easily. Children have no

choice to attend school. The lack of the choice means that class activities need to be fun interesting and exciting as possible by setting up the interesting activities.

In conclusion, based on the characteristics of young learners, the young learner has their own uniqueness character that differ from adult learner such as imaginative, imitate, egocentric, prefer to concrete activity, and get bored quickly.

Besides, young learner is able to understand abstract ideas, understand symbols (beginning with word), generalize and systematize. As the result, to meet the goal of the teaching and learning of English for young learner, the teacher must know not only their development related to language ability in general but also their characteristics.

2. Writing for Young Learner

For young learners, writing is the activity that is engaging, interesting, and inspiring. As claimed by Piaget (1965) in Linse (2005) children are active learners and thinkers, while learn through social interaction Vygotsky (1978) in Linse (2005) and learn affectively through scaffolding by more able to be adults or peers. For that reason, writing can propel a young learner into a new world to set creativity that educators find a chore.

Mc Donough and Shaw (2004:152) in Zerlin (2007) defined writing as vehicle for language practice and further added

that it attempts to communicate with the writer's ideas and thought. They also mentioned that a process of writing according to which teachers should guide the learners "gathering ideas, working on drafts and preparing final version" that will establish a collaborative and interactive framework. Young learner has to follow an arranged the process of writing to visualize their journey easily and to boost their motivation to stay the progress on track. Thus, writing is a complex skill to develop and master which focus on both the end product and the steps to arrive there. It also important to set a clear context for young learner as stated by Cameron (2005) that children need to write for a purpose. It is useful to introduce a range of book, stories, and texts of various genres and topics to spark creativity.

Developing writing skill is essential part of language development but it tends to be neglected in the classroom. Anderson and Arnold (2010) clarify that by mastering writing skill, it allows young learners to practice new vocabulary and structures as well as build their creativity, equip them with solid base for future development and learning, and help the teacher to diagnose learners' strength areas to develop in terms of vocabulary, structure, and spelling. Anderson and Arnold (2010) also add the approaches that teachers can do due to develop writing skill are brainstorming a topic, categorizing and ordering

according to the task requirements, writing draft, revising the draft content by improving content and accuracy.

All in all, this is the teacher's responsibility to develop writing tasks for young learners that are enjoyable, full of practice, meaningful, purposeful, social and supported (Reid 1998) in Linse (2005). Challenging young learners and exploiting collaborative opportunities all combine to provide a learning environment where writing is both valued and enjoyed.

3. Textbook for Young Learner

Textbook is one of the main sources and reference tools that use inside and outside the classroom as a direction to proper language use. It will encourage the young learner, especially EFL students who may have limited or not associated with native speaker. Most of the material that young learner will achieve along their English subject derive from either their teacher or their textbook. Afterwards, the teacher should pay attention to the ideal textbook for young learner.

In the line with it, Erkan (2007) said that the learning activity in the textbook should involve exercises of classification, ordering, location, and conversations using concrete object. Game-like language learning activities also an essential part of young learner's learning activity. All of the exercise should correspond closely with the learning objective and the needs of

the learner. Erkan (2007) also explains young learners tend to lose their interest quickly than adult learner, and they are less able to keep themselves motivated on tasks as they are not satisfied by the small and dull things in the classroom. Hence, the textbook should provide students with what they need. Activities and topics must be pleasurable and colorful.

Young learners like talking and they need interaction. Principally, writing activities are able to accommodate the students' interaction. Moreover, they have instinct for playing and having fun naturally. In learning, the action is effective activity, so games remind important. However, textbook might not provide games but teachers make students play games by the help of teacher's book. Imagination is a key for young learner's learning. They have the ability of imaginative thinking and grasping the meaning without understanding the individual words. To support them well what the unknown words and phrases probably mean, it can be supported by intonation, gestures, facial expression, actions, and circumstances. By earning the message in this approach, they start to understand the language.

In brief, textbook should deal with the aim of the lesson. Textbook should empower students and put them in control of their own learning joyfully. Textbook for young learner should

make it easy to divide the class into groups of pairs, to have conversations or role-play, and to allow the students to interact with each other. Choosing the ideal textbook is expected to accelerate the learning to achieve the goals.

D. Description of The Book

The Big Book of ready to Go Writing Lesson is English writing textbook for young learners' grade 3-6 that published by Scholastic. It was written by Marcia Miller and Martin Lee. In this book has 128 pages with 5 parts, each part has a title i.e., "*writing to describe*", "*writing to narrate*", "*writing to inform*", "*writing to persuade*", and "*writing in the real world*". It also contains about 50 engaging activities with graphic organizers that teach kids how to tell a story, convey information, describe, persuade and more.

E. Related Research

The first research is from Mohammdi and Abdi in Urmia University, Iran. The research entitled "*A Textbook Evaluation: A Case Study*" was published on Elsevier 2014. This study applied qualitative approach specifically a study case methodology. There were 105 students and 32 teachers that selected and data were gathered by two questionnaires. The teacher questionnaire consisted of 40 items and the student version consisted of 25 items. An additional component of the study consisted of a student "needs analysis" that was conducted at the same time as the textbook

evaluation survey. After analyzing the data, it showed that the positive and negative characteristics of the textbook and it was found that the positive attributes be greater than negative characteristics. Even though the book had some weakness, it had met students' needs and it could be a good book in the hand of teacher if it is accompanied by some adaptations.

The second research is from Bae and Lee entitled "*Evaluating the Development of Children's Writing Ability in an EFL Context*" that developed from Kyungpook National University in 2012. This research implemented quantitative approach especially using experimental study. It publicized from Taylor and Francis Group. This study investigated the English writing skills developed by 42 children participating in an English as a Foreign Language (EFL) program for approximately 315 hr, spread over 18 months in Korea. The instrument combined the writing tests with picture-based story-writing task accordance with EYL curriculum. For data analysis, this study contained multiple dependent variables, which were repeated measures, a multivariate analysis of variance (MANOVA) with repeated measures, known as double multi-variate MANOVA. In this study, all students were considered as one group. Thus, the statistical design is called, specifically, a within group repeated measures with one within-group factor and no between group factor. The improvements of writing ability were assessed for

grammar, content, coherence, spelling, and text length in terms of levels and trends. The vital common point was that students showed that they can achieve a high level of English writing skills although they did not live in English-speaking society.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

This research applies qualitative approach to obtain the data towards the book entitled *The Big Book of Ready to Go Writing Lesson*. As mentioned by Palmer and Bolderston (2018), qualitative research is an interpretative approach, which attempts to gain insight into the specific meanings and behaviors experienced in a certain social phenomenon through the subjective experiences of the participant. They also stated qualitative methods use descriptions and categories (words) to study human experiences and realities from the subject's perspective.

This study is categorized as content analysis or document analysis. Palmer and Bolderston (2018) emphasized that it is one of the several qualitative methods currently available for analyzing the data and interpreting its meaning. As a research method, it brings a systematic and objective means of describing and quantifying. To accomplish the aim of content analysis successfully is when the data can lead concept that express the research phenomenon by creating categories, concepts, model, conceptual system, or conceptual map. This study concerns on analyzing document which is English writing textbook in a systematic and replicable manner. The objective of this descriptive qualitative study is to understand and to gain the

appropriateness representation of English textbook as shown by their suitability from the criteria that derived from ELT experts.

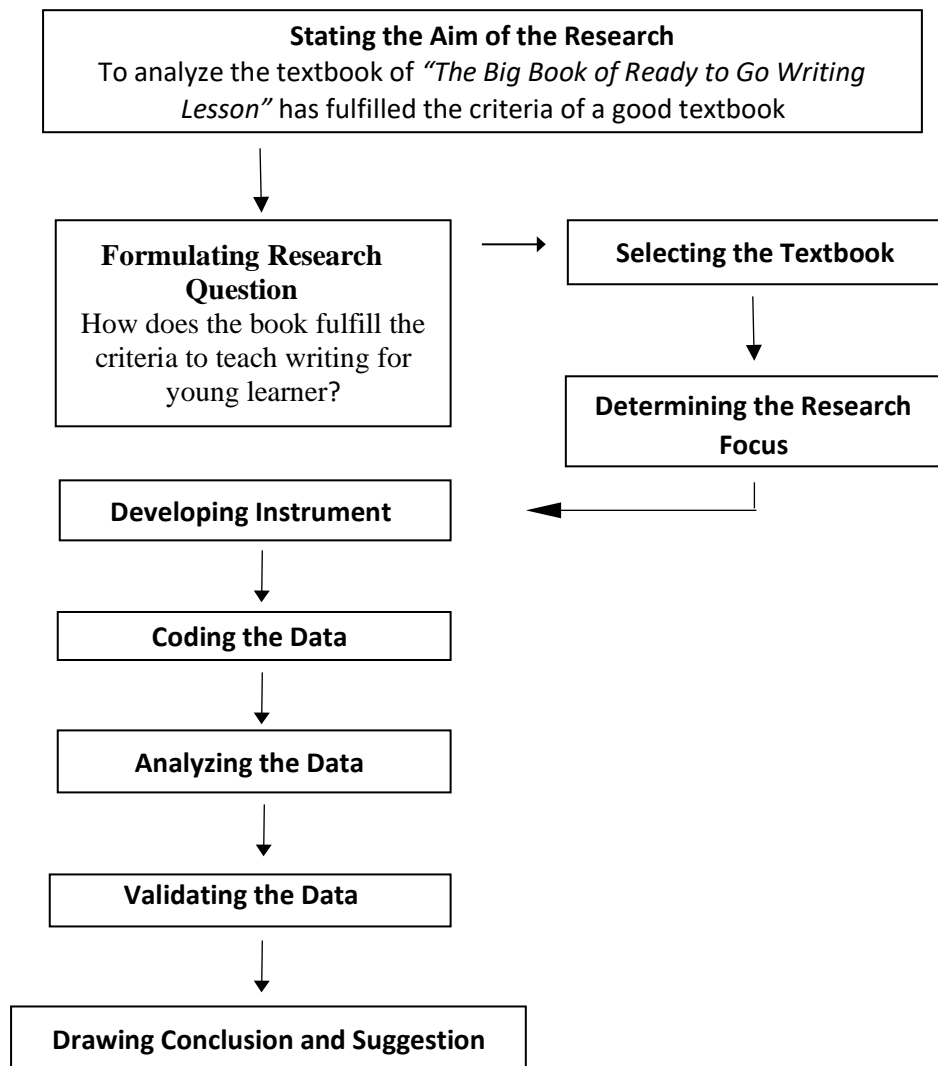


Figure 3.1 Research Design

B. Research Site and Participant

The textbook named *The Big Book of Ready to Go Writing Lesson* is taken as the document being analyzed. This book was published by Scholastic and authored by Martin Lee and Marcia Miller in 2000. That aforementioned textbook is chosen for several reasons. Firstly, based on the observation, it is found that the selling of the book on biggest e-commerce reached 4,1 out of 5 and the review reported about the positive feedback from customer which said satisfied using the textbook as valuable resources, it can be said that the book had a high-interest. The second one is about the Scholastic as the biggest children book publisher which trusted to produce a book with quality literature to introduce children to the world of ideas in warm contrast with reality. It also widely used in schools around United States and now spread around the world.

Moreover, Cresswell in 2013 illustrated that it is important to consider the sampling method used in qualitative studies. Therefore, the purposive sampling is chosen in this research, since this sampling technique relies on the researcher own judgment. (Kyngäs, Elo, Pölkki, Kääriäinen, & Kanste, 2011) emphasized that purposive sampling is suitable for qualitative studies where the researcher is interested in informants who have the best knowledge concerning the research topic.

C. Research Instrument

The instrument applied in this research is human instrument that has the unique capability of summarizing data on the spot and feeding it back to an informant for clarification, correction, and amplification (Lincoln & Guba, 1985, p. 194) in Peredaryenko (2013). So, the human instrument is principally agreeable to spot untypical responses and discover in comprehensive way. Since this research used a human instrument, therefore the researcher act as a key instrument. Further, the researcher involves in planning, collecting, analyzing, and reporting the research findings. Besides the primary instrument, the textbook as the document is the second instrument to analyze directly. The researcher generates the data by providing tables of checklist to discover and evaluate as the main component of the study. It has been selected as the main instrument because it is most reliable and effective to measure the suitability of the textbook under scope.

D. Research Procedure

In conducting this study, the researcher arranged some procedural stages orderly to evaluate textbook. These steps include preparing the study, analyzing the textbook and writing down the report (Seddighi et al., 2020). These would be explained in the following parts:

1. Specifying the phenomenon to be investigated

In this textbook evaluation, the phenomenon investigates whether English textbook meet the criteria of good textbook which formulated

by ELT experts and the researcher's adjustment.

2. Formulating exhaustive coding categories

In formulating the coding categories, the researcher first decided the framework of textbook evaluation by referring to criteria for English textbook evaluation issued by ELT expert.

3. Determining on the evaluation subject

The subject that selected for textbook evaluation is English textbook entitled The Big Book of Ready to Go Writing Lessons. It is published by Scholastic and written by Marcia Miller & Martin Lee.

4. Applying the coding categories that had been developed

In this stage, the coding categories in the form of criteria and belief statements that applied for evaluating the textbook. They are accompanied by a Likert scale to measure opinion and attitude which logically equidistant from the next option.

5. Analyzing the textbook

The checklist is used in analyzing the textbook. The checklist divided into six aspects. Those aspects will break down into some sub aspects. The sub aspects represent about some areas. Lastly, the areas that have elaborated into some items become the criteria for evaluating the English textbook. The items that elaborated further into some belief statements to make it easier for evaluation.

6. Interpreting the findings and stating conclusions

The interpretations and explanations will write in narrative form. The

criterion which raises in the Likert scale '1', '2', '3', '4', and '5'

7. Writing down the report

Finally, after doing the procedural stages in an orderly way, writing down the report will conduct. This report describes each part and procedure of the study and the findings in detail.

E. Data Analysis

The book is analyzed with checklist criteria which has been elaborated from the criteria from Ur (1996), Harmer (1998), Rivers (1968), O'Neill (1982) and the previous researcher Nurrahman (2019). The elaboration is cautiously completed by bringing out at the similarity between all frameworks with also looking back at the focus of this research (teaching writing to young learners). The analysis is accorded to the checklist table criteria. Sahin (2020) argued that a checklist approach is perhaps the most extensively implemented way of making the research easier and more systematic. Checklist also maintain the study to stay on track since checklist has listed the criteria to analyze.

Focusing on the content of *The Big Book of Ready to Go Writing Lesson* to analyze and interpret the recorded parts in the terms of the layout and graphics part, content part, and the other four are four each area of writing as stated earlier in Chapter II of the study: nature of writing, writing processes, writing difficulties, and writing component. Likert (1932) in Sullivan (2013) explained that, this type scale is to measure attitudes, the typical Likert scale is a 5- or 7-point ordinal scale

used by respondents to rate the degree to which they agree or disagree with a statement. In an ordinal scale, responses can be rated or ranked, but the distance between responses is not measurable.

Therefore, in the checklist criteria uses a scoring scale from “1” to “5” for which each number represents how fulfilling each aspect is in the textbook. In this study, each score states different statement. ‘1’ is for when the book does not fulfill the criteria (too few, does not at all, unclear, etc.) and when it raises to scale ‘2’, ‘3’, ‘4’, ‘5’ the aspect evaluated gives more satisfactory in order to accept the criteria checklist. By the time the checklist has been all checked and all data has been collected, they are processed and elaborated into a descriptive analysis in a form of passages. There are 50 materials that will be classified with checklist criteria as below:

Table 3.1 The list of materials provided in the textbook “*The Big Book of Ready to Go Writing Lessons*”

Part	Sub-unit titles	Material
1. Write to describe	Ideal Hideaway	Describing places
	Catchy Caption	Writing caption of images
	Name That Characters!	Creating and naming character with sketches
	Flavorful Foods	Describing of favorite food
	Blockbuster Blurbs	Creating summary of books or movies
	Compare & Contrast	Describing two items are similar or different
	Sweet Dreams	Describing dreams
	In Animal Territory	Describing animals’ behavior
	New Point of View	Writing description of inanimate objects
	Target on Sports	Describing sporting events
2. Write to narrate	Amusing Anecdote	Writing stories about that once happened
	Dear Diary	Writing diary either real or fictional experiences
	A Dark & Stormy Night	Writing scary stories
	Did You Hear the One About?	Creating original riddles or jokes
	What If?	Writing responses to hypothetical what if questions
	Tongue Twister	Creating original tongue twisters
	Pourquoi Story	Writing stories about natural phenomena
	My Sci-Fi	Creating original science fiction stories
	Dastardly Deeds	Creating original mystery stories
	Comic Strips	Developing brief comic strips
3. Write to inform	But Why?	Writing simple definitions
	How- To Instructions	Writing clear sets of instructions
	Funny Foods	Creating mock recipes with silly ingredients
	Closer Look Log	Recording specific environments
	Sky Writing	Presenting information in form of skywriting
	Solve a Problem	Presenting problems and reasonable solutions
	Science Q & A	Selecting science question and provide answer
	Extra! Extra!	Writing news article
	Rules of The Game	Providing sets of rules for playing games
	We Will Call You	Writing rejection letters

4. Writing to persuade	In So Many Words	Writing persuasive statements
	Giving Advice	Giving advice
	Couch Critic	Reviewing movies, videos, or television shows
	Take Out an Ad	Creating advertisements
	To a “T”	Creating messages on a T-shirts
	Inviting Invitations	Writing letters of invitations
	Dear editor	Writing letters to magazine or newspaper editors
	Billboards	Creating catchy slogans
	Write to Make It Right	Writing formal letters of complaint
	My Fellow Americans	Writing political speechless
5. Writing in the real world	May I take message?	Writing detailed telephone messages
	Greetings	Creating original greeting cards
	Fan Mail	Writing fan letters
	Hello, You Have Reached	Creating messages for telephone answering machine
	Find the Way	Writing sets of directions
	In an Emergency	Writing brief scripts for 911 calls
	Want Ad	Writing classified ads
	Ask an Author	Writing to authors
	Parody	Writing new lyric for existing songs

F. Validity Checking

Validity checking reminds substantial since the researcher has a responsibility to ensure that the result accurately reflect the phenomenon. It defined as the trustworthiness inferences as illustrated by Lincoln & Guba (1985) in Daytner (2006). As from the data that have been gathered, the validity is checked through establishing investigator triangulation. Flick (2002) in Wilson (2014) also added that, it is using several people (or at least more than one) in data gathering and data analysis processes. This would be a “systematic comparison of different researchers’ influences on the issue and the result of the research”. Similarly, it is recommended that the analysis be performed by more than one person to increase the comprehensively and provide sound

interpretation of the data (Burla et al., 2008; Schreier, 2012).

The investigator chosen by researcher in this study is English teachers at MI Andalusia Quranic School. They are given the instrument as well as the results of findings. The data collection from them then compared to avoid bias which could be happened during the analysis. Due this action, the maximal outcomes can be reached as the data is examined by more than one researcher.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

This research was conducted from 15 February 2021 to 20 February 2021 in MI Andalusia Quranic School with 4 English teachers as investigators to help her gaining the data during analysis process towards the textbook. Hence the interpretation the data increased comprehensively to avoid bias and develop maximum outcomes. The textbook entitled “The Big Book of Ready to Go Writing Lessons” was taken as the document being analyzed. This book was published by Scholastic and authored by Martin Lee and Marcia Miller in 2000.

1. Data from documentation

This book has 128 pages with introduction of the book, how to use the book, teacher tips, 5 parts through 50 engaging activities with graphic organizers that teach kids how to tell a story, convey information, describe, and persuade. Each part has a title i.e. writing to describe, writing to narrate, writing to inform, writing to persuade, and writing in the real world. Also it has self-evaluation checklist, editor’s marks, and certification of merit. Every part consists of several lessons that separated in two pages: teacher page and student page.

- a. Cover: displaying the title of the book with the name of author, name of publisher, and several topic of lesson.

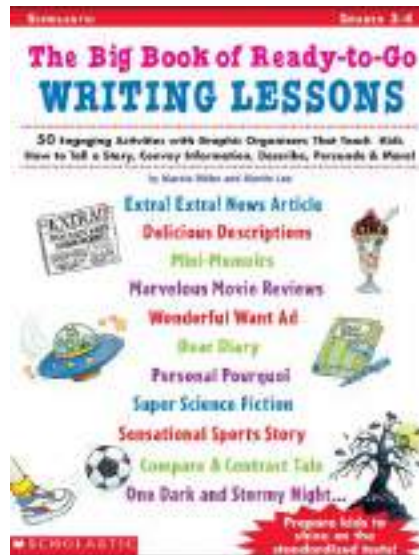


Figure 4.1 Book Cover

- b. Introduction of the book: identifying the foundation of good writing



Figure 4.2 Introduction

- [illegible]

d. Teacher tips: giving information to use this book adaptably based on the students' need.



Figure 4.4 Teacher tips

- e. Write to describe is about describing a person, a place, a thing, or an idea.



Figure 4.5 write to describe

- f. Write to narrate is about telling a stories that focuses on a setting, a place, a central character, a plot, a conflict, and a resolution.



Figure 4.6 write to narrate

- g. Write to inform is about giving information such as convey ideas, provide step-by-step directions, or explain how to complete a task.



Figure 4.7 write to inform

h. Write to persuade about offering opinion supported by facts.



Figure 4.8 writing to persuade

i. Write in the real world is about responding to real-world situations like delivering messages, filling out forms, making requests, or establishing lines of communication.



Figure 4.11 the example of student's page

1. More ideas page: each parts ends with more ideas for writing which is a list of more than 20 additional topics.



Figure 4.12 more ideas of descriptive writing

- m. Self-evaluation checklist

Self-Evaluation Checklist

1. Have you identified your audience?
2. Have you chosen the most suitable evidence?
3. Have you written the introduction well?
4. Have you chosen your main idea?
5. Have you chosen enough details, facts, or other information?
6. Have you chosen the most relevant details, facts, or other information?
7. Have you chosen the best details, facts, or other information?
8. Have you chosen the best details, facts, or other information?
9. Have you chosen the best details, facts, or other information?
10. Have you chosen the best details, facts, or other information?
11. Have you chosen the best details, facts, or other information?
12. Have you chosen the best details, facts, or other information?
13. Have you chosen the best details, facts, or other information?
14. Have you chosen the best details, facts, or other information?
15. Have you chosen the best details, facts, or other information?
16. Have you chosen the best details, facts, or other information?
17. Have you chosen the best details, facts, or other information?
18. Have you chosen the best details, facts, or other information?

Figure 4.13 self-evaluation checklist

n. Editor's mark

Editor's Marks

1. Highlight a topic sentence.
2. Underline a topic sentence.
3. Add a word here.
4. Add a word in this sentence.
5. Add a period.
6. Add a comma.
7. Add a question mark.
8. Check the spelling.
9. Check the capital letters.
10. Check the punctuation.

Figure 4.14 editor's mark

2. Data from Questionnaire

Six checklists that portray in Likert scale were used to analyze the textbook. The checklist consists of 1) layout and graphic, 2) content, 3) nature of writing, 4) writing processes, 5) writing difficulties, and 6) writing component. These six sub aspects cover 56 criteria. Table 4.1

demonstrated the summary of analysis result of the textbook. More detailed analysis results were presented as follows.

Table 4.1 Analysis Summary Table

No	Aspects of Analysis	Fulfillment
1	Layout and Graphics	91%
2	Content	87%
3	Nature of Writing	71%
4	Writing Processes	84%
5	Writing Difficulties	78%
6	Writing Component	80%
Average		82%
Criteria		Good

This table demonstrates the analysis of a writing textbook for young learner entitled “The Big Book of Ready to Go Writing Lessons”. Each aspect represents several criteria that adapt from the expert. The numbers confirm what percent of each aspect of the analysis. The aspect of lay out and graphic reached the highest percentage (91%), continued by the second largest from the aspect of content get to 87%, next is the aspect of writing processes land up at 84%, then the aspect of writing component end up at 80%, after that the aspect of writing difficulties arrive at 78%, the last one hold out the lowest percentage nearly 71% is the aspect of nature of writing. By means that, the textbook can be labelled as good since the average summed up 82%.

a. Description of Layout and Graphics

Table 4.2 Analysis of Layout and Graphic

No	Question	Fulfillment
1	Does the cover of the book interesting?	23
2	Does the illustration informative and functional?	23
3	Does the visual imagery high aesthetic quality?	21
4	Do the size and weight of the book seem convenient for the students to handle?	21
5	Does the book include a detailed overview of the functions and structures that will be taught in each unit?	23
6	Does the name of author and publisher is appeared on the cover?	24
7	Does the illustration of the cover is relevance with the students?	24
8	Does the font size and type used in the book are appropriate?	25
Total		182
Percentage		91%

In layout and graphic, this aspect had gather 182 point out of 200 as the maximum score. For these criteria, textbook had got 92%. Regarding with fulfillments, the highest point shows 25 goes to the used of size and type in the textbook, and followed by 24 points for the relevance of illustration and the identity of author and publisher, the next one reach 23 points that remarks about cover, illustration, and overview the table of content. The last one extents 21 as the lowest point notes around size and weight and visual imagery from the book.

b. Description of Content

Table 4.3 Analysis of Content

No	Question	Fulfillment
1	Does the content fit with the national curriculum?	16
2	Does the text free of material that might be offensive?	25
3	Does the content presented either actually and functionally?	22
4	Does the content contain real-life issue that challenge the students to think critically?	22
5	Does the book provide various topics?	24
6	Are the topics in the book for every material interesting and friendly enough to encourage students to express their own views?	23
7	Are the grammar presented in logical manner and increasing order of difficulty?	22
8	Do the lessons facilitate students to use recent grammar material learned?	25
9	Are the new vocabulary presented at an appropriate rate so that the material is understandable and retainable?	23
10	Are there interactive and task-based lessons that require students to use new vocabulary to communicate?	22
11	Do the instructions in the book tell students to make their own writing?	25
12	Does the book give sufficient example before students make their own writing?	16
13	Are the example and explanations understandable?	21
14	Does the language in the book is natural and real?	21
15	Are the lesson component are effectively and clearly organized around specific topics?	24
16	Does the exercise foster the spirit of independent learning?	19
17	Does the book contain enough pictures, diagrams, tables for helping students understand?	23
18	Will the content meet students' need for learning English?	25
Total		394
Percentage		87%

In content, this aspect had accumulate 394 point out of 450 as the maximum point. It had accomplished 87% which interpret as good towards the analysis. Due to the table, the maximum point come to 25 through several criteria such as the material free from offensive content, the use of recent grammar material learned, the textbook instructs to create students' own writing, and the content meet the student's need for learning English. The second highest point goes to 24 about the various topic provided in the textbook and the lesson component are effectively and clearly organized around specific topics. The next one, it reaches 23 around the interesting material to encourage students own views, the new vocabulary that presented suitably, and the book contain adequate picture, diagram, table. After that, it gets to 22 including the content present actual and functional material, the grammar is presented in logical and sequence, and the interactive task-based lessons to require the students use new vocabulary. Then, it attains 21 containing the example and explanation are understandable, and the language is written in natural and clear. The lowest point land up to 19 and 16 about the content fit with the national curriculum, and the sufficient example before writing.

c. Description of Nature of Writing

Table 4.3 Analysis of Nature of Writing

No	Question	Fulfillment
1	Does the book enlighten the differences between spoken and written language?	20
2	Does the book clarify about the use of sign and symbols of written language?	17
3	Does the book set some exact amount of time with the writing exercise?	15
4	Does the book give adequate amount of exercise for students to distinguish spoken and written language?	19
Total		71
Percentage		71%

In nature of writing, this aspect had collect 71 point out of 100 as the maximum point. It had achieved 71% which indicates as fair toward the analysis. As regards of fulfillments, it found that distinguish spoken and written language reaches the great points about 20, then followed by the exercise of spoken and written language up to 19, then the use of sign and symbol get to 17, the smallest points belongs to the amount of time of writing exercise.

d. Description of Writing Processes

Table 4.4 Analysis of Writing Processes

No	Question	Fulfillment
1	Does the book comprehend all writing processes?	23
2	Does the book organize the elements accordingly to writing processes?	22
3	Does the book assist the students with topics to be chosen for their writing?	22
4	Are the topics exciting to attract students?	23
5	Are students given a chance to decide their own topic?	20
6	Is there any revising-time given for each	18

	writing lessons?	
7	Is there any lesson such as brainstorming or making WH-questions in pre-writing processes?	22
8	Is there any lesson like review with chair mate or groups?	18
9	Is there any process which is dominant to the other processes?	21
Total		189
Percentage		84%

In writing processes, this aspects had accumulate 189 points out of 225 as the maximum point. It had accomplish 84% which identify as good towards the analysis. In relation to the fulfillments, the biggest points reach 23 about the exciting topic provided to students and the all processes of writing comprehend in the lesson. After that, the second biggest points gain 22 referring to the material organize according to the writing processes, the variety of writing topics to be chosen for the student, and the lesson of pre-writing like brainstorming and making WH-questions. Then, followed by 21 point about review lesson with chair mate or groups. Next, continued by 20 point about chance to decide a topic for student. Lastly, the smallest points end up at 18 belongs to revise-time writing lesson.

e. Description of Writing Difficulties

Table 4.5 Analysis of Writing Difficulties

No	Question	Fulfillment
1	Does this book apply recognition and production stage to overcome the difficulty of handwriting in writing?	16

2	Is there any anticipation from the book toward the repeated-letter or spelling problem?	14
3	Does the book contain a lesson with dictation, jumbled words, reading aloud, or paired words?	17
4	Does this book teach about appropriate punctuation?	16
5	Does the book afford information needed before every writing lesson?	24
6	Does the book provide the way to gain the ideas before writing?	25
7	Is there any lesson about using capital letter?	19
8	Is there any lesson about arranging paragraph to be well structured?	23
Total		157
Percentage		78%

In writing difficulties, this aspect collected 157 point out of 200 as the maximum score. For these criteria, the textbook had got 78%. The highest point shows 25 goes to the idea that provided in the textbook. Then, it followed by 24 the information that afforded before writing. The next one, it reached 23 for the lesson to arrange paragraph to be well structured. After that, it continued by 19 as the use of capital letter. Subsequently, it got 16 for the implement of recognition and production stage to overcome the difficulty of handwriting in writing, and the explanation of appropriate punctuation. The last, the smallest point come to 14 about the anticipation to overcome repeated letter or spelling problem.

f. Description of Writing Component

Table 4.6 Analysis of Writing Component

No	Question	Fulfillment
1	Does the book explain of using appropriate word order pattern and acceptable grammatical system?	22
2	Does the book give examples of the proper use of punctuation?	20
3	Are the examples clear enough to the students?	22
4	Does the book teach to do capitalization for proper nouns, title and beginning of the sentences?	15
5	Does the book explain how sentences should begin and end?	20
6	Does the book teach action and/or to-be verb agreement for present, past, and future time?	19
7	Does the book teach how to arrange sentences into a paragraph?	21
8	Is there any lesson that teach cohesion such as linking clause into text logically with transition words?	19
9	Is there any lesson that teach coherence such as developing idea to influence the reader?	22
Total		180
Percentage		80%

In writing component, this aspect had gathered 180 point out of 225 as the maximum score. This aspect has achieved 80%. Concerning to fulfillments, the biggest points come to 22 about the use of appropriate word order pattern and acceptable grammatical system, the clear example to the students, and the lesson about coherence to develop idea. The second biggest point reach 21 refer to arrange sentence into paragraph. Then, it goes to 20 about the proper use of punctuation, and the sentence structure begin and end. The next one, it followed by 19 point relate to the activity of

action and/or to-be verb agreement for present, past, and future time and the activity of cohesion such as linking clause into text logically with transition words. After that, it continued by 15 as the lowest point about the activity that contain capitalization for proper nouns, title and beginning of the sentences.

B. Analysis

1. The analysis of lay out and graphic aspect

This textbook has attention-grabbing coverage with exciting illustration along with functional and informative overview, therefore it can influence young learner to be curious of the lesson from the book. This also includes a detail table of content that presents what will be taught in each unit. The name of the author and publisher are noticeably written. About font size and type used is appropriate, it can be seen by unique typography derived from the title, subtitle, the instructions, the answer page with several elements of symbol such as the key symbol to mark concept of the task, the pencil symbol to indicate writing directly onto the page, and the “And NOW__” section to wrap up the task to offer ideas for revising their work.

Unfortunately, it still find an obstacle in size and weight of the book which should be convenient for the students to handle. As the result, layout and graphic in this book is labelled as good. As state by Penny Ur (2009) several features of good textbook mentions that clear attractive layout; print easy to read. Similarly, Murcia (2001) also explain the illustration of a good textbook should create a favorable atmosphere to be clear, simple, free, and interesting and directly help the student in understanding text. In

short, it can be concluded that the good textbook also influenced by well-design physical appearance aspect.

2. The analysis of content aspect

This textbook be likely to use around the world, it might be suitable in every country, since this book pursuits of free from the material which is offensive with certain ethnicity, religion, race or inter-group. For instance, in the lesson of *Porquoi Story* from the teacher page provides a pre-writing activity to spark the ideas by displaying unusual culture in any country. It means, this book can be entirely tolerance in diversity and not to degrade other cultures.

Every writing lessons encourage the students to apply the recent grammar material and new vocabulary, generally both will be explained covertly in pre-writing and the process of writing. The learning of grammar itself is presented in logical and order. Even though, it emphasizes to create the task autonomously, the textbook also concern about the learning style and levels of independence of the students by inviting them to do in pairs, in small groups, or as an entire class. Then by this way the content will meet the students' need for learning English. Furthermore, this book presents numerous topic for writing, the teacher will never run out of any ideas, because beside of the 50 engaging activity with effective and well organize template, it also adds more than 100 topics to write that divided in every part. Every lessons

establish an atmosphere that promotes intellectual exploration and an appreciation and respect for each other writers. It will help the students feel comfortable as author, so they will begin to choose to write on their own. This book is fully of picture, chart and table that deliver in the students' page as template to guide them during the process of writing with actual and functional material.

The language instruction is written in natural and clear, especially for the student's page the language used fairly easy and simple to understand that fit with novice learner. Regardless of the strength of those criteria of the content aspect, it still deal with inadequacy like the textbook not entirely fit with national curriculum, and the textbook gives insufficient example before writing.

Hence, the aspect of content in this textbook can be categorized as good. According to Nunan (2003) in Lathif (2015) textbook as learning tools shared by teachers and learners which can be used in systematic and flexible ways, providing a plan for learning, a visible outline of what is to be learned in a classroom, and a bank of resource material and ideas. This textbook is able to bring the content in systematic and flexible way through the various activity that enhance the students to write with their own voice. Mukundan, et al (2011: 100) add that the choice of textbooks will also determine the success or the failure of the

students. It can determine the success or failure of the students unquestionably by the page of self-evaluation checklist to make a sure the is acceptable with writing theory.

This textbook come up with three beneficial such as a roadmap as a plan, a bank of exercise for developing material, and an evaluation tools. Since the target learner of textbook is young learner, therefore a lot of qualifications should be supportable with them. In line with Erkan (2007) said that the learning activity in the textbook should involve exercises of classification, ordering, location, and conversations using concrete object. All of the exercise should correspond closely with the learning objective and the needs of learner. Henceforth, this book empower the students activity by the pleasurable lessons through help them to take control of the writing process as a means of communicate in writing as freely, naturally, and effectively.

As claimed by Cameron (2005) children need to write for a purpose. Similarly, Reid (1998) in Linse (2005) support that writing tasks for young learner should be enjoyable, full of practice, meaningful, purposeful. So that, it is useful to introduce a range of book with real world context like delivered in this textbook.

3. The analysis of nature of writing aspect

This textbook is able to distinguish the differences between written and spoken language. It guides the student to write, and take control of the writing process as a means to communicate in writing as freely, naturally, and effectively as they do when speaking. It could be proved by several activities such as identifying quotation marks around the exact words spoken towards a story, using informal language or slang while creating a comic strip, making persuasive writing like political speeches to point spoken form, creating messages for telephone answering machines to encourage messages naturally, and practicing reading aloud after they wrote mystery stories. In short, speaking is also linked to developing writing skill which is already provided plentifully in this book. However, both using the sign and symbol and setting amount of time of exercise does not meet the points satisfyingly. Since this book didn't clarify the exact time to write of every lesson. Finally, the nature of writing aspect in this book can be categorized as fair. Chave (1979) and Redeker (2014) stated that written language, in addition to the less frequent use of involvement features, conveys the communicator's detachment through structures like passives, past perfect, indirect quotes, and literary expressions, furthermore Redeker (2014) also mentioned typical spoken discourse tends to be unplanned, informal, and directed to a limited number of listeners who are generally known to and interacting with the

speaker, often providing immediate (verbal and/or nonverbal) feedback written text, on the other hand, tend to be well-planned. Thus, the writing lesson that attempted in this book also gives encouragement into another skill specifically in speaking because it can afford learner to concern about spoken form by doing writing exercise.

4. The analysis of writing process aspect

This book had already comprehended all of the writing process from planning – drafting – revising – editing with the numerous lessons to write based on the students own voice. In this book, each lesson appears over two pages. The left-hand page is written to the teacher with clear and simple guidelines to facilitate the task by simply picking and choosing the suitable for the class.

This page have the elements to identify the writing process. The first element is Set The Stage, it provides pre-writing ideas to engage students such as introductory matter and discussion questions. The second element is Guide The Way, it gives suggestions for ways to help students move through the task that point out likely responses, highlight common stumbling blocks, or present tips to help students achieve better results. The third element is Follow It Up, it gives a few ideas for presenting, publishing, or extending the activities. The topics in every lesson are so exciting for the students, because this book produces

different kinds of structure with graphic organizers or checklist points that formed as directive writing template.

Furthermore, there are a lot of lesson as a stage of pre-writing including *Name That Character* provides brainstorm to list descriptive like actions, words, features, and traits through fictional character, *A Dark and Stormy Night* affords brainstorming by stimulating scary creativity that students have heard, read, or seen in movies or television, *Name Point of View* gives W's questions to define inanimate object. This book also add activity about review with chair mate or groups.

Unfortunately, it does not mention about the revising-time, but relies on the students' capability and teacher's planning to give extend tasks to suit the students' need. As the conclusion, the writing processes aspect in this book can be classified as good. It can be seen by points that completing from the questions such as the exciting topic that provided, the elements of organization, the chance that given to decide their own topic, the pre-writing activity contain brainstorming and WH questions, the activity of review in pair or group, and the revising time. This book has comprehended the writing process like the theory that bring from Seow in Richard and Renandya (2002) the writing process in a classroom activity consists of four basic stages. They are planning (pre-writing), drafting, revising, and editing.

5. The analysis of writing difficulties aspect

This book is successful to gain the ideas in every lesson before writing by providing pre-writing stage that offers the students about introductory matter, discussion, and questions used as information. Furthermore, this book also pursues different graphic organizers that the students may fill in to help them formulate and organize their ideas and find their own voice. Additionally, each part ends with more ideas for writing, which is a list of more than 20 additional topic as idea that the teacher might pursue.

Several lessons shows how to create well-organized paragraph such as *Amusing Anecdote* that create a brief real funny story with using sequence of events, *Pourquoi Story* that write something in nature which should pay attention with plot, characters, and setting, *My Sci-Fi* that describe an imaginary story about life in the future or distant worlds which concern to follow plot, *Couch Critic* that review works like movie, video, television show, or concerts with adding strength and weakness of the works by students opinion, identifying characters, and summarizing plot.

This book teaches the use of capital letter, spelling, punctuation implicitly by the page of self-evaluation checklist, yet the lesson for enhancing the punctuation still appear in one lesson named Want Ad that write classified ads and add punctuation mark

suited with the spaces. Moreover, the activity of read aloud frequently comes in several lessons. Regrettably, this book still lack of exercise about repeated letter, jumbled word, paired word, dictation and exercise to reinforce handwriting. As the result, the writing difficulties aspect in this book can be categorized by fair. The basic problem of writing skills is incapable of expressing idea in clear, correct, and comprehensive manner in writing. As claimed by Byrne (1990) in Widiyawati (2014) ~~that~~ one of causes for the challenge might be the complex native of the writing itself. Thus problems that face by students are psychology, linguistic, and cognitive. Based on the percentage, this book can solve the problem of writing from psychology aspect which means about gaining insight into the writing process, and from linguistic problem such as grammatical and mechanical implicitly by self-evaluation checklist, and the last one the lesson relate to cognitive like organization, spelling, and sentence structure still meet insufficiency in the activity.

6. The analysis of writing component

This book can bring the aspect of writing component comprehensively, because fulfilling acceptable grammatical system in every lesson. This book pay fully attention to improve the grammar used in enjoyable way to make young learner engage with the lesson. In every part attempt evaluation tips as broad

points to judge all the writing activities, so that learning grammar will not be monotonous, for the reason that every lesson always based on students' creativity and voice. By this way, they able to create various word order patterns which identify the sentence should begin and end.

This book develops the example to grasp the idea of every writing task by involving real world example such as in write to describe part, it is about a poem "Hold Fast Your Dreams" by Louise Driscoll, a song "Food, Glorious Food" by Oliver, an excerpt story "My Side of the Mountain" by Jean Craighead, a passage "Never Cry Wolf" by Farley Mowatt, a display picture, a caption images from catalogs, a descriptions of foods from restaurant reviews, a blurbs from travel guide, and a video tape of sports highlight. By these example can teach how create coherence writing to influence the reader. There are many lessons that teach students to arrange sentence into a paragraph, the first lesson is *Catchy Caption* describes a caption from picture, drawing, photo or cartoon in 3 sentences which contains 50 words, *But Why* writes a clear a simple meaning of a word or phrase and how it works, *Closer Look Log* write an observation of what students' see, hear, feel, smell, and taste, *Extra Extra* tells of a recent event that is interesting, important, or unusual, *My Fellow Americans* creates a speech about political topic that interests the student, and *May I*

Take a Message writes a detailed telephone messages include date, time, name, and phone number. The use of past verb, present verb and future verb are applied in every lessons depend on the topic discussion that requisite as well as the use of action verb and to-be verb.

Furthermore, the use of linking words to make the text logically put in several lessons by distinguishing contrast, comparison, and order. Unfortunately, the explanation of capitalization develops implicitly by self-evaluation checklist, it means it still require more activity how to use capital letter in proper way. The writing component aspects in this book can be categorized as good, since this book contributes some important aspect such as micro skill, macro skill, mechanical components, cohesion and coherence in writing. In order to help students write better, they need to concern on some aspects which are feasible to acquire. By following the method of this book, it can give impact to the students' work to become accessible.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research deliberates a content analysis of English writing textbook for young learner. Thus, this research has one main objective, to analyze *The Big Book of Ready to Go Writing Lessons* have fulfilled the criteria to teach writing for young learner. The criteria is derived by theory from experts such as Nunan, Richards, Neill, Sheldon, MacGrath, Ur, and Cunningsworth. Moreover, English subject in Indonesia has been taught since the learners are studying at an earlier age either elementary or even kindergarten school, then choosing and analyzing a good textbook become substantial matter to create successful teaching and learning. Starting to teach young learner earlier can equip them a strong foundation for success in more advanced later correspondingly state by one proverb that state learning at young age like stone engraving. As reported by the results obtained from the analysis, the following conclusions are drawn.

Firstly, in broad, the analysis shows that *The Big Book of Ready to Go Writing Lessons* has completed the criteria of good textbook about 82%. This textbook is intended for young learner grade 3-6 with 50 engaging activities. It is accomplished the criteria regarding with lay out and graphic, content, the nature of writing, writing process, writing difficulty, and writing component.

In terms of layout and graphic, the textbook has attention grabbing coverage with proper visual attributes in every page, the note is left on the size and weight of the book give a slightly heavy burden to be carried. Secondly, in terms of content, it is found that the textbook could not fit with the national curriculum quite well since it only covers the writing skill yet the national curriculum of Indonesia has more standard to the students. Besides of that, the content is considered as universal to use around the world, so it is suitable in every country. The textbook also concern about learning style and level of independence of the students by inviting them to do in pairs, in small group, or as an entire class. Furthermore, the numerous topic of activity will never make the teacher run out of the ideas, next every lesson promotes intellectual exploration and appreciation or respect in every work to make the students enjoy and comfortable to write their own ideas. Relate with language instructions, this textbook able to present in naturally and clearly.

In terms of nature of writing, this textbook can bring the differences between written and spoken language by guiding the students to write and take control of writing process as means to communicate in freely, naturally, and effectively like the concept of writing itself. The provided writing lessons here give encouragement into another skill specifically speaking because it can afford learner to concern about spoken form by doing writing exercise. However, both using the sign and symbol and setting amount of time does not meet the point satisfyingly.

In terms of writing process, it is successful to comprehend all of the writing processes from planning – drafting – revising – editing with numerous lessons to write based on the students own voice. In this book separate the page of students and teacher, in the students page presents element to identify writing process. Nevertheless, the revising time is not available in those lessons. It relies on the students' capability to complete the lesson and teacher's planning to give extend tasks to suit with the need of students.

In terms of writing difficulties, this book provides effective way to help student's difficulties in psychological aspect, for instance like giving pre-writing stage to gain more ideas and pursuing attractive template in every lesson with illustration to organize the idea according to the writing process. The linguistic aspects such as grammatical and mechanical explain implicitly by self-evaluation checklist. Regrettably, it still lack of exercise about repeated letter, jumbled words, paired words, dictation, and exercise to reinforce handwriting which are related with cognitive aspect.

In the terms of writing component, this textbook can bring the aspect of writing component comprehensively, because fulfilling acceptable grammar system in every lesson. It is also pay attention to improve the grammar used in enjoyable way to make young learner engage with the lessons. Furthermore, the use of linking words to make the text logically put in several lessons by distinguishing contrast, comparison, and order. Unfortunately, the explanation of capitalization develops

implicitly by self-evaluation checklist, it means it still require more activity how to use capital letter in proper way.

B. Suggestions

According to the result of this research, some suggestions which are helpful for those who are directly connected to the textbook such as English teacher, English book writer and publisher, and English education researcher are comprised in this chapter. The suggestions are as follows:

1. For English teacher

English teacher who are applying *The Big Book of Ready to Go Writing Lessons* currently must overcome its lack by doing some adjustments the material to meet the student's capability. The teacher also should maintain interpersonal communication with both low and high achiever to observe students' difficulty deeper. They can add more supporting materials updated to make students involve in doing the tasks. Furthermore, self-assessment activities can be supported by teachers in the end of the class so that learners can develop their awareness toward their potential to be independence.

2. For English book writer and publisher

There are some criteria that should meet in designing a qualified textbook. Both writers and publishers must have concern to these criteria, since not all of the teacher can

identify the lacks of the textbook and not all of them adapt the textbook when they find irrelevant context. Besides, they should pay attention to the lay out and graphic specifically glossary and index. Building collaboration with teacher association and TEFLIN are then proposed as one of solutions to overcome these problems. This is seen as useful because the teacher are considered to understand the students' need in teaching and learning process.

3. For English education researcher

This research is about a content analysis of English textbook for young learner. The forthcoming research employing similar methodology should discover more aspects and give more significance result, for instance on how teachers solve the problem found within the textbooks, on how far the problems may affect the teaching and learning process, on how the teachers modify irrelevant materials in the textbook. Students of English Education who are fascinated in doing textbooks evaluation may also use the checklists used by the researcher to evaluate other English textbooks which are developed based on national curriculum or modify the checklist by ELT expert to achieve more comprehensive results of textbooks evaluation for further studies.

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APPENDICES

Appendix 1

Research Instrumen

A. Layout and Graphics

No	Question	5	4	3	2	1
1	Is the cover of the book interesting?					
2	Are the illustrations informative and functional?					
3	Is the visual imagery of high aesthetic quality?					
4	Do the size and weight of the book seem convenient for the students to handle?					
5	Does the book include a detailed overview of the functions and structures that will be taught in each unit?					

B. Content

No	Question	5	4	3	2	1
1	Is the content fit with the national curriculum?					
2	Is the text free of material that might be offensive?					
3	Is the content presented either topically or functionally?					
4	Does the content contain real-life issue that challenge the students to think critically?					
5	Does the book provide various topics?					
6	Are the topics in the book for every material interesting and friendly enough to encourage students to express their own views?					
7	Are the grammar rules presented in logical manner and in increasing order of difficulty?					
8	Do the activities facilitate students to use recent grammar material learned?					
9	Are the new vocabulary presented at an appropriate rate so that the material is understandable and retainable?					
10	Are there interactive and task-based activities that require students to use new vocabulary to communicate?					

11	Do the instructions in the book tell students to make their own writing?					
12	Does the book give sufficient example before students make their own text?					
13	Are the examples and explanations understandable?					
14	Will the content meet student's felt needs for learning English?					
15	Does the language in the textbook is natural and real?					
16	Are the lesson components are effectively and clearly organized around specific topics?					
17	Does the exercise foster the spirit of independent learning?					
18	Does the book reflect learners' preferences in terms of layout, design, and organization?					
19	Does the book contain enough pictures, diagrams, tables for helping students understand the printed out?					
20	Does the font size and type used in the book are appropriate?					
21	Are the review sections and exercised are included?					

C. Nature of Writing

No	Question	5	4	3	2	1
1	Does the book enlighten the differences between spoken and written language?					
2	Does the book contain any exercise combining spoken and written?					
3	Does the book clarify about the use of sign and symbols of written language?					
4	Does the book set some exact amount of time with the writing exercise?					
5	Does the book give adequate amount of exercise for learners to distinguish spoken and written language?					
6	Does the book accept the happening of spoken language written by learners, especially in a text-making exercise?					

D. Writing Processes

No	Question	5	4	3	2	1
1	Does the book comprehend all writing processes?					
2	Does the book organize the material accordingly to the writing processes?					
3	Does the book assist the learners with topics to be chosen for their writing?					

4	Are the topics exciting to attract students?					
5	Are learners given chance to decide their own topic?					
6	Does the book give clear instruction of who would be the audience of the writing?					
7	Is there any revising-time given for each writing activities?					
8	Is there any process which is dominant to the other processes?					

E. Writing Difficulties

No	Question	5	4	3	2	1
1	Is the book proposedly produced for particular country?					
2	Does this book apply the recognition and production stage to overcome the difficulty of handwriting in writing?					
3	Is there any anticipation from the book toward the repeated-letter or spelling problem?					
4	Does the book contain an activity with dictation, jumbled words, reading aloud, or paired words?					
5	Does this book teach punctuation with bald sentences, copying, or whispered sentences?					
6	Does the book afford information needed before every writing activity?					
7	Is there any dominant coverage for particular writing activities?					
8	Does the book provide the way to gain the ideas before writing?					

F. Writing Component

No	Question	5	4	3	2	1
1	Does the book explain of using appropriate word order patterns and acceptable grammatical system?					
2	Does the book give examples of the proper use of punctuation?					
3	Are the examples clear enough to the learners?					
4	Does the book teach to do capitalization for proper nouns, title, and beginning of the sentences?					
5	Does the book explain how sentences should begin and end?					
6	Does the book teach action and/or to-be verb agreement for present, pas, and future time?					
7	Does the book teach how to arrange sentences into a paragraph?					

8	Are students expected to able to write more than one paragraph?					
9	Does the book accomplish the communicative functions of written text?					
10	Does the book focus on mechanical component like the step of arranging letters, words, and paragraphs by using knowledge structure?					
11	Does the book concern on cohesion and coherence to create a passage?					

Appendix 2

Data Penelitian

PERCENTAGE !!

No	kriteria evaluasi	Percentage
1	Tata letak & grafis	91 %
2	Konten	87,5 %
3	Definisi menulis	71 %
4	Proses menulis	89 %
5	Kesulitan menulis	78,5 %
6	Komponen penulisan	80 %

Average = 82 %

Ⓐ 91 % Tata letak & grafis :

Point maksimal 40 per-sub
 $n = 5$
 total $40 \times 5 = 200$

$$\frac{40 + 37 + 37 + 31 + 37}{200} \times 100 \%$$

$$= \frac{182}{200} \times 100 = 91 \%$$

$$\begin{array}{r} 23 + 22 + 20 + 20 \\ + 22 + 29 + 29 + \\ 25 + 22 \\ \hline 200 \end{array}$$

$$= \frac{182}{200} \times 100 = 91 \%$$

Ⓑ konten

poin maksimal $18 \times 5 = 90$

$n = 5$

Total $90 \times 5 = 450$

$$\frac{79 + 79 + 82 + 80 + 79}{450} \times 100 = \frac{399}{450} \times 100 = 87,5\%$$

1. 16	7. 22	13. 21
2. 25	8. 25	14. 21
3. 22	9. 23	15. 29
4. 22	10. 22	16. 19
5. 29	11. 25	17. 23
6. 23	12. 16	18. 25

$$= \frac{398}{450} \times 100 = 87,5\%$$

Ⓒ Definisi menulis

Poin maksimal $4 \times 5 = 20$

$n = 5$

Total $20 \times 5 = 100$

$$\frac{18 + 19 + 17 + 9 + 13}{100} \times 100 = 71\% //$$

1. 20
2. 17
3. 15
4. 19

71% //

①

Pisces menulis

Point maksimal $8 \times 5 = 40$

$n = 5$

total $= 40 \times 5 = 200$

$$\frac{165}{200} \times 100\% = 82.5\%$$

1	23	4	23	3	22
2	22	5	20	4	21
3	22	6	18	5	18

$$\frac{165}{200} \times 100 = 82.5\%$$

②

Kaulinan menulis

Point maksimal $8 \times 5 = 40$

$n = 5$

total $= 40 \times 5 = 200$

$$\frac{157}{200} \times 100\% = 78.5\%$$

$$\frac{157}{200} \times 100 = 78.5\%$$

1	16	5	29
		6	25
2	19	7	19
3	17	8	23
4	16		

⑤ kesulitan Menulis

Point maksimal $9 \times 5 = 45$

$$n = 5$$

$$\text{total} = 45 \times 5 = 225$$

$$\begin{array}{cccccc} y & B & w & D & K & \\ 25 & + & 32 & + & 43 & + & 43 & + & 37 \end{array}$$

$$\hline 225$$

$$\times 100\% = \frac{180}{225} \times 100 = 80\%$$

$$1. 22$$

$$4. 15$$

$$7. 21$$

$$2. 20$$

$$5. 20$$

$$8. 19$$

$$3. 22$$

$$6. 19$$

$$9. 22$$

$$\frac{180}{225} \times 100 = 80\%$$

Data penelitian responden 1

①

Responden 1

Nama validator: Yulia Rizki Rahmawati

Institusi: MI Al-Anwar Qurani (Sleman)

Tanggal: 15-02-2021

1. Pengantar

Nama saya Fadila Erianda mahasiswa Fakultas Keguruan dan Ilmu Pendidikan dengan Program Studi Pendidikan Bahasa Inggris sedang melakukan penelitian dengan judul *An Analysis of A Writing Comprehension Textbook for Young Learner Entitled "The Big Book of Ready to Go Writing Lessons"*. Untuk menguji kelayakan dan akurasi data dari penelitian tersebut, saya mohon kesediaan Bapak/Ibu untuk memvalidasi sejumlah daftar kriteria dibawah ini yang berisi pertanyaan dalam angket kuesioner dengan format likert dari '5', '4', '3', '2', '1'. Apabila menentang poin 1 artinya sangat tidak setuju dan tidak memenuhi kriteria, semakin tinggi poin yang diberikan artinya aspek evaluasi akan semakin memuaskan dan mencapai kriteria yang diharapkan. Hasil validasi Bapak/Ibu berikan akan digunakan semata-mata hanya untuk penelitian. Terima kasih atas partisipasi Bapak/Ibu.

2. Kriteria Evaluasi Buku Pembelajaran Bahasa Inggris

A. Tata letak dan grafis

No	Pertanyaan	5	4	3	2	1
1	Apakah sampul buku teks menarik?		✓			
2	Apakah ilustrasinya bersifat informatif dan fungsional?		✓			
3	Apakah citra visual yang dihasilkan mempunyai kualitas estetika tinggi?		✓			
4	Apakah ukuran dan berat buku nyaman untuk digunakan siswa/I?	✓				
5	Apakah daftar isi buku tersebut mencakup secara terperinci tinjauan tentang fungsi dan struktur yang akan diajarkan?	✓				
6	Apakah nama pengarang dan nama penerbit tertulis pada sampul buku?	✓				
7	Apakah gambar pada sampul relevan dengan isi buku dan target pembaca?	✓				

2

8	Apakah font dan efek relevan dengan isi buku dan target pembaca?	✓				
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B. Konten

No	Pertanyaan	5	4	3	2	1
1	Apakah isi buku sesuai dengan kurikulum nasional?				✓	
2	Apakah aktivitas dalam buku bebas dari hal yang bersifat kasar seperti menyerang suku, ras, agama, dan antar golongan?	✓				
3	Apakah konten buku disajikan dengan aktual dan fungsional?			✓		
4	Apakah konten buku mengaitkan dengan permasalahan nyata kehidupan yang mengajak siswa/ untuk berfikir secara kritis?	✓				
5	Apakah buku ini menyediakan berbagai macam topik?	✓				
6	Apakah setiap aktivitas bersifat menarik dan komunikatif guna mendorong siswa untuk mengekspresikan opini mereka?	✓				
7	Apakah tata bahasa disajikan dalam cara yang logis dan diatur berdasarkan tingkat kesulitan?		✓			
8	Apakah setiap aktivitas pembelajaran memfasilitasi siswa/ untuk menggunakan materi tata bahasa yang sudah dipelajari?	✓				
9	Apakah kosakata baru disajikan dengan sesuai sehingga pembelajaran dapat dimengerti?	✓				
10	Apakah aktivitas berbasis tugas ini mengarahkan siswanya untuk menggunakan kosakata baru untuk berkomunikasi?		✓			
11	Apakah instruksi di dalam buku memberitahu siswa untuk membuat tulisan mereka sendiri?	✓				
12	Apakah buku ini memberikan cukup banyak contoh sebelum siswa membuat tulisan mereka sendiri?				✓	
13	Apakah contoh dan penjelasan didalam buku mudah untuk dipahami?			✓		
14	Apakah bahasa dalam buku disajikan dengan natural dan wajar?		✓			
15	Apakah komponen pembelajaran efektif dan topik terstruktur dengan jelas?		✓			
16	Apakah latihan di buku ini memupuk semangat dalam belajar mandiri?			✓		
17	Apakah buku ini berisi gambar, diagram, dan tabel dengan jumlah yang cukup untuk membantu siswa memahami materi?	✓				
18	Apakah konten buku ini memenuhi kebutuhan siswa dalam belajar bahasa Inggris terutama dalam bidang writing?	✓				

C. Definisi Menulis

No	Pertanyaan	5	4	3	2	1
1	Apakah buku ini mengkontraskan perbedaan antara bahasa lisan dan tulisan?			✓		
2	Apakah buku ini menjelaskan tentang penggunaan simbol bahasa tertulis?		✓			
3	Apakah buku ini menetapkan jumlah waktu untuk latihan menulis?					✓
4	Apakah buku ini menyajikan latihan menulis yang memadai untuk membedakan bahasa lisan dan tulisan?					✓

D. Proses Menulis

No	Pertanyaan	5	4	3	2	1
1	Apakah latihan dalam buku ini mencakup kaidah dari proses menulis secara menyeluruh?		✓			
2	Apakah aktivitas di dalam buku ini disusun sesuai dengan proses menulis?		✓			
3	Apakah setiap aktivitas dilengkapi dengan topik yang dapat dipilih sesuai minat siswa?	✓				
4	Apakah topik-topik tersebut menarik untuk siswa?	✓				
5	Apakah siswa/ diberikan kesempatan untuk menentukan sendiri topik yang akan mereka tulis?	✓				
6	Apakah dalam setiap aktivitas latihan disediakan kesempatan untuk merevisi tulisan?			✓		
7	Apakah dalam tahap <i>pre-writing</i> terdapat aktivitas seperti <i>brainstorming</i> atau making <i>WH-questions</i> ?		✓			
8	Apakah dalam tahap <i>revising</i> terdapat aktivitas saling <i>review</i> bersama teman sebangku atau kelompok?			✓		
9	Apakah ada proses menulis yang lebih dominan dibanding proses yang lain?					✓

E. Kesulitan dalam Menulis

No	Pertanyaan	5	4	3	2	1
1	Apakah terdapat aktivitas untuk mengatasi kesulitan menulis dengan tangan?				✓	
2	Apakah terdapat aktivitas untuk mengatasi masalah tentang mengeja?					✓
3	Apakah terdapat aktivitas yang memuat seputar dikte, kata acak, membaca nyaring, dan menyambung kata?			✓		
4	Apakah terdapat aktivitas yang menjelaskan tentang penggunaan tanda baca yang sesuai?				✓	
5	Apakah terdapat penjelasan tentang persiapan yang dibutuhkan sebelum melakukan aktivitas menulis?	✓				

4

6	Apakah terdapat aktivitas untuk memperoleh ide ketika menulis?	✓				
7	Apakah terdapat aktivitas tentang penggunaan huruf kapital yang sesuai?			✓		
8	Apakah terdapat aktivitas tentang penyusunan paragraf menjadi terstruktur?		✓			

F. Komponen Penulisan

No	Pertanyaan	5	4	3	2	1
1	Apakah terdapat aktivitas yang menjelaskan tentang penggunaan kata yang tepat, pola kalimat, dengan tata bahasa yang sesuai?		✓			
2	Apakah terdapat aktivitas yang memaparkan contoh kalimat dengan penggunaan tanda baca yang tepat?			✓		
3	Apakah contoh kalimat pada buku cukup jelas untuk dipahami oleh siswa?		✓			
4	Apakah terdapat aktivitas yang mengajarkan tentang penggunaan huruf kapital yang tepat seperti pada kata benda, judul, dan awal kalimat?					✓
5	Apakah terdapat aktivitas yang menjelaskan tentang penyusunan kalimat dari mengawali sampai mengakhiri?			✓		
6	Apakah terdapat aktivitas yang menginformasikan tentang kata kerja yang digunakan untuk lampiran, saat ini, dan masa depan?					✓
7	Apakah terdapat aktivitas yang menjelaskan tentang penyusunan kalimat menjadi paragraf?			✓		
8	Apakah terdapat aktivitas yang menjelaskan kohesi seperti menyambungkan klausa menjadi teks secara logis dengan kata transisi atau kata penyambung?				✓	
9	Apakah terdapat aktivitas yang menjelaskan koheren seperti mengembangkan ide agar dapat mempengaruhi pembaca?		✓			

Data penelitian responden 2

①

Responden 2

Nama validator: PUTRAHTO DATU AJI

Instansi : ANDALUSIA GURAHIC SCHOOL

Tanggal : 17 FEBRUARI 2021

1. Pengantar

Nama saya Fadila Erianda mahasiswi Fakultas Keguruan dan Ilmu Pendidikan dengan Program Studi Pendidikan Bahasa Inggris sedang melakukan penelitian dengan judul *An Analysis of A Writing Comprehension Textbook for Young Learner Entitled "The Big Book of Ready to Go Writing Lessons"*. Untuk meaguj kelayakan dan akurasi data dari penelitian tersebut, saya mohon kesediaan Bapak/Ibu untuk memvalidasi sejumlah daftar kriteria dibawah ini yang berisi pertanyaan dalam angket kuesioner dengan format *likert* dari '5', '4', '3', '2', '1'. Apabila mencentang poin 1 artinya sangat tidak setuju dan tidak memenuhi kriteria, semakin tinggi poin yang diberikan artinya aspek evaluasi akan semakin memuaskan dan mencapai kriteria yang diharapkan. Hasil validasi Bapak/Ibu berikan akan digunakan semata-mata hanya untuk penelitian. Terima kasih atas partisipasi Bapak/Ibu.

2. Kriteria Evaluasi Buku Pembelajaran Bahasa Inggris

A. Tata letak dan grafis

No	Pertanyaan	5	4	3	2	1
1	Apakah sampul buku teks menarik?	✓				
2	Apakah ilustrasinya bersifat informatif dan fungsional?	✓				
3	Apakah citra visual yang dihasilkan mempunyai kualitas esthetika tinggi?	✓				
4	Apakah ukuran dan berat buku nyaman untuk digunakan siswa/I?		✓			
5	Apakah daftar isi buku tersebut mencakup secara terperinci tinjauan tentang fungsi dan struktur yang akan diajarkan?	✓				
6	Apakah nama pengarang dan nama penerbit tertulis pada sampul buku?	✓				
7	Apakah gambar pada sampul relevan dengan isi buku dan target pembaca?	✓				

8	Apakah font dan efek relevan dengan isi buku dan target pembaca?		✓				
---	--	--	---	--	--	--	--

B. Konten

No	Perubahan	5	4	3	2	1
1	Apakah isi buku sesuai dengan kurikulum nasional?		✓			
2	Apakah aktivitas dalam buku bebas dari hal yang bersifat kasar seperti menyuruh suka, ma, agama, dan antar golongan?	✓				
3	Apakah konten buku disajikan dengan aktual dan fungsional?	✓				
4	Apakah konten buku mengaitkan dengan permasalahan nyata kehidupan yang mengajak siswa/ untuk berfikir secara kritis?			✓		
5	Apakah buku ini menyediakan berbagai macam topik?	✓				
6	Apakah setiap aktivitas bersifat menarik dan komunikatif guna mendorong siswa untuk mengekspresikan opini mereka?	✓				
7	Apakah tata bahasa disajikan dalam cara yang logis dan diatur berdasarkan tingkat kesulitan?	✓				
8	Apakah setiap aktivitas pembelajaran memfasilitasi siswa/ untuk menggunakan materi tata bahasa yang sudah dipelajari?	✓				
9	Apakah kosakata baru disajikan dengan sesuai sehingga pembelajaran dapat dimengerti?	✓				
10	Apakah aktivitas berbasis tugas ini mengarahkan siswanya untuk menggunakan kosakata baru untuk berkomunikasi?		✓			
11	Apakah instruksi di dalam buku membantu siswa untuk membuat tulisan mereka sendiri?	✓				
12	Apakah buku ini memberikan cukup banyak contoh sebelum siswa membuat tulisan mereka sendiri?		✓			
13	Apakah contoh dan penjelasan didalam buku mudah untuk dipahami?		✓			
14	Apakah bahasa dalam buku disajikan dengan natural dan wajar?		✓			
15	Apakah komponen pembelajaran efektif dan topik terstruktur dengan jelas?	✓				
16	Apakah latihan di buku ini memupuk semangat dalam belajar mandiri?	✓				
17	Apakah buku ini berisi gambar, diagram, dan tabel dengan jumlah yang cukup untuk membantu siswa memahami materi?		✓			
18	Apakah konten buku ini memenuhi kebutuhan siswa dalam belajar bahasa Inggris terutama dalam bidang writing?	✓				

3

C. Definisi Menulis

No	Pertanyaan	5	4	3	2	1
1	Apakah buku ini mengkonstruksi perbedaan antara bahasa lisan dan tulisan?		✓			
2	Apakah buku ini menjelaskan tentang penggunaan simbol bahasa tertulis?	✓				
3	Apakah buku ini menetapkan jumlah waktu untuk latihan menulis?			✓		
4	Apakah buku ini menyajikan latihan menulis yang memadai untuk membedakan bahasa lisan dan tulisan?	✓				

D. Proses Menulis

No	Pertanyaan	5	4	3	2	1
1	Apakah latihan dalam buku ini mencakup kaidah dari proses menulis secara menyeluruh?	✓				
2	Apakah aktivitas di dalam buku ini disusun sesuai dengan proses menulis?	✓				
3	Apakah setiap aktivitas dilengkapi dengan topik yang dapat dipilih sesuai minat siswa?	✓				
4	Apakah topik-topik tersebut menarik untuk siswa?	✓				
5	Apakah siswa/i diberikan kesempatan untuk menentukan sendiri topik yang akan mereka tulis?		✓			
6	Apakah dalam setiap aktivitas latihan disediakan kesempatan untuk merevisi tulisan?		✓			
7	Apakah dalam tahap pre-writing terdapat aktivitas seperti <i>brainstorming</i> atau <i>making WH-questions</i> ?	✓				
8	Apakah dalam tahap <i>revising</i> terdapat aktivitas saling <i>review</i> bersama teman sebangku atau kelompok?			✓		
9	Apakah ada proses menulis yang lebih dominan dibanding proses yang lain?		✓			

E. Kesulitan dalam Menulis

No	Pertanyaan	5	4	3	2	1
1	Apakah terdapat aktivitas untuk mengatasi kesulitan menulis dengan tangan?	✓				
2	Apakah terdapat aktivitas untuk mengatasi masalah tentang mengeja?				✓	
3	Apakah terdapat aktivitas yang memuat seputar dikte, kata acak, membaca nyaring, dan menyambung kata?			✓		
4	Apakah terdapat aktivitas yang menjelaskan tentang penggunaan tanda baca yang sesuai?				✓	
5	Apakah terdapat penjelasan tentang persiapan yang dibutuhkan sebelum melakukan aktivitas menulis?		✓			

6	Apakah terdapat aktivitas untuk memperoleh ide ketika menulis?	✓				
7	Apakah terdapat aktivitas tentang penggunaan huruf kapital yang sesuai?		✓			
8	Apakah terdapat aktivitas tentang penyusunan paragraf menjadi terstruktur?		✓			

F. Komponen Penilaian

No	Penyelesaian	5	4	3	2	1
1	Apakah terdapat aktivitas yang menjelaskan tentang penggunaan kata yang tepat, pola kalimat, dengan tata bahasa yang sesuai?			✓		
2	Apakah terdapat aktivitas yang menunjukkan contoh kalimat dengan penggunaan tanda baca yang tepat?			✓		
3	Apakah contoh kalimat pada buku cukup jelas untuk dipahami oleh siswa?		✓			
4	Apakah terdapat aktivitas yang mengajarkan tentang penggunaan huruf kapital yang tepat seperti pada kata benda, judul, dan awal kalimat?		✓			
5	Apakah terdapat aktivitas yang menjelaskan tentang penyusunan kalimat dari mengawali sampai mengakhiri?		✓			
6	Apakah terdapat aktivitas yang menginformasikan tentang kata kerja yang digunakan untuk lampau, saat ini, dan masa depan?			✓		
7	Apakah terdapat aktivitas yang menjelaskan tentang penyusunan kalimat menjadi paragraf?		✓			
8	Apakah terdapat aktivitas yang menjelaskan kohesi seperti menyambungkan klausa menjadi teks secara logis dengan kata transisi atau kata penyambung?			✓		
9	Apakah terdapat aktivitas yang menjelaskan koheren seperti menghubungkan ide agar dapat mempengaruhi pembaca?		✓			

Data penelitian responden 3

①

Responden 3

Nama validator: *Mangirah Delvara Khami Izania*

Instansi : *M1 Plus Andalucia Islamic School*

Tanggal : *16 Februari 2021*

1. Pengantar

Nama saya Fadila Erianda mahasiswa Fakultas Keguruan dan Ilmu Pendidikan dengan Program Studi Pendidikan Bahasa Inggris sedang melakukan penelitian dengan judul *An Analysis of A Writing Comprehension Textbook for Young Learner Entitled "The Big Book of Ready to Go Writing Lessons"*. Untuk menguji kelayakan dan akurasi data dari penelitian tersebut, saya mohon kesediaan Bapak/Ibu untuk memvalidasi sejumlah daftar kriteria dibawah ini yang berisi pertanyaan dalam angket kuesioner dengan format *likert* dari '5', '4', '3', '2', '1'. Apabila mencentang poin 1 artinya sangat tidak setuju dan tidak memenuhi kriteria, semakin tinggi poin yang diberikan artinya aspek evaluasi akan semakin memuaskan dan mencapai kriteria yang diharapkan. Hasil validasi Bapak/Ibu berkan akan digunakan semata-mata hanya untuk penelitian. Terima kasih atas partisipasi Bapak/Ibu.

2. Kriteria Evaluasi Buku Pembelajaran Bahasa Inggris

A. Tata letak dan grafis

No	Pertanyaan	5	4	3	2	1
1	Apakah sampul buku teks menarik?	✓				
2	Apakah ilustrasinya bersifat informatif dan fungsional?		✓			
3	Apakah citra visual yang dihasilkan mempunyai kualitas estetika tinggi?			✓		
4	Apakah ukuran dan berat buku nyaman untuk digunakan siswa/?	✓				
5	Apakah daftar isi buku tersebut mencakup secara terperinci tinjauan tentang fungsi dan struktur yang akan diajarkan?	✓				
6	Apakah nama pengarang dan nama penerbit tertulis pada sampul buku?	✓				
7	Apakah gambar pada sampul relevan dengan isi buku dan target pembaca?	✓				

2

8	Apakah font dan efek relevan dengan isi buku dan target pembaca?	✓					
---	--	---	--	--	--	--	--

B. Konten

No	Pernyataan	5	4	3	2	1
1	Apakah isi buku sesuai dengan kurikulum nasional?				✓	
2	Apakah aktivitas dalam buku bebas dari hal yang bersifat kasar seperti menyerang suku, ras, agama, dan antar golongan?	✓				
3	Apakah konten buku disajikan dengan aktual dan fungsional?	✓				
4	Apakah konten buku mengaitkan dengan permasalahan nyata kehidupan yang mengajak siswa/ untuk berfikir secara kritis?	✓				
5	Apakah buku ini menyediakan berbagai macam topik?	✓				
6	Apakah setiap aktivitas bersifat menarik dan komunikatif guna mendorong siswa untuk mengekspresikan opini mereka?		✓			
7	Apakah tata bahasa disajikan dalam cara yang logis dan diatur berdasarkan tingkat kesulitan?	✓				
8	Apakah setiap aktivitas pembelajaran memfasilitasi siswa/ untuk menggunakan materi tata bahasa yang sudah dipelajari?	✓				
9	Apakah kosakata baru disajikan dengan sesuai sehingga pembelajaran dapat dimengerti?		✓			
10	Apakah aktivitas berbasis tugas ini mengarahkan siswanya untuk menggunakan kosakata baru untuk berkomunikasi?	✓				
11	Apakah instruksi di dalam buku memberitahu siswa untuk membuat tulisan mereka sendiri?	✓				
12	Apakah buku ini memberikan cukup banyak contoh sebelum siswa membuat tulisan mereka sendiri?			✓		
13	Apakah contoh dan penjelasan didalam buku mudah untuk dipahami?	✓				
14	Apakah bahasa dalam buku disajikan dengan natural dan wajar?			✓		
15	Apakah komponen pembelajaran efektif dan topik terstruktur dengan jelas?	✓				
16	Apakah latihan di buku ini memupuk semangat dalam belajar mandiri?		✓			
17	Apakah buku ini berisi gambar, diagram, dan tabel dengan jumlah yang cukup untuk membantu siswa memahami materi?		✓			
18	Apakah konten buku ini memenuhi kebutuhan siswa dalam belajar bahasa Inggris terutama dalam bidang writing?	✓				

C. Definisi Menulis

No	Pertanyaan	5	4	3	2	1
1	Apakah buku ini mengkontraskan perbedaan antara bahasa lisan dan tulisan?	✓				
2	Apakah buku ini menjelaskan tentang penggunaan simbol bahasa tertulis?				✓	
3	Apakah buku ini menetapkan jumlah waktu untuk latihan menulis?					✓
4	Apakah buku ini menyajikan latihan menulis yang memadai untuk membedakan bahasa lisan dan tulisan?	✓				

D. Proses Menulis

No	Pertanyaan	5	4	3	2	1
1	Apakah latihan dalam buku ini mencakup kaidah dari proses menulis secara menyeluruh?	✓				
2	Apakah aktivitas di dalam buku ini disusun sesuai dengan proses menulis?		✓			
3	Apakah setiap aktivitas dilengkapi dengan topik yang dapat dipilih sesuai minat siswa/i?			✓		
4	Apakah topik-topik tersebut menarik untuk siswa/i?		✓			
5	Apakah siswa/i diberikan kesempatan untuk menentukan sendiri topik yang akan mereka tulis?				✓	
6	Apakah dalam setiap aktivitas latihan disediakan kesempatan untuk merevisi tulisan?				✓	
7	Apakah dalam tahap <i>pre-writing</i> terdapat aktivitas seperti <i>brainstorming</i> atau <i>making WH-questions</i> ?			✓		
8	Apakah dalam tahap <i>revising</i> terdapat aktivitas saling <i>review</i> bersama teman sebangku atau kelompok?	✓				
9	Apakah ada proses menulis yang lebih dominan dibanding proses yang lain?		✓			

E. Kesulitan dalam Menulis

No	Pertanyaan	5	4	3	2	1
1	Apakah terdapat aktivitas untuk mengatasi kesulitan menulis dengan tangan?	✓				
2	Apakah terdapat aktivitas untuk mengatasi masalah tentang mengeja?					✓
3	Apakah terdapat aktivitas yang memuat seputar dikte, kata acak, membaca nyaring, dan menyambung kata?				✓	
4	Apakah terdapat aktivitas yang menjelaskan tentang penggunaan tanda baca yang sesuai?				✓	
5	Apakah terdapat penjelasan tentang persiapan yang dibutuhkan sebelum melakukan aktivitas menulis?	✓				

9

6	Apakah terdapat aktivitas untuk memperoleh ide ketika menulis?	✓				
7	Apakah terdapat aktivitas tentang penggunaan huruf kapital yang sesuai?			✓		
8	Apakah terdapat aktivitas tentang penyusunan paragraf menjadi terstruktur?	✓				

F. Komponen Penulisan

No	Pertanyaan	5	4	3	2	1
1	Apakah terdapat aktivitas yang menjelaskan tentang penggunaan kata yang tepat, pola kalimat, dengan tata bahasa yang sesuai?	✓				
2	Apakah terdapat aktivitas yang memaparkan contoh kalimat dengan penggunaan tanda baca yang tepat?		✓			
3	Apakah contoh kalimat pada buku cukup jelas untuk dipahami oleh siswa?	✓				
4	Apakah terdapat aktivitas yang mengajarkan tentang penggunaan huruf kapital yang tepat seperti pada kata benda, judul, dan awal kalimat?				✓	
5	Apakah terdapat aktivitas yang menjelaskan tentang penyusunan kalimat dari mengawali sampai mengakhiri?			✓		
6	Apakah terdapat aktivitas yang menginformasikan tentang kata kerja yang digunakan untuk lampau, saat ini, dan masa depan?	✓				
7	Apakah terdapat aktivitas yang menjelaskan tentang penyusunan kalimat menjadi paragraf?		✓			
8	Apakah terdapat aktivitas yang menjelaskan kohesi seperti menyambungkan klausa menjadi teks secara logis dengan kata transisi atau kata penyambung?		✓			
9	Apakah terdapat aktivitas yang menjelaskan koheren seperti mengembangkan ide agar dapat mempengaruhi pembaca?	✓				

Data penelitian responden 4

①

Responden 4

Nama validator: Titi Widya Yuharti

Institusi: MI ILS ANDALITA OUSAMCO SCHOOL

Tanggal: 21-02-21

1. Pengantar

Nama saya Febiola Brianda mahasiswa Fakultas Keguruan dan Ilmu Pendidikan dengan Program Studi Pendidikan Bahasa Inggris sedang melakukan penelitian dengan judul "An Analysis of A Writing Comprehension Textbook for Young Learner Entitled 'The Big Book of Ready to Go Writing Lessons'". Untuk menguji kelayakan dan akurasi data dari penelitian tersebut, saya mohon kesediaan Bapak/Ibu untuk memvalidasi sejumlah daftar kriteria dibawah ini yang berisi pertanyaan dalam angket kuisioner dengan format likert dari '5', '4', '3', '2', '1'. Apabila mencentang poin 1 artinya sangat tidak setuju dan tidak memenuhi kriteria. Semakin tinggi poin yang diberikan artinya aspek evaluasi akan semakin memuaskan dan mencapai kriteria yang diharapkan. Hasil validasi Bapak/Ibu berikan akan digunakan semata-mata hanya untuk penelitian. Terima kasih atas partisipasi Bapak/Ibu

2. Kriteria Evaluasi Buku Pembelajaran Bahasa Inggris

A. Tata letak dan grafis

No	Pertanyaan	5	4	3	2	1
1	Apakah sampul buku teks menarik?		✓			
2	Apakah ilustrasinya bersifat informatif dan fungsional?		✓			
3	Apakah citra visual yang dihasilkan mempunyai kualitas estetika tinggi?			✓		
4	Apakah ukuran dan berat buku nyaman untuk digunakan siswa?			✓		
5	Apakah daftar isi buku tersebut mencakup secara terperinci tinjauan tentang fungsi dan struktur yang akan disajikan?		✓			
6	Apakah nama pengarang dan nama penerbit terdapat pada sampul buku?	✓				
7	Apakah gambar pada sampul relevan dengan isi buku dan target pembaca?	✓				

8	Apakah font dan efek relevan dengan isi buku dan target pembaca?			✓		
---	--	--	--	---	--	--

B. Konten

No	Penanyaan	5	4	3	2	1
1	Apakah isi buku sesuai dengan kurikulum nasional?		✓			
2	Apakah aktivitas dalam buku bebas dari hal yang bersifat kasar seperti menyerang suku, ras, agama, dan antar golongan?	✓				
3	Apakah konten buku disajikan dengan aktual dan fungsional?		✓			
4	Apakah konten buku mengaitkan dengan permasalahan nyata kehidupan yang mengajak siswa/ untuk berfikir secara kritis?		✓			
5	Apakah buku ini menyediakan berbagai macam topik?		✓			
6	Apakah setiap aktivitas bersifat menarik dan komunikatif guna mendorong siswa untuk mengekspresikan opini mereka?		✓			
7	Apakah tata bahasa disajikan dalam cara yang logis dan diatur berdasarkan tingkat kesulitan?		✓			
8	Apakah setiap aktivitas pembelajaran memfasilitasi siswa/ untuk menggunakan materi tata bahasa yang sudah dipelajari?	✓				
9	Apakah kosakata baru disajikan dengan sesuai sehingga pembelajar dapat dimengerti?		✓			
10	Apakah aktivitas berbasis tugas ini mengarahkan siswanya untuk menggunakan kosakata baru untuk berkomunikasi?		✓			
11	Apakah instruksi di dalam buku memberikan siswa untuk membuat tulisan mereka sendiri?	✓				
12	Apakah buku ini memberikan cukup banyak contoh sebelum siswa membuat tulisan mereka sendiri?		✓			
13	Apakah contoh dan penjelasan didalam buku mudah untuk dipahami?	✓				
14	Apakah bahasa dalam buku disajikan dengan natural dan wajar?	✓				
15	Apakah komponen pembelajaran efektif dan topik terstruktur dengan jelas?	✓				
16	Apakah latihan di buku ini memupuk semangat dalam belajar mandiri?		✓			
17	Apakah buku ini berisi gambar, diagram, dan tabel dengan jumlah yang cukup untuk membantu siswa memahami materi?		✓			
18	Apakah konten buku ini memenuhi kebutuhan siswa dalam belajar bahasa Inggris terutama dalam bidang writing?	✓				

C. Definisi Menulis

No	Pertanyaan	5	4	3	2	1
1	Apakah buku ini mengkontraskan perbedaan antara bahasa lisan dan tulisan?			✓		
2	Apakah buku ini menjelaskan tentang penggunaan simbol bahasa tertulis?			✓		
3	Apakah buku ini menetapkan jumlah waktu untuk latihan menulis?	✓				
4	Apakah buku ini menyajikan latihan menulis yang memadai untuk membedakan bahasa lisan dan tulisan?			✓		

D. Proses Menulis

No	Pertanyaan	5	4	3	2	1
1	Apakah latihan dalam buku ini mencakup keseluruhan dari proses menulis secara menyeluruh?		✓			
2	Apakah aktivitas di dalam buku ini disusun sesuai dengan proses menulis?		✓			
3	Apakah setiap aktivitas dilengkapi dengan topik yang dapat dipilih sesuai minat siswa?	✓				
4	Apakah topik-topik tersebut menarik untuk siswa?		✓			
5	Apakah siswa/i diberikan kesempatan untuk menentukan sendiri topik yang akan mereka tulis?		✓			
6	Apakah dalam setiap aktivitas latihan disediakan kesempatan untuk merevisi tulisan?	✓				
7	Apakah dalam tahap <i>pre-writing</i> terdapat aktivitas seperti <i>brainstorming</i> atau <i>making WH-questions</i> ?		✓			
8	Apakah dalam tahap <i>revising</i> terdapat aktivitas saling <i>review</i> bersama teman sebangku atau kelompok?		✓			
9	Apakah ada proses menulis yang lebih dominan dibanding proses yang lain?		✓			

E. Kesulitan dalam Menulis

No	Pertanyaan	5	4	3	2	1
1	Apakah terdapat aktivitas untuk mengatasi kesulitan menulis dengan tangan?			✓		
2	Apakah terdapat aktivitas untuk mengatasi masalah tentang mengeja?	✓				
3	Apakah terdapat aktivitas yang memuat seputar dikte, kata acak, membaca nyaring, dan menyambung kata?		✓			
4	Apakah terdapat aktivitas yang menjelaskan tentang penggunaan tanda baca yang sesuai?		✓			
5	Apakah terdapat penjelasan tentang persiapan yang dibutuhkan sebelum melakukan aktivitas menulis?		✓			

6	Apakah terdapat aktivitas untuk memperoleh ide ketika menulis?	✓					
7	Apakah terdapat aktivitas tentang penggunaan huruf kapital yang sesuai?	✓					
8	Apakah terdapat aktivitas tentang penyusunan paragraf menjadi terstruktur?	✓					

F. Komponen Penulisan

No	Pertanyaan	5	4	3	2	1
1	Apakah terdapat aktivitas yang menjelaskan tentang penggunaan kata yang tepat, pola kalimat, dengan tata bahasa yang sesuai?	✓				
2	Apakah terdapat aktivitas yang memaparkan contoh kalimat dengan penggunaan tanda baca yang tepat?	✓				
3	Apakah contoh kalimat pada buku cukup jelas untuk dipahami oleh siswa?		✓			
4	Apakah terdapat aktivitas yang mengajarkan tentang penggunaan huruf kapital yang tepat seperti pada kata benda, judul, dan awal kalimat?	✓				
5	Apakah terdapat aktivitas yang menjelaskan tentang penyusunan kalimat dari mengawali sampai mengakhiri?	✓				
6	Apakah terdapat aktivitas yang menginformasikan tentang kata kerja yang digunakan untuk lampau, saat ini, dan masa depan?	✓				
7	Apakah terdapat aktivitas yang menjelaskan tentang penyusunan kalimat menjadi paragraf?	✓				
8	Apakah terdapat aktivitas yang menjelaskan kohesi seperti menyambungkan klausa menjadi teks secara logis dengan kata transisi atau kata penyambung?	✓				
9	Apakah terdapat aktivitas yang menjelaskan koherensi seperti mengembangkan ide agar dapat mempengaruhi pembaca?		✓			

Appendix 3

Surat Keterangan Bimbingan



YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
 Jalan Pakuan Blok Per. 472, Email: kep@pakuan.ac.id, Telepon (021) 8375496 Bogor

SURAT KEPUTUSAN
 DEKAS FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
 Nomor : 1001/KEG/PAK/2021

TENTANG
 PENJAMBAKATAN PEMBIMBING SKRIPSI
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
 DEKAS FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang :	<ol style="list-style-type: none"> 1. Bahwa demi kepentingan peningkatan akademik, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku. 2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan. 3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk memperoleh ijazah Sarjana. 4. Oleh Sarjana harus bertanggung jawab dengan baik. 								
Mengingat :	<ol style="list-style-type: none"> 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional. 2. Peraturan Pemerintah Nomor 32 Tahun 2013 Menetapkan Perubahan dan Peraturan Pemerintah Nomor 18 Tahun 2005 tentang Standar Nasional Pendidikan. 3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengalihan dan Penyelenggaraan Pendidikan. 4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi. 5. Keputusan Rektor Universitas Pakuan Nomor 35/KEP/REK/VI/2020, tentang Pembentukan Dekan Masa Bakti 2011-2015 dan Pengangkatan Dekan Masa Bakti 2020-2025 & Lingkungan Universitas Pakuan. 								
Menghasilkan :	Laporan dan pemilihan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat awal pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.								
MEMUTUSKAN									
Menetapkan Pertama :	<p>Mengangkat Sebagai</p> <ol style="list-style-type: none"> 1. Drs. Ari Hidayat, M.Pd. 2. Ir. Supriatna Fauzi Hidayat, MPA. <p>Sebagai pembimbing dan</p> <table border="0"> <tr> <td>Nama</td> <td>FAHILA ERANDA</td> </tr> <tr> <td>NPM</td> <td>331116073</td> </tr> <tr> <td>Program Studi</td> <td>PENDIDIKAN BAHASA INGGRIS</td> </tr> <tr> <td>Judul Skripsi</td> <td>AN ANALYSIS OF A WRITING COMPREHENSION TEXTBOOK FOR YOUNG LEARNER ENTITLED "THE BIG BOOK OF READY TO GO WRITING LESSONS"</td> </tr> </table>	Nama	FAHILA ERANDA	NPM	331116073	Program Studi	PENDIDIKAN BAHASA INGGRIS	Judul Skripsi	AN ANALYSIS OF A WRITING COMPREHENSION TEXTBOOK FOR YOUNG LEARNER ENTITLED "THE BIG BOOK OF READY TO GO WRITING LESSONS"
Nama	FAHILA ERANDA								
NPM	331116073								
Program Studi	PENDIDIKAN BAHASA INGGRIS								
Judul Skripsi	AN ANALYSIS OF A WRITING COMPREHENSION TEXTBOOK FOR YOUNG LEARNER ENTITLED "THE BIG BOOK OF READY TO GO WRITING LESSONS"								
Kedua :	Kapada yang bersangkutan diberikan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.								
Ketiga :	Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan secepatnya.								

Ditetapkan di Bogor
 Pada tanggal 15 Januari 2021









Dekan, M.Pd.
 NIDN. 031 033 404



Tersusun :

1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan





Appendix 4



Berita Acara Bimbingan Dosen Pembimbing 2

Tanggal	Bab	Catatan Bimbingan	Paraf
30-11-19	1	<p>Judul: TEACHING WRITING THROUGH DISCOVERY LEARNING TO FOSTER STUDENTS' CHARACTER BUILDING BY USING NARRATIVE TEXT</p> <p>1. Judul dibuat lebih fokus: memperbaiki hasil tulisan siswa atau memperbaiki karakter mereka? 2. Kualitatif atau kuantitatif? 3. Perbaiki grammar 4. Kamus tidak bisa dijadikan referensi 5. Kalimat membingungkan 6. Perhatikan peletakan koma</p>	
10-08-20	1	<p>Judul: AN ANALYSIS OF A WRITING TEXTBOOK FOR YOUNG LEARNER ENTITLED "THE BIG BOOK OF READY TO GO WRITING LESSON"</p> <p>1. Judul skripsi kapital semua 2. Perbaiki penulisan tahun 3. Research question sebaiknya satu saja 4. Perbaiki grammar sedikit lagi</p>	
22-08-20	1	BAB 1 disetujui	
7-01-21	2	<p>1. Merubah judul chapter menjadi kapital 2. Menambah deskripsi buku yg dianalisa pada poin teori 3. Memperbarui teori 4. Keterangan skema process of writing dipinggir kiri 5. Mencantumkan expert pada writing difficulties 6. Mengutip nama belakang expert saja 7. Perbaiki grammar sedikit lagi</p>	
10-01-21	2	BAB 2 Disetujui dengan very minor revision	
20-01-21	3	<p>BAB 3 Disetujui dengan revisi:</p> <p>1, Perbaiki grammar 2. Membaca lagi teori purposive sampling 3. Mengganti istilah observation 4. Menyebutkan sumber adaptasi instrument</p>	

31-05-21	4	BAB 4 Disetujui dengan revisi: 1, Perbaiki grammar sedikit lagi	
14-06-21	5	BAB 5 Disetujui	

Berita Acara Bimbingan Dosen Pembimbing 1

Tanggal	Bab	Catatan Bimbingan	Paraf
25-10-19		Bimbingan klasikal membahas BAB 1 secara umum dari mulai cover sampai manfaat penelitian	
13-11-19		Bimbingan klasikal BAB 1 Menyeleksi judul yang bisa dan tidak bisa diteliti Membahas dengan detail background of the study dan reason for choosing Menulis skripsi harus dengan academical words Mencari penelitian dengan variable yang sama	
20-11-19		Bimbingan klasikal BAB 1 Membahas aim of the study, research question, research focus	
27-11-19		Bimbingan klasikal BAB 1 Membahas operational definition dan research significance	
4-12-19		Bimbingan klasikal BAB 2 Membahas penulisan bab 2 dengan quotation paraphrase, summary, dan mendalami prinsip essay lagi	
11-12-19		Bimbingan klasikal BAB 2 Membahas BAB 2 lebih lanjut dan diskusi skripsi masing-masing	

23-12-19	1	<p>Judul: TEACHING WRITING THROUGH DISCOVERY LEARNING TO FOSTER STUDENTS' CHARACTER BUILDING BY USING NARRATIVE TEXT</p> <ol style="list-style-type: none"> 1. Menulis judul dengan capital letters 2. Penempatan logo 3. Menggunakan font Times New Roman font 12 4. Terdapat jumping idea 5. Ikuti prinsip menulis essay writing 6. Tambahkan page 7. Mengganti Aim of The Research 8. Mengganti Research Question 9. Mengganti Operational Definition 10. Menambah kontribusi penelitian 	
5-09-20	1	<p>Judul: AN ANALYSIS OF A WRITING TEXTBOOK FOR YOUNG LEARNER ENTITLED "THE BIG BOOK OF READY TO GO WRITING LESSON"</p> <ol style="list-style-type: none"> 1. Judul skripsi kapital semua 2. Paraphrase menggunakan kalimat sendiri 3. Ikuti prinsip essay writing 4. Mengkerucutkan tujuan penelitian menjadi satu 	

Appendix 5

Surat Izin Penelitian di Sekolah terkait

**YAYASAN PAKUAN SILIWANGI**
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
Jalan Pakuan Estate Pk. 402, Email: kep@pakuan.ac.id, Telepon (0270) 871998 Bogor

Nomor : 2576/WADEK/VFKIP/V2021
Perihal : Izin Penelitian

26 Januari 2021

Yth. Kepala Sekolah MI Andakusia Qur'anic School
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : FADHILA ERIANDA
NPM : 031116073
Program Studi : PENDIDIKAN BAHASA INGGRIS
Semester : Sembilan

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 1 Februari s.d. 13 Februari mengenai:
AN ANALYSIS OF A WRITING COMPREHENSION TEXTBOOK FOR YOUNG LEARNER ENTITLED "THE BIG BOOK OF READY TO GO WRITING LESSON"

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.


Dekan
Wakil Dekan
Akademik
Sembilan, M.Pd.
NID. 1006025468



YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Bermutu, Mandiri dan Berkepribadian

Jalan Pakuan Kota-Pos 402, E-mail: kep@pakuan.ac.id, Telepon: (021) 8377880 Bogor

Nomor : 2577/WADEK /FKIP/2021

26 Januari 2021

Perihal : Proponen

Yth, Kepala Sekolah MI Andalusia Guranic School

di

Tempat

Dalam rangka penyusunan skripsi, dengan ini kami mohon bantuan Bapak/Ibu untuk memberikan izin kepada mahasiswa:

Nama : FADHLA ERMANDA
NPM : 031116073
Program Studi : PENDIDIKAN BAHASA
INGGRIS

mengadakan proproponen di lingkungan instansi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami mengucapkan terima kasih.

di Dekan

Wakil Dekan

Prodi Akademik,


Dekan, M.Pd.
NIP. 1006025489



YAYASAN ANDALUSIA IZZATUL ISLAM
MADRASAH ISTIDAIYAH PLUS
Andalusia
Qur'anic School
NSH : 11131010022 NPSN : 69991248
Musan Berau, Rt. 05/04-05, Kelurahan/Chinong, Kabupaten, Jawa Barat 40612
Telp. 0210773199

SURAT KETERANGAN

No. : 123/MIP-AQ/02/2021

Yang berkedatangan dibawah ini:

Nama : Setyo Mufidz Ashari, S.Pd.I
Jabatan : Kepala Madrasah
Instansi : MI Plus Andalusia Qur'anic School
Alamat : Musan Berau, Rt 05/01, Kelurahan, Chinong, Regon, Jawa Barat.

Dengan ini menerangkan bahwa:

Nama : Fadrisa Erianda
NIRMANPM : 051110072
Program Study : Pendidikan Bahasa Inggris
Jenjang : (ST) Strata Satu
Perguruan Tinggi : Universitas Palawan

Telah melakukan penelitian di MI Plus Andalusia Qur'anic School Tahun Pelajaran 2020-2021 pada tanggal 15 Februari 2021 sampai dengan 29 Februari 2021.

Durikan Surat Keterangan ini kami buat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Chinong, 17 Februari 2021
Kepala MI Plus Andalusia Qur'anic School


Setyo Mufidz Ashari, S.Pd.I