
EXPANDING PRIMARY SCHOOL STUDENTS' KNOWLEDGE AND SENSE OF TOLERANCE ON "THE WORLD THROUGH ENGLISH TEXTBOOK"

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ABSTRACT

Character education is needed to shape the students' characters, one of which is the sense of being tolerant toward differences of cultures in societies around the world. Textbooks are suitable to introduce this value. This study is aimed to develop a primary school source of learning which significantly promotes the value of tolerance in the content. This textbook is aimed to introduce cultures from several parts of the world and stimulates the students' awareness of appreciating diversity. Plomp's Model in 1997 research and development (R&D) design is utilized in this present study. The finding shows the researchers can develop an English textbook entitled "The World through English". This book guides the students to enhance their knowledge and sense of tolerance into the level of warm tolerance according to the Interpersonal Tolerance Scale (IPTS) proposed by Thomae (2016). As a result, this study shows that the development of an English textbook with persuasive tolerance value is acceptable and easily comprehended by elementary school students.

Key Words: development research; English textbook; character education

ABSTRAK

Pendidikan karakter diperlukan untuk membentuk karakter peserta didik, salah satunya adalah rasa toleran terhadap perbedaan budaya dalam masyarakat di seluruh dunia. Buku teks cocok untuk memperkenalkan nilai ini. Penelitian ini bertujuan untuk mengembangkan sumber belajar sekolah dasar yang secara signifikan mengedepankan nilai toleransi dalam muatannya. Buku ajar ini bertujuan untuk memperkenalkan budaya dari berbagai belahan dunia dan merangsang kesadaran siswa untuk menghargai keberagaman. Model Plomp pada tahun 1997 desain penelitian dan pengembangan (R&D) digunakan dalam penelitian ini. Temuan menunjukkan peneliti dapat mengembangkan buku teks bahasa Inggris berjudul "The World through English". Buku ini membimbing siswa untuk meningkatkan pengetahuan dan rasa toleransi ke tingkat toleransi hangat menurut Skala Toleransi Interpersonal (IPTS) yang diusulkan oleh Thomae (2016). Hasilnya, penelitian ini menunjukkan bahwa pengembangan buku teks bahasa Inggris dengan nilai toleransi persuasif dapat diterima dan mudah dipahami oleh siswa sekolah dasar.

Kata Kunci: penelitian pengembangan; buku teks bahasa Inggris; pendidikan karakter

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INTRODUCTION

Children, nowadays tend to find no difficulty when they must find any information that they need. They use searching engines through Smartphones anywhere and anytime they want (Druin et al., 2009). They spend most of their time in using their smartphones which focuses on entertainment and social needs (Sekarrini et al., 2020). However, the existence of these tools is mostly used not to expand their knowledge about things that happen in the world, outside their communities. Even worse, there is a lot of misuse of technology that makes it easier for children and adolescents to label and not tolerate diversity. This becomes one of the major reasons for developing textbooks that can build students' character. Considering textbooks will be used under supervision of teachers during and after the class hour.

Furthermore, in Indonesia, textbooks are designed based on the curriculum which merely focus on knowledge (Mustika & Permatasari, 2013; Citra, et all; Fahik, 2020; Nesi et al., 2022; Regiliana, 2021; Yuliana & Yulina, 2021). There are several other studies that also in line. First, one of the major factors of learning language failure in Indonesia is caused by lack of opportunities provided by textbook to become an active language learner

(Winarni et al., 2022). Second, Indonesia textbook model with character education is important to be promoted (Winarni, 2018). Next, a study by (Cicilia, 2017) compared Indonesian and Thai textbook. This study also figured out that Indonesia textbook need to consider not only cognitive but also affective aspects. As a result, they may not have enough sense of tolerance to accept those who are different from them, especially when they are also not having proper moral education during their growth. Being tolerant of others is one of the social values regarded to be gradually missing from the current millennial generation (Tirza, 2022). This generation is characterized by the people who are more often using their logic, depending on the empirical way of thinking, as well as being materialistic, secular, and hedonistic (Fadli, 2019). Thus, they tend to not care about building a good relationship amongst people. These wrong behaviors may happen because the people have the so-called freedom of speech, yet they do not aware that with freedom come responsibilities (Mccarthy-jones & Mccarthy-jones, 2019). Those results of previous studies shows that there should be a qualified textbook which contains of multi and national diversity in which leads the students to be able to appreciate and embrace in positive way.

Education, then, plays an important role in shaping the values adhered by societies. There are three domains of education that must be mastered by students; they are, cognitive, affective, and psychomotor domains (Wahyutiningsih, 2016). The affective domain is the one to be developed concerning shaping the students' characters and moral values. The development of the students' affective domain can be done by having the character or moral education. Freud in Wahyutiningsih (2016) believes that failure in giving education about good personalities to children at an early age will result in having problematic personalities when they reach adulthood. Therefore, it is important to introduce children as early as possible with differences in world societies as an effort to shape their moral values. It is also crucial to provide them with the character or moral education to face such social differences.

It has been known that education may contain other agenda on political, social, or religious issues. As a part of a certain society, it is difficult to separate education from such an agenda. Thus, it is said that education, including textbooks as one of the media of teaching, contains "hidden" curriculum. Cubukcu (in Permana, 2018) says that the "hidden" curriculum may also deliver social norms and

values believed and pertained within a society so that it also shapes the students' characters appropriate to the society's social norms and values. In introducing differences across countries around the world to boost students' sense of tolerance, textbooks are regarded to be important tools to help teachers and educators to do so (Setyono & Widodo, 2019). Thus, it is deemed that textbooks also have important roles in shaping the students' characters, including the character of being able to be tolerant of differences.

Related to English, it has become a global language since years ago. At present, "people in every part of the world feel its urgent role in their life: for academic purposes, for business goals and other purposes" (Rohmah, 2005). Many parents think that their children should learn English as early as possible. Schools react to the parents' demand by providing English subject and making English as one of the languages for communications inside the school as early as when the children are in nursery school (Thesis & Murtiningrum, 2009). However, based on *Kurikulum 2013*, English is not a required subject to be given until the students are in middle school. It means that students who are in primary school are not obligated to learn English. Despite many controversies of being not relevant with today's demand on

teaching English as early as possible, the situation gives quite a freedom for textbook writers to be creative in deciding the themes in writing English textbook for primary school students. As a result, they can develop English textbooks deemed to be appropriate with the society's situation nowadays.

Related to building students' characteristics and shaping their moral values, it is necessary to introduce them to broad differences the world have on cultures. The textbook as an educational tool that can reach many students is ideal to be used to help educators to shape the students' perspectives of the societies (Han & Shin, 2020). A study conducted shows that Indonesian textbooks already contain the value of tolerance but mostly focus on how to interact to the older people and treat all people equally neglecting their religious and ethnic background (Adijaya, 2020; Cahyo, 2022). In other words, the value of tolerance is still exposed in very limited way which focuses on the local or national needs. However, today, students with the era of technology and social media, they need to bring the tolerance value internationally and beyond the limit of nationality, distance, and space. Thus, it is hoped that the students can recognize and accept the differences so that they can improve their degree of tolerance

toward others. The current study is trying to develop a book that can give a glimpse to the students of how the world is a unique place to live that is full of different cultures which is expected to achieve warm level of tolerance (Thomae, 2016).

Character Education

The millennial generation is faced with many ordeals that are new due to the development of technology so that it is difficult to handle such ordeals since people do not have sufficient experiences to deal with them (Nancu, et al., 2020). Lickona (in Permana, 2018) mentions ten disturbing youth trends; they are (1) violence and vandalism; (2) stealing; (3) cheating; (4) disrespect for authority; (5) peer cruelty; (6) bigotry; (7) bad language; (8) sexual precocity and abuse; (9) increasing self-centredness and declining civic responsibility; and (10) self-destructive behavior. The act of being self-centered means that the youths put their importance foremost in comparison to others' whether it brings damaging consequences to society. As a result, they tend to do as they pleased without being able to weigh the consequences of their actions so that they are also ignoring civic responsibility. The characteristics will likely be brought to adulthood if there is nothing done to mend such disturbing traits. As adults,

corrupt practices may result from such false upbringing.

Pala (2011) defines the word "character" as a distinctive mark that differentiates one person to another. It often happens that someone is judged by others based on that person characters. It means that characters define who a person is. As characters define someone, character education is essential to be given to students from an early age to minimize the growth of the disturbing traits in youths. Character education can be defined as "a growing discipline with the deliberate attempt to optimize students' ethical behavior" (Agboola, 2012). Wahyutiningsih (2016) mentions the goal of having a character education is to shape the students' personality to be a good human, a good resident, and a good citizen. Such goal also suggests that the goal of character education is about shaping the students' traits which are essential to be a member of a certain society, one of which is to shape the students' sense of being tolerant to others which are different from them.

The Role of the Textbook in Character Education

A textbook is one of the tools which are used in the teaching and learning process. In Indonesia, there is a saying that books are the window of the world. It means that by reading books, people

have wide access to get knowledge of the world. For students, textbooks are the types of books that they read for most of the time. Textbooks may function as the main source for the students to get language input and as a media for them to practice the language. However, no textbook is suitable for all teachers and students (Mithans & Ivanuš Grmek, 2020; Panjaitan & Gatot Sutapa Yuliana, 2019; Vitta, 2021). Thus, teachers still need to adjust which are suitable to the character of their students.

"Textbooks are important devices in the educational process, which might instruct the teachers' work, also embody the subjects, and contain the knowledge and norms preferred by the school" (Kereszty, 2009). The notion suggests that besides scientific knowledge, textbooks contain societies' norms and values which are regarded to be suitable for students by the school. Hence, Kereszty states that textbooks are often regarded as part of the "hidden" curriculum; that is, textbooks mediate the worldview, expectations, and values of the society with the life within schools through reflections of everyday life. Therefore, students may learn many things related to life through textbooks. Textbooks are also known to be one of the tools to maintain and support oppression (Renner, 1997). Renner believes that the

contents of textbooks are controlled by those who are in power. However, textbooks are also possible to serve as agents of change (Crawford, 2002). The idea deems textbooks as a useful tool to create some changes through both scientific and social knowledge within the textbooks. Therefore, textbooks can also be used as a tool to shape the students' perspectives on the world to grow their sense of tolerance related to other cultures which are different from theirs.

In regards to character education, textbooks may be the tools to provide materials that contain examples of good personalities. Permana (2018) mentions, textbooks are "expected to contain character values and knowledge which are appropriate to the learners". To improve the students' sense of tolerance, English textbooks may expose the students with information related to differences that occur in societies. As a global language, it is also possible that textbooks for English teaching display several cultures from several different countries around the world. Such display in English textbooks may enrich the students' knowledge as well as develop the students' awareness that there are enormous social and cultural differences among people around the world. As a result, it is expected that textbooks can help the students to build

their sense of tolerance towards those who are different from them. So, the purpose of this study is to develop an English textbook for sixth-grade students of primary schools which contains of knowledge and sense of tolerance in national as well as international level. Therefore, the research questions were set up into two: how is the process of developing English textbook that contains of knowledge and sense of tolerance materials? And in which level that this book will enrich students' knowledge and sense of tolerance?

METHOD

This study employs research and development studies. This research design let the actual data from the main purpose of offering tolerance content in English textbook for primary and elementary school revealed. Latief (2009) describes that a development study in education will obtain a teaching media as a result of the study. The notion is in line with the current study as it is intended to develop an English textbook for sixth-grade students of primary school.

The R&D cycles was implemented in this study. It refers to Plomp's Model In 1997 which proposed the cycle of R&D research. The cycle consists of the preliminary investigation step. The

researcher needs to carry out by analysing the problem or analysing the needs from the stakeholders as well as users. Second, designing step. The purpose of this step to plan solution in designing the model based on the results of working plans. The third step is realization/Construction. This step is conducted through producing activities, like developing textbook, creating teaching, and learning materials, producing service models for training or workshop. The last step is Testing, Evaluation, and Revision. These three steps are carried out through the process of collecting, processing, and analyzing collected information systematically. The fifth step is implementation. Here, the researcher must implement the result or product to the users (Gustiani, 2019).

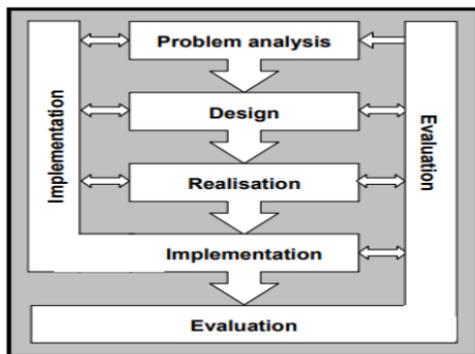


Figure 1. Plomp's Model

So, the present study adopt Plomp's R&D model as follows. First, there is a needs analysis test by having library research on the Indonesian

students' sense of tolerance character. Second, the documentary study from the recent available textbooks was conducted to figure out the weaknesses of those textbooks in term of the value of tolerance. Third, the process of selecting certain level of education is the most suitable to use this type of textbook. It was basically based the needs and the availability of the respondents. After that, the researchers refer to the curriculum of Indonesian national education to develop an English textbook for this level. the textbook is developed based on the core competencies (*kompetensi inti*) for sixth-grade students of primary schools relevant to *Kurikulum 2013* which is set by the Ministry of Education and Culture of Indonesia. In the structure of *Kurikulum 2013* for primary education as mentioned in the regulation namely *Lampiran Permendikbud nomor 67 Tahun 2013*, English is not included as the required subjects for grade 1 up to grade 6 students of primary school. Thus, there are no basic competencies (*kompetensi dasar*) for English for primary school students. Meanwhile, both core competencies (*kompetensi inti*) and basic competencies (*kompetensi dasar*) are supposed to be used for developing an English textbook for primary school students. The criteria of selecting materials and sources of the book deeply concern on the stimulation

of students' sense of tolerance based on (Hjerm et al., 2020). It involves: 1) Tolerance as phenomenon dependent on prejudice, 2) Tolerance as a phenomenon distinct form prejudice, 3) Other concerns: abstraction and multidimensionality, 4) Tolerance as an orientation towards difference. The following procedures were expert validation process. It involved expert in English education including English lectures and teachers. The expert reviews in the draft were considered as the revising form of the following draft. Next, the revised draft was implemented to the students of sixth-grade primary school in order to evaluate the acceptance and reliability as well as the level of difficulty of the textbook draft. Finally, the final draft of the textbook was revised, printed, and publish nationally.

For the second research questions, this study use questionnaire. This instrument is used to figure out the students' level of tolerance based on the Interpersonal Tolerance Scale (IPTS). The questionnaire consists of all three-dimension characteristics that represent their level, warm, cold, or limit tolerance. Likert scale is employed in order to find the students score.

Research site and participants

Research site is elementary schools in Malang regency. This study concerned on two public elementary schools. Since the book is addressed for 6th grades students, therefore the participant of this study only focusses on at 6th grades.

Data collection and analysis

As stated by Latief (2009) about the procedures of a development study, the development of the English textbook for sixth-grade students of primary school is comprised of the activity on writing the textbook, reviewing the textbook, revising the textbook, having expert validations, performing try-out on the textbook, and having final revision on the textbook. In writing the textbook, some preliminary activities are performed. They are (1) deciding the theme for each unit of the extbook based on the core competency; (2) selecting the English language skills and language components suitable with each theme; (3) and compiling sources for creating and modifying reading texts. The reviews on the draft of the textbook are completed in this study. The validations are performed by two experts who are lecturers on English in two different universities. Meanwhile, the try-outs of the textbook are done by three students of sixth-grade of three different primary schools.

The theme of each unit is decided based on the core competencies (*kompetensi inti*) for sixth-grade students of primary school. For the language skills and components, they were selected those based on the level of difficulty and the suitability with the themes. For the reading texts, this study was compiling the information from the internet to create or modify the texts. The exercises are created based on the theme and the reading texts.

The reviews on the draft of the textbook were performed twice. The first review was completed between the two writers, and the second review, which could also be called as expert validation, was done by two English lecturers from two different universities. The reviews were mostly related to the use of grammar, word choice, pictures, and the types of exercises given in the textbook. Meanwhile, the reviews by the experts were assessed by looking at some criteria on some categories of the aspects of a textbook. The criteria were related to the aspects of the materials, teaching and learning, language, and performance. The range of scores to be given is from 1 to 5, with 1 as being "not clear at all" and 5 as being "perfect".

The try-outs were carried out by three sixth-grade students from three

different primary schools. Each student must read two units and fill in the assessment form that consists of an assessment on the textbook's level of difficulty related to grammar, vocabulary, reading texts, and exercises. The last revision was conducted after the writers got the assessment and feedback from the experts as well as after the try-outs have been completed by the students.

For the questionnaires result which refers to the Interpersonal Tolerance Scale (IPTS) proposed by Thomae (2016), it can be seen from the result of the students' level of tolerance which got the warm tolerance level as the highest among two other levels. The answers are categorized into always = 5, sometimes = 4, seldom = 3, rare = 2, never = 1.

FINDINGS AND DISCUSSION

Findings

Primary Textbook with Tolerance Education Content Developing Process

It was decided that the textbook will have the title "The World through English" as the textbook was intended to introduce different cultural values to students and that there are six units with six different themes for the textbook, of which the themes are decided based on the core

competencies. The decision was based on the usual hours allocated for English subject by schools. Two units represent the first core competency that was related to the religious concepts; they are unit 1 entitled “holidays” and unit 5 entitled “unique traditions”. For the second core competency which is about the social concepts, unit 2 and 6 are created with the theme on “charity” and “be eco-friendly”. The third competency, which is about knowledge on technology, is represented by unit 3 entitled “hand-crafts”. For the last competency that is about how technology is being applied, unit 4 with the title “past discoveries” is developed. In those units, the language components, such as grammar and vocabulary, are selected based on the level of difficulty and the suitability with each theme.

The first aspect of the textbook being assessed was related to the materials given in the textbook. The second aspect was about teaching and learning, which is about whether the textbook will be able to help the process of learning English. The third aspect is related to the use of the language in the textbook. The last aspect of the assessment was given to assess the presence of the textbook, such as its design, choice of fonts, etc. The mean scores of the assessment for those aspects are (1) 3.40 for the aspect on

materials; (2) 3.43 for the aspect on teaching and learning; (3) 3.60 for the aspect on language; and (4) 4.00 for the aspect on presentations of the textbook.

Related to the aspect of materials, the two reviewers gave similar scores to the five indicators presented. On the indicator about the textbook’s content compatibility with core competency and basic competency as well as the textbook’s concept accuracy, the reviewers deem that the content of the book being developed has very good compatibility with the core competency, and it was also being accurate to the proposed concept; of which the textbook was developed to provide the students with knowledge on the world to boost their sense of tolerance. Similarly, both reviewers give the score 3, or average, in assessing the other three indicators of the aspect on materials of the textbook. The other three indicators were about materials rejuvenation, materials presentation order, and suitability of the example. Hence, since there was no significant difference in the assessment given by the reviewers on the indicators of the aspects of materials, the materials of the developed textbook can be deemed as valid to be used.

The second aspect of the textbook being assessed by the reviewers was about teaching and learning that had

seven indicators. They are 1) purpose of learning, 2) motivation, 3) clarity of the exercises, 4) clarity of the learning indicators, 5) stimulating self-independency, 6) suitability of the pictures with the materials, and 7) clarity of the title and subtitle. For these seven indicators, the reviewers mostly gave the scores 3 and 4, of which 3 as “average” and 4 as “very good”. The differences that can be seen from the assessment by the two reviewers on the second aspect of the developed textbook are related to indicators about the clarity of the learning indicators, stimulating self-independency, and suitability of the pictures with the materials. For the indicator of the clarity of the learning indicators, the first reviewer gives the score 4, while the second reviewer gives the score 3. Meanwhile, for the indicators about stimulating self-independency and suitability of the pictures with the materials, the first reviewer assesses the indicators with score 3, and the second reviewer with score 4. Both reviewers gave the same scores for the remaining four indicators of the aspect of teaching and learning. They give (1) score 4 on the indicator about the purpose of learning; (2) score 3 on the indicator about motivation; (3) score 4 on the indicator about the clarity of the exercises; and (4) score 3 on the indicator about the clarity of the title

and subtitle. From the results of the assessment, the second aspect of the developed textbook on teaching and learning was said to be suitable or valid as there is no noteworthy difference between the assessment given by the first and second reviewer.

Related to the third aspect of the textbook, which is about the use of the language, there were five indicators to be assessed. The first indicator was about the suitability of the language with the students’ level. The first reviewer gave the score 4, and the second reviewer gives the score 3 for this indicator. For the next two indicators about language clarity and terms accuracy, both reviewers gave the score 4 as “very good” for each of these two indicators. The fourth indicator is related to grammar, pronunciation, and spelling accuracy. The fifth indicator was about the ability of the language used in the textbook to arouse the students’ curiosity. For the fourth and fifth indicators, the first reviewer passes the score 3 of being “average”, and the second reviewer passes the score 4 as “very good”. The same as the previous two aspects being assessed, the aspect on the language of the textbook can also be considered as valid or suitable since the results of the assessment from the reviewers do not show any major difference between the two of the results.

The last aspect of the textbook being assessed is about the presentations of the textbook. There were ten indicators of this aspect to be assessed. They are (1) letter font; (2) space; (3) quality of the text; (4) readability of the text; (5) quality of the pictures; (6) layout; (7) navigation sign; (8) background; (9) titles arrangement; and (10) interaction setting with the theme. Among these ten indicators, the first reviewer passes score 5 as being "perfect" for two indicators; they are about letter font and quality of the pictures. However, the first reviewer gives the score 2 as "still bias" for the indicator that is related to background, and the second reviewer passes the score 3 for this indicator. For the other indicators, both reviewers shared evenly the score 3 of being "average" and score 4 of being "very good". As a result, the assessment from the reviewers on the last aspect about the presentations of the textbook also does not show any significant dissimilarity among indicators, so that it can be said that the presentations of the textbook are valid or suitable for the students.

Feedbacks in the form of description were also given by the reviewers. The descriptive feedbacks were about the strengths and weaknesses of the draft of the textbook. One of the strengths that are noted by the reviewers are about the interesting

themes of the units which cover worldwide knowledge as intended; that is, to produce a textbook for students to enhance their knowledge on the world to grow their sense of tolerance. The reviewers also point out that the draft of the textbook has contained suitable materials and exercises to help the students in improving their language skills. However, they also describe the weaknesses of the draft which have to be revised. Some of the weaknesses mentioned are about there is no listening activities covered in the textbook, not all exercises give examples on how to do each of them, and the materials have to be more up-to-date to suit the students' situations.

The try-out which was done by three students from three different schools also give some feedbacks for the writers. There are some aspects of the textbook which are being tried-out by the students. They are the level of difficulty of (1) reading texts; (2) grammar; (3) vocabulary; and (4) exercises. The students are also asked whether they get some new information from the textbook. For the reading texts, two students think that the texts are easy, while a student thinks that they are of average. Two students deem that the grammar presented in the textbook are of average, while a student thinks of it as easy. Related to the vocabulary that they find in the textbook, the

answers were distributed equally as each of them says that the vocabulary is difficult, of average, and easy. As for the exercises, two students believe that they are easy, while it is of average for the other student. Related to getting new information from the texts in the textbook, all students answer that they got something new after reading the texts, such as information on past discoveries and traditions from another country.

Students' Level of Knowledge and Sense of tolerance

As findings of the questionnaire shows that the total score for 53 of sixth grade students at 3 different schools shows that thirteen statements average score 85% answers always = 5. It is also the highest among other two-dimension levels which shows 45% answers always = 5 for cold tolerance, and 53% answers always = 5 for limit tolerance. Therefore, this result shows the students level of tolerance is warm tolerance. It is clearly shown on the table down below.

Table 1. Three-dimension tolerance levels

Tolerance Dimension Level	Total Maximum Score	Average
Warm tolerance	85%	
Cold tolerance	45%	
Limit tolerance	53%	

Since the data shows that the highest score average is addressed to the warm tolerance level, the actual score of students on this level is described completely. Based on this result, the finding can be concluded that students who learn English by using "The World through English" textbook are categorized into warm tolerance level. The number of students' answers in each of the indicators also shows that the basic purposes of this study in which to provides an English textbook that not merely focuses on knowledge but also enrich students' sense of tolerance is accomplished well. For example, almost all students answer always = 5 for the statement "I see differences in people's opinions and beliefs as opportunities to learn from each other." Similar findings are also seen in other indicators. This following table shows the complete indicators and the description of students' answers in this warm tolerance level.

Table 2. Students' Answers on Warm Tolerance Dimension level

No	Indicator	Total Tolerance Score				
		Never = 1	Rare = 2	Seldom = 3	Sometimes = 4	Always = 5
	Total respondents	53 students of 6 th grades from 3 different schools				
1	I see differences in people's opinions and beliefs as opportunities to learn from each other.	0	0	0	4	49
2	If I perceive somebody as acting incorrectly or curiously, I try to understand the reasons for their behavior.	0	0	2	10	41
3	If the values and behaviors of another person contradict my own values, I make an effort to understand the other person before judging them.	0	0	0	15	38
4	I embrace other people the way they are, even if we have very little in common.	0	0	0	7	46
5	I can respect another person, even if their beliefs contradict my own beliefs.	0	0	0	0	53
6	I give other people room to be themselves, without trying to change them.	0	0	0	3	50
7	I am able to acknowledge new and unfamiliar things, even if I dislike them.	0	0	4	7	42
8	I am able to reconsider and adjust my opinion if a conversation yields novel viewpoints.	0	3	5	5	40
9	I try to fully put myself into another person's position in order to understand their viewpoint.	0	0	0	25	28
10	I believe that there are multiple accurate viewpoints for most things.	0	0	0	30	23
11	If I am bothered by the attitudes or acts of another person, I can discuss it with them without rejecting them as a person.	0	0	3	5	45
12	I always try to respect another person, irrespective of their beliefs and behaviors.	0	0	0	0	53
13	I accept that other cultural communities may act upon values which I consider intolerant.	0	0	1	6	46
	Total score	0	3	15	117	554
	Average of 53 respondents	0%	0.00 2%	0.13%	14.2%	85%

Discussion

Based on the results of the study, there are several arguments that can be proposed to proof that this textbook

achieve good standard of English textbook. First, the selected topics used in this text book are relevant with the needs of the users. The contents are also not against any of the appropriateness

of Indonesia students who are considered divers and religious. This is in line with Litz (2001) that mention the qualification of a valuable textbook in ELT must be able to be received by any level of quality, usefulness, appropriateness of the ELT learners. Moreover, a good textbook includes social identity and social group either in regional, social class, and minority ethnics. The content also allows social interaction in different level outsider and insider as mentioned by Bryam (as cited in Gunantar, 2017). This present textbook provides topics which considers minority group such as the culture of Vodoo from Africa.

Second, the result of the study also shows the units which are developed in the textbook are compatible with the core competencies for sixth-grade students of primary school set in *Kurikulum 2013*. The compatibility of the themes of the units with the core competencies is in line with Byrd in (Sulistiyo et al., 2021a) who mention that the first standard to look for in a good textbook is the fit between the materials and the curriculum. From six themes of the units, each theme is fit to one of the core competencies. The texts in each unit are also well-matched with the concept accuracy of developing the textbook, of which its concept is to broaden the students' knowledge of cultures around the world.

As mentioned previously, the compatibility with the core competencies can be seen in each unit. In unit 1, the theme is about "holidays". The theme of this unit is selected based on the first core competency for sixth-grade students of primary school that emphasizes religious teachings. The texts which are developed also portray the theme. The first text is entitled "The Day the World Turns Green" which tells about St. Patrick's Day, one of the national holidays in Ireland, while the second text is about celebrating Eid Al-Fitr in Indonesia entitled "The Day for Fitri." For unit 2, the theme on "charity" is selected based on the second core competence for sixth-grade students, which focuses on developing the students' good characters. The theme of this unit is appropriate to help growing the students' sense of empathy and tolerance towards others, especially those who are underprivileged. Two texts discuss some famous people's acts on giving charities or volunteering. The first text portrays Oprah Winfrey's, a famous TV personality from the U.S., and deeds on helping poor people. The second text gives some examples of how Korean artists make giving donations and doing volunteering a habit performed by the artists themselves and their fans. All of those topics are universally accepted (Azarnoosh & Khosrojerdi, 2018).

In unit 3, the theme to be brought up is “hand-crafts”, which is relevant to the fourth core competency for the sixth-grade students. This core competency deals with working on the students’ ability in presenting the factual and conceptual knowledge that they obtain. The fourth core competency comes before the third competency in the textbook in regards to the language component to be discussed in this unit. There are also two texts which were developed for unit 3. They are “China’s Porcelain” and “Let’s Make an Origami.” The second text is a procedural text which is intended to engage the students in practicing how to give instructions and ask for confirmations. The theme for unit 4 of the textbook is “past discoveries” which is suitable with the third competency that focuses on the understanding of factual and conceptual knowledge. The two texts in this unit describe the discovery of toothbrush and potato chips. They provide the students with some information on when, where, and how the two items were discovered (Sulistiyo et al., 2021).

In unit 5, the selected theme about unique traditions is again matched with the first core competency for sixth-grade students of primary school, of which traditions are usually closely related to practices of religious

teachings. There are also two texts describe some unique traditions from two different parts of the world. They are about “voodoo” and unique traditions from Africa. For the last unit, the theme “be eco-friendly” is developed to match with the second competency for sixth-grade students to promote the shaping of good characters. The choice for the theme is based on the expectation to build the students’ awareness of the importance of respecting nature and to stimulate the students’ creativity on creating efforts to help to make a sustainable environment (Suwandi et al., 2018). The two texts that are developed on becoming eco-friendly describe mostly about what people can do to contribute to saving the Earth (Mohammadnia & Moghadam, 2019).

Third, referring to the standard of a good textbook set by *Badan Standar Nasional Pendidikan* (BSNP), besides being suitable with the curriculum, teachers, and students, another criterion of a good textbook is “the language use is natural, attractive, and appropriate to the students” (Suryani, 2018). Suryani (2018) also mentions that, hence, the vocabulary, sentences, paragraphs, and discourse in the textbook should be suitable with the students’ level of English. From the feedback given by the experts, it can be regarded that the language used in the textbook has

matched with the students' level (Azarfam & Noordin, 2014). The results of the try-out from the three students also strengthen the feedbacks from the experts as they find a few difficulties in understanding the texts, the grammar, and the vocabularies (Ayu & Indrawati, 2018).

For the discussions on grammar, the textbook arranges it based on the level of difficulty and the suitability with the theme. Hence in unit 1, the kind of tenses to be discussed in unit 1 is present simple tense since the texts presented are about annual holidays. The discussion about present simple tense is continued in unit 2 on the use of present simple tense for third-person singular. In unit 3, the kinds of tenses to be presented after the discussions on present simple tense are present continuous tense. It is suitable for the procedural texts given in unit 3. Unit 4 discusses past simple tense for the theme of the unit deals with inventions happened in the past. Meanwhile, unit 5 presents a part that describes the difference between the use of past simple tense and present perfect tense. For the last unit, the kinds of tenses to be discussed deals with future intentions as the texts also show things that may or may not happen in the future. As for the vocabularies, the words which are presented to the students correspond to the theme of

each unit and are matched with the texts (Sulistiyo et al., 2021).

Fourth, according to (Sheldon, 1988), there are seventeen criteria that can be used to assess the quality of a good textbook; rationale, availability, user definition, layout/graphics, accessibility, linkage, selection/grading, physical characteristics, appropriacy, authenticity, sufficiency, cultural bias, educational validity, stimulus/practice/revision, flexibility, guidance, overall value for money. This textbook, as mentioned on the finding, employs selected topics that mainly build the students sense of (Herliana et al., 2020) . However, each of the material being used is still adjustable by the sixth-grade students. The result of the try-out test to the participant also figured out that the students found that they did not have any significant difficulties in using and comprehending the materials in the textbook. It means, all of the sixteen criteria proposed are fulfilled. Besides, when it is being published and commercialized, the price is reasonable and affordable.

Primary Textbook Additional Criteria

In addition to the criteria mentioned above, *Badan Standar Nasional Pendidikan* (BSNP) states that a good textbook also needs to encourage

the students' curiosity and diversity value. Byrd (2001) also proposes a similar idea that the content or explanations of a textbook should be of interest or use to the students. From the results of the try-out, all students mention that they get new information from the reading texts in the textbook, of which the new information that one student finds are different from another student. By getting new information, it can be considered that the reading texts in the textbook can arouse students' curiosity. This result corresponds as well with Cunningsworth (1995) who mentions that coursebooks or textbooks should provide opportunities for students to expand their knowledge not only in language learning but also in general. Regarding the general knowledge in the textbook, the students mention that the new information they learned is from reading the texts about past discoveries in unit 4 and unique traditions in unit 5.

The texts can also encourage students to value diversities in world societies since the texts presented in the textbook covers different cultural values from different countries. In each unit, the two texts cover different cultural values from at least two different countries. In unit 1, the values being represented by the texts are two different holidays celebrated in Ireland and Indonesia. The first text portrays

how St. Patrick's Day is celebrated by Irish people around the world, and the second text describes the celebration of *Eid Al-Fitr* in Indonesia. In unit 2, two different cultural values with the same moral value are depicted in the texts. The texts focus on charity programs given to the people in need performed by famous people from the U.S. and South Korea (Fareed, 2022).

The cultural values portrayed in unit 3 are related to traditional hand-crafts in China and Japan. The first text shows the Chinese craftsman's tenacity in creating Chinese porcelain, while the second text tells easy steps in making *origami*. In unit 4 about past discoveries, the students are presented with the past discoveries of toothbrush and potato chips. The two discoveries are less known by students of primary school, yet they are familiar with the two items. The texts presented in unit 5 portray several different cultural values from two different parts of the world, yet they are all related to believe embraced by the people in each society. The first text describes *voodoo* as a ritual which is still performed by the Haitians. The second text describes two traditions from two different tribes in Africa, of which the first one is about the *Touareg* men who are well known because of their "blue-skin" appearances, and the second one is about *Dassanech* women who are famous because of their

recycled pieces of jewelry. The two texts in the last unit depict certain moral value than cultural values, which is about making the environment sustainable.

Cunningsworth (1995) mentions that as a part of "hidden curriculum", many educationalists claim that presenting social and cultural values is more effective than the stated official curriculum since it encompasses most aspects of education. Hence, related to character education, social and cultural values can be delivered effectively to the students as an effort to shape the students' good characters through textbooks. One of the goals of developing this textbook is to grow the students' sense of being tolerant of others who are different from them, besides giving the students more experience in general (Hashemi, 1998). By presenting texts that capture different social and cultural values, the textbook may help the students to accept and value the diversities around them so that they will also be able to grow their sense of being tolerant to others. Such expectation is relevant to Cunningsworth's statement that the value system of a coursebook or textbook can influence the learners' perceptions and attitudes.

Related to the presentations of a good textbook, Byrd (2001) proposes

some aspects to be considered. One of the aspects is about the appropriateness of the illustrations and other graphical and design elements to the students' age and educational level. Since the textbook is developed for sixth-grade students of primary school, the pictures to be displayed in the textbook are mostly clip-arts to fit with the students' age. The textbook also provides illustrations in each reading text to help the students understand the content better (Mohammadnia & Moghadam, 2019). The selection of such images is appreciated by the experts who review the textbook as both judges the presentations of the images to be perfect. Another aspect is about whether the texts are easy to read and suitable for the students' reading level. The students participated in the try-out think that the level of difficulty of the texts in the textbook is easy or of average. None of them say that the texts are difficult to understand. From the feedbacks of the experts, it can also be seen that the texts are readable using suitable fonts. Overall, there is no essential issue about the presentations of the textbook that may hinder the students to understand the texts and get new information from them.

CONCLUSIONS AND SUGGESTION

English textbooks can be used as a media that shows the students about the vast differences of cultures around the world. By exposing them towards cultures which are so different from theirs, the textbook can also help the students to shape and grow their sense of tolerance. After performing the activities on writing the draft, having reviews from the experts, and performing try-outs on the draft, this research can produce an English textbook for sixth-grade students of primary school entitled "The World through English". Other researchers can perform further studies on the topic to develop English textbooks that also focus on providing students with portrayals of different. The results of the study also shows that the students who use this book can achieve warm tolerance level.

Book analyses are also expected to be carried out by other researchers to investigate the contents of the textbook. For the teachers, it is suggested that they give some reviews on the textbook before using it so that they can make some adjustments on how to use the textbook. They also need to give face-to-face explanations to the students to shape and grow the students' sense of being tolerant.

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