An Analysis of the Reading Material of the First Grade of Elementary School: A Study in Indonesia

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The objective of this study was to describe reading material used by first grade students of Elementary School in Indonesia. The qualitative method with content analysis was utilised as an approach in this study. The research instrument was derived from a document analysis sheet, namely the Pintar Bahasa Indonesia textbook. It was analysed as to the theoretical basis of language feasibility, content, graphics, and presentation. The research data were collected through document analysis. Semantic validity became a technique to validate the data. Reliability was measured for stability and reproducibility. The data analysis technique used in this study was content analysis scheme. The results showed that this textbook had fulfilled the criteria for language, content, graphics, and presentation feasibilities, to teach reading and writing materials to first grade students of elementary schools. Some components in content feasibility are incomplete, especially in the technique of delivering reading and writing material that is still not comprehensive, so that this book is still considered difficult for the students who cannot read and write at all. There are still many inaccuracies of language components in writing, punctuation, and symbols. In terms of the layout, the book is not dynamic, the proportion of images with sentences, and typography of letters still need an improvement because they is not dynamic, and the font size is not large enough. In terms of book presentation, there are still sheets without images or illustrations so that they are less attractive to the students.

Key words: *Textbook, reading, writing, first grade, elementary school.*

Introduction

Reading and writing learning that is carried out in the first grade of elementary schools is called beginning reading and writing. This learning is conducted at the age of 7-9 years, at the age the child begins to develop through experience of meeting texts from various readings such as history, art, science, and geography (Marlett, 1999: 92). This development affects the acquisition of children's language. The knowledge of spoken language mastered by children in elementary school age greatly increases, along with the language development obtained by the child through experience in play environment. Also, the knowledge of written language of children in elementary school age increases through their awareness of onset and rhyme patterns mastered and applied in children's reading activities. A series of developments in reading include various levels of phonetic knowledge and meta-linguistic awareness. Concepts and abilities related to reading appear in the following order (Morris, Bloodgood, Lomax, & Perney, 2003): (a) alphabet knowledge, (b) initial consonant awareness, (c) word concepts in the text, (d) spelling with consonants at the beginning and end of words, (e) phonemic division, (f) word recognition, and (g) knowledge of contextual reading.

It is known that reading and writing are complex human activities, involving two people and other places, and cannot be separated (Barton & Hamilton, 2003). Someone who has reading and writing abilities will get many benefits in life. Therefore, the learning of reading and writing has been introduced early in elementary school, in addition to counting material. The Indonesian Government, with the foundation of the 2013 curriculum which is currently being implemented in schools, has also brought thematic learning that enables students to engage with various types of texts.

Research on the reading ability of elementary students in Indonesia has sufficiently illustrated that students' reading skills are not fully supported by the success of reading learning. A survey conducted by the International Education Achievement (IEA) in early 2000 showed that the reading quality of Indonesian children ranked 29th out of 31 countries studied in Asia, Africa, Europe, and America. Progress in International Reading Literacy Study (PIRLS) research in 2006 and 2011 in the fifth grade of elementary school showed that in terms of reading, more than 95% of Indonesian students were only able to reach the middle level, while more than 50% of Taiwanese students were able to reach high levels (Anggraeni, 2015). Early Grade Reading Assessment Program (EGRA) conducted to 4.232 third grade students of elementary schools and madrasah ibtidaiyah in 23 districts provinces of USAID's partner shows that third grade students are fluent in reading letters and words, but they encounter difficulties in reading and understanding texts. The EGRA survey in 2013-2014 was conducted on 4,800 elementary school students in the second grade of 400 SD / MI, with an equitable distribution between male and female students in four regions namely Sumatra, Java-Bali, Kalimantan-Sulawesi, and Maluku-Nusa Tenggara-Papua (MNP). It showed that

only 48% of elementary students are fluent in reading and understand what they read. Meanwhile 5.9% of all second grade students of elementary school in Indonesia are categorised as low or unable to read (USAID Prioritas, 2013, Flynn & Stainthorp, 2006).

Problems about the low reading and writing ability of the first grade students of elementary school occur because of several factors; social environment, background, differences in the form of reading and writing exercises due to teacher factors, the selection of learning method, and the absence of learning tools that students are interested in (Andayani, 2010; Hidayat & Astuti, 2019). Therefore, Kiuru, et al. (2017), Jones, et al. (2017) suggested adding various reading strategies with peers, that could improve elementary students' reading skills. In addition to strategy, student learning resources also need to be varied with various textbooks. Hall-Quest, Fletcher (1999: 2), Tomlinson (1998) stated that textbooks become a very powerful set of tools in the learning process. A textbook is an important component in learning that must be addressed systematically, because it can contribute to the development of reading, writing or speaking skills and other language learning.

Research is lacking, regarding the importance of the reading and writing textbooks utilised by first grade elementary school students. A preview of a suitable reading and writing textbook for first grade students of elementary school is needed. Given the above background, this study focuses on the feasibility of existing textbooks. The objective of this study is to identify the feasibility of a textbook for the first grade of elementary school, one that focuses on reading and writing contents.

Literature Review

The success of reading and writing in education cannot be separated from textbooks. Textbooks, as a source of learning, are expected to be useful to answer students' needs, and facilitate students' knowledge, information, skills, and experience. Kasmadi (2006: 2) states that a good textbook can deepen the learning material provided by educators. The selection of textbooks for learning is very important.

Textbooks that specifically contain material to strengthen Beginning Reading and Writing (MMP) capabilities have not been widely circulated. Instead, teachers focus more attention on strategy and the media, to teach MMP. Sukartiningsih (2004: 53) surveyed the use of pictorial word media (MKB) by schools as well as those circulating in bookstores. It was found that no-one accommodated the principles of making instructional media suitable for MMP learning, for first grade students. Andayani's research (2010: 48) also describes the condition of MMP teaching materials, which is still boring for students. This condition also occurs, without exception, in 2013 Curriculum books for the first and second grades. All the material is packaged with a short discourse consisting of words and sentences. Students who

are unfamiliar with reading cannot read these textbooks. Thus, it is necessary to develop MMP learning that is more fun and ideal, to improve such abilities in elementary students.

Textbooks are books containing material descriptions of specific learning materials or fields, and they are arranged systematically and selected based on objectives, students' development, and learning orientation to be assimilated (Muslich, 2010: 50). Students' development is currently in harmony with the development of technology that continues to advance. This also affects the shape of the textbook. Textbooks have experienced this development. Wibowo (2012: 19) points out that so far textbooks have always been identified with dictates (lecture notes), modules, monographs (monographs), and reference books. Many people still have difficulty in distinguishing textbooks from general books (trade books). Nowadays, the development of the textbooks form is quite varied because it is not only in the form of print, but also in the form of e-books, PDF books, online tutoring systems, and lecture material via video.

Learning reading and writing requires two complementary skills. This learning includes words, sentences, and text (Andersen, et al., 2018). The success of reading and writing learnings cannot be separated from the existence of textbooks. Textbooks as a source of learning are expected to usefully answer students' needs in learning, and facilitate students to obtain knowledge, information, skills, and experience. Textbooks are widely used by teachers as a basis for developing curriculum and learning that they provide for students (Wager, 2014).

Huck (1987) states that textbooks for children whose reading is at an early age are commonly referred to as ABC Books; they emphasise good and big pictures consisting of one object to see and talk about. This is better compared to books labelled as ABC books. Textbooks with multiple image formats will incorporate students' memory with letters that name images, greatly helping students to expand their vocabulary later.

Some variations in textbooks include: (1) picture-writing, (2) simple stories, (3) several games such as composing, mazes, and puzzles, and (4) discussion of themes or topics. Textbooks for children must fulfill the requirement that each writing is always followed by an image. These books are about giving information. Therefore, they should be able to stimulate children to talk at length, and finally enrich the vocabulary that can sharpen and expand language development in the future.

A simple story can be obtained by creating objects that consist of only a few or only two character objects. The game is fun and can make students interact with books, so this can also provide motivation for students to read and write. Selection of animal themes or more tangible images can help students to easily identify the contents of reading.

John Reiss (in Huck, 1987), and Godwin (2017) state that illustrations for children's books must be tangible, giving a clear colour to distinguish some objects that are almost the same colour. For example, the colour green must be variegated among the green colours of grass, leaves, green snake skin, frogs, cucumbers, turtles, etc. This is done because it will be very pleasing to the eye.

Fisher (1972) points out that textbooks must touch life, which means the material is presented contextually according to life that is close to students. The criteria for student reading textbooks or ABC Books in general can be summarised eight-fold: (1) objects or animals should be clearly displayed on a page, (2) for very young students, pages of books are given pictures of only one or two objects, (3) many objects can be displayed, but they must be easily identified, (4) avoid calling the object by another, almost identical name, for example a dog with *guguk*, (5) the image must be in accordance with its purpose, (6) illustrators must be consistent with the writing and mood of the book, (7) the organisation of the book must be clear, and (8) older students who can combine images and writing (Huck, 1987). According to Wibowo (2012), Pribadi & Sjarif (2010), the contents of textbooks have a minimum of components; namely (1) the format of the writing has been mutually agreed upon; (2) the use of clear and bright language that does not make wrinkled forehead, and (3) does not contain epistemological errors, or categorical errors.

A textbook can be examined by its writing pattern. A good textbook is written in a standard, clear, general, communicative, simple language that is understandable for the students. Notations and terms that are commonly and widely used in students' environments, should be used in textbooks. The writing of textbooks also refers to the curriculum; Mbulu & Suhartono (2004: 9), and Winkel (2007) state that textbooks are integral to curriculum and learning system development. According to researches by Kasapoglu (2010) & Motallebzadeh (2018), the development of textbooks that refer to twenty-first century curriculums and skills will improve students' skills, especially linguistics. The indicators of a textbook's feasibility can be seen from four things, namely: its content, presentation, language and readability, and graphics feasibility. These four aspects are interrelated with each other (Pusat Kurikulum dan Perbukuan, 2003: 2).

Method

A qualitative approach with content analysis became the approach of this study. The research techniques to make inferences valid, and which can be re-examined from data based on the context of the use are called content analysis. Arikunto (2009:244) argues that the research undertaken and documented in a recording, whether written, aural, pictorial etc. is known as content and document analysis. This study attempts to understand the symbolic message in a

document. The symbolic message is the language content, presentation, content, and graphics from reading and writing textbooks used in Indonesian elementary schools.

The analysed document was an electronic school book (BSE) of the first grade entitled *Pintar Bahasa Indonesia*. It was compiled and published by *Pusat Perbukuan Depdiknas* in 2009. This textbook is used by elementary school teachers and students. The object of the research was the feasibility of language content, presentation, content, and graphics of the *Pintar Bahasa Indonesia* textbook, especially as beginning reading and writing material.

The schemes applied as observational instruments in the research are composed of various theories. They include (Daoud & Celce-Mursia, 1979; Monahan & Hinson, 1988; Sheldon, 1988; Blohm, 1989; Wixton, 1989; Kramsch, 199; Newman, 1996; Skierso, 1999 Hu & Nation, 2000; Byrd, 2001). Additionally, research from Sulfasyah (2015) on writing material is applied. The book feasibility instrument is divided into four components. The main instrument used in this study is a human instrument, the researcher herself, using her knowledge, accuracy, and criticality to search, dig and find the data needed, in accordance with the research problem.

Intended language content is the compatibility of language skills possessed by students in the first grade of elementary school. The content is seen from its compatibility with the students' reading and writing material, in the teacher's book and the student's book. The presentation content is its alignment with the material contained in the book, as a support for students in understanding the book's contents related to the ability to read and write for the first grade of elementary school. Furthermore, graphic content is an assessment of the compatibilities of writing and letter choice, in the teacher's book and the student's book.

The data collection technique in this study was the careful reading and recording of the *Pintar Bahasa Indonesia* textbooks for first grade. The husk content analysis used as a technique for analysing data, according to Kripendorff (2004: 83), consists of: (1) unitising research objects that can be measured and assessed clearly, (2) sampling to simplify research, by limiting observations that summarise all types of units that exist, to collect units with the same theme, (3) recording is conducted by copying and describing the content of the book, (4) it is done by eliminating things that are not relevant to the study, (5) inferring is done by analysing data further by looking for the meaning of existing data units, and (6) narrating contains important information for research users, so that they better understand or can further make decisions, based on the results of existing research.

The data validity in this study was based on validity and reliability. The validity used in this study is validity, which explores the extent to which the categories of text analysis, in accordance with the meaning of these texts, have the context chosen or called semantic

validity (Kripendorff, 2004: 323). The purpose of this semantic validity is to see the compatibility of the data, and interpret it in accordance with the concept. While the instrument and data validation is carried out by expert judgment, in order that the data is more readable. The reliability used in this research was stability reliability. This type of reliability was conducted by re-examining the source of data repeatedly, to get a consistent understanding of the data related to the aspects being studied (Kripendorff, 2004: 215). Stability reliability is also named as intra-coder reliability because the data being compared are the data from the same coder (Eriyanto, 2011: 285).

Results

Bahasa Indonesia BSE is a textbook used in Indonesian language learning in the 2004 curriculum. It is compiled with electronic book techniques that can be downloaded by teachers, students, and parents. The book review in this research is done by looking at its feasibility based on four components: language, content, presentation, and graphics. The language feasibility of the book includes its accuracy in using punctuation or symbols, the accurate use of terms (words and sentences), using language that has multiple meanings, and the use of good and correct language. Content feasibility includes material oriented to activities that encourage critical thinking, material updates, high-level thinking, students' understanding of concepts, accommodation of diversity, the teaching of systematic material, completeness of language material, and that also encourage students' engagement in active learning. The presentation feasibility is viewed from the material presented contextually. The material presented follows a scientific system, the anatomy of textbooks, and the concepts interrelate in each chapter. Finally, graphics feasibility is seen from the aesthetic layout, dynamic layout, high typography, illustrations clarifying the material, and the accurate use of images.

Pintar Bahasa Indonesia textbooks contains materials about Indonesian language and literature. Language material contains the introduction of letters to sentences. This material is oriented towards the goal in which students can increase their communication skills after studying the book. The literary material presented in textbooks aims for students to appreciate literature well. Language skill materials including reading, writing, speaking, and listening are the focus of learning displayed in books. However, listening and speaking materials are not written in books; the focus on reading and writing material is very prominent. The level of reading and writing material presented in the book is beginning reading and writing, because the book is prepared for the first grade students.

Below are the results of the complete analysis, based on the feasibility of the textbook components on the beginning reading writing material. As explained above, the analysis is considered from four feasibilities. To see how big the four feasibilities are, the data presented

are analysed from various forms, such as sentences, discourse, and images that reflect these components.

Table 2: Identification of *Pintar Bahasa Indonesia* textbooks

Component	Component description	Corpus Data Setting
Language	The accuracy in using punctuation or symbols (1,2,3)	-
	The accurate use of word choices (1,2,3)	3,19,20,39,31,33
	Using language that has multiple meanings	25,27,76,71,84
	The use of good and correct language	13,50,56,57,89
Contents	The material is oriented towards activities that encourage critical thinking (1,2,3,6,10)	1,19,21-25, 31,34,36,39,43,44,55,65,66,81,82
	Material updates	71,79,80,89,104
	Materials encouraging higher-order thinking (2)	3,28,29,30,36,37,38,41,42,46,47,50,51
	Materials assisting students to understand concepts (2,4,9)	-
	Accommodating the diversity	55,96,97,98
	Teaching the materials systematically	-
	Completeness of language material (1, 7)	9-12, 19-20, 31, 33-36
	Encouraging student engagement to learn actively (1,2,3,5)	3-4, 21-25, 50-51, 85-87, 111-113
Presentation	Materials are presented contextually (1)	1, 2, 18, 29, 39, 47, 48, 56, 58, 116
	The materials are presented following scientific systematics	1, 19-21,21-25
	Textbooks Anatomy	7,8,13-16,26-27, 47-49,74-77
	The linkage of concepts per chapter	1-3, 19-21, 31-36
Graphics	Aesthetic layout (1,2, 3, 8)	1-6
	Dynamic layout	5-6, 47-48
	High typography	95,107,111,114
	Illustration clarifying the material	96-99, 102, 108-109
	The accurate use of images (1)	6, 45, 90, 99, 115, 115

Notes:

1. Byrd, 2001
2. Skierso, 1991
3. Daoud & Celce-Mursia, 1979
4. Sheldon, 1988
5. Hu & Nation, 2000
6. Wixton, 1989
7. Blohm, 1989
8. Newman, 1996
9. Kramsch, 1993
10. Monahan & Hinson, 1988

In terms of language feasibility, this study finds that the *Pintar Bahasa Indonesia* textbook does not include punctuation and symbols. These materials are not taught in the first grade textbook. According to the Basic Competencies listed in the 2013 Curriculum, material on the use of punctuation and symbols is not taught in the first grade. It is established on the basis that in the initial reading stage, the material presented to students is material to recognise letters, arrange letters into syllables, words, and sentences. Students are not burdened with punctuation and symbols that will eliminate the focus on learning reading skills. The next component is accurate word selection. This component is principally applied in first grade textbooks, because accurate and precise word selection starts early. This approach avoids errors in the later reading and writing stages; likewise the use of good and correct language, through correct language use in every situation without ignoring the rules of correct language. In this study, the textbook in question used contextual and appropriate language, as good and correct language.

The study produced results in term of content feasibility. Six components were fulfilled; namely the material is oriented towards activities encouraging critical thinking, up-to-date, it encourages high-level thinking, accommodates diversity, is complete language material, and encourages students to actively learn with various exercises. Also, critical thinking is accommodated by the book. For example, it practices picture observations and tells them accordingly, making poems based on the pictures provided, and on following instructions. Critical thinking by students could improve their way of thinking. High-level thinking on reading and writing material could encourage their desire to learn actively. This is what is applied in Indonesian Language textbooks.

However, the textbooks have a weakness. The reading and writing material is not systematic, so students encounter difficulties when understanding reading and writing concepts. It can be seen on the first page of the book. Students have been given the text material "going to school". Then on the next page there is the text "my friend Adi". This material would be very

difficult for students who have not been able to read and write. The concept in recognising new vowels is given on page 7 of the textbook. Therefore, it can be concluded that the textbook has not systematically taught the concept of beginning reading and writing. The system of reading and writing learning, for first grade students, should start with explaining preparatory activities including how to sit naturally and well, the distance between one's eyes and the book one is reading, how to hold books, how to turn their pages, eye movements from left to right, choosing a place with bright light, and the ethics of reading a book. These do not start from the beginning of the learning material. Beginning writing preparation starts from arranging how to sit, how to hold a pencil, how to move a pencil, how to place a book, the distance between one's eyes and the book, the choice of place with bright light. Only after students conduct this activity does the book continue with knowing letters, syllables, words, and then sentences.

The initial material of beginning reading and writing, namely how to read and write well, can be explained in the following Tables 3 and 4.

Table 3: Data position of the beginning reading preparation

Component	Page	Additional information
How to sit naturally and well	21-22	It is explained on the images of right and wrong attitude
The distance between the eyes and the book	-	There is no material
How to hold a book	22-23	How to hold the book is not explained, but there is an explanation about how to put the book on the table.
How to open a book page	23	It is explained on the images of right and wrong attitudes and sentences
The eye's movements from **right to left**	-	It is not explained
Choosing a place with bright light	-	It is not explained
The ethics of reading books	-	It is not explained

Based on the table, the component of reading preparation is only taught once in the book, in the form of an image of the right reading attitude. The components of right reading attitude are based on how to sit, eye distance, how to hold a book, how to open a book, eye movements from right to left, choosing a bright spot, and the ethics of reading a book. Only three things are explained, namely how to sit, how to hold a book, and how to open a book page. The material on how to hold a book is also deficient because it only explains how to put the book on the table when reading. This material is on pages 21-23, indicating that this

material is not presented as initial material in the textbook. It proves that the materials are not systematically presented.

Similarly, in writing preparation, this textbook does not explain writing preparation early in the beginning of the textbook. It can be seen on the pages setting out which writing preparation material is not positioned on the earlier page.

Table 4: Data position of the beginning writing preparation

Component	Page	Additional information
How to sit naturally and well	24	It is explained on the images of right and wrong attitude
How to hold a pencil	25	It is explained on the images of right and wrong attitude
How to move a pencil	25	It is explained on the images of right and wrong attitude
How to put a book	23	It is explained on the images of right and wrong attitude
The distance between the eyes and the book	-	There is no material
Choosing the place with bright light	-	There is no material

Given Table 4, some materials for beginning reading and writing preparation have been taught; namely how to sit, how to hold a pencil, hold a pencil, and how to place a book. The results of this analysis are the same as the beginning reading preparation components in reading book preparation materials. Component such as the distance between the eyes and the paper, and bright places, are not explained in the textbook.

In general, the assessment of presentation feasibility shows that the material offers a worthy textbook. The components of presentation feasibility are there; namely, the material presented is contextual, following the book science system, book anatomy, up to the excellent linkages among chapters. Contextual material has been well-presented in the textbook, for example, choosing a theme of discourse that students encounter daily. The examples are waking up, going to school, playing with friends, gathering with family, helping each other with friends, and others.

Graphic feasibility in the textbook is very good. Its components consist of an aesthetic and dynamic layout, illustrations clarifying the material, and the accurate use of images. In this feasibility, the textbook is very feasible and all criteria are fulfilled. The image layout shows a good aesthetic, because there are several variations in the images and writing layouts.

Similarly, illustrations are sufficient to clarify the material being explained. Only, there are some less accurate images, for example on pages 7-8 on "listening and imitating teacher". The material presented is to recognise letters and to say words. The images explaining the material are the four faces of a child with different mouth positions, as if the child is making the sound of the letters. This image is inaccurate because it is irrelevant to the material. Also, its typography needs to improve. Characters are not large on certain pages so that students find it difficult to read. The same issue also affects the textbook graphics, because children tend to get bored reading texts or discourses with the same typography.

Discussion

Textbooks are an important component in learning. Textbooks that are arranged well in accordance with the criteria will become a complete and easy-to-use textbook for student learning. Lasa (2006:1); and Hartono (2007) point out the essence of a textbook; it is a standard book containing learning material in accordance with the education curriculum, used as a teaching and learning handbook, both as a main and complementary handbook.

Textbooks must fulfill various criteria so that their use is feasible. Miekley (2005) states four criteria for evaluating textbooks that fulfill feasibility; namely judging from content, vocabulary and grammar, exercise and activities, and attractiveness of the text and physical make-up. This study of textbooks in Indonesia was also based on content, language, graphics, and physical make-up.

From this analysis, in general, the use of first grade, elementary school textbooks, to teach reading and writing, is feasible. That feasibility is seen in the components of language, content, presentation, and graphics. Language feasibility conveys that the two components of accurate use of word choice, and the use of good and right Indonesian language, have been applied in this book. However, there are still biased words in this book that make students attribute multiple meanings to the words. Whereas, as Mallet (2012) and Otto (2015) argued, textbooks must have an unbiased or ambiguous language, and the text in the textbook must be presented in an easily understood language. Similarly, Andayani (2009) and Masnur (2010) stated that the quality of a book can be observed from the use of standard, common, clear, simple, communicative language that is easily understood by textbook users. The use of punctuation and symbols is not applied to this book, because it refers to Supriyadi (1992) who taught that beginning writing uses letters that subsequently become simple words or sentences.

The content component of this book has fulfilled the requirements for feasibility components, mentioned in the study results above. One of the advantages of the content component is the textbook explaining the beginning reading and writing materials have completely explained

about beginning reading and writing materials. This textbook explains how to read by introducing letters, syllables, words and sentences. According to Fitzgerald & Shanahan (2000), the reading and writing knowledge that students must master in early elementary school classes consists of pragmatic knowledge (e.g. knowledge of the functions and purposes of reading and writing), content (including vocabulary), completeness of text including *graphophonics* (voicing writing), syntax and text format, and the procedural knowledge needed to combine reading and writing.

There are numerous scholars whose view is in line with that of Fitzgerald & Shanahan. Thus, Chomsky (1971), Chall (1983), Bryant (2002), Jalongo (2007) and Ahmed (2014) state that the development of reading and writing skills increases dramatically between the ages of six and 10 years. That is especially so of reading skills in stage 1 or the initial reading or deciphering stage (grades 1-2, ages 6-7); children gain knowledge about the language sound system and how to read. Stage 2 (grades 2-3, ages 7-8) adds fluency and the processing of words and sentences with a more complex level. Stage 3 is referred to as reading to learn new stages (grades 4 and above, ages 9-13), knowledge about the complete language sound system, and other types of knowledge such as semantics or knowledge of meaning which is more emphasised for text understanding. However, this content does not systematically display reading and writing material from the simple form that is language recognition, to complex language sounds such as reading discourse.

Another advantage of the textbook contents, in the present case, is the use of the latest materials attached in the textbook. Updated material for learning writing can be done by introducing new types of writing, and or writing activities that can improve writing skills (Safdari, 2019). One of forms carried out by this textbook is starting from writing the alphabet, syllables, sorting words, filling hiatus words and sentences, composing short sentences, to the text. Safdari (2019) added that the activity of multiplying the types of writing and writing activities included applying underline type sentences, using bold letters, bold letters, capital letters, using colours to mark, and distinguishing words with different letter sizes.

These advanced exercises motivate students to think critically. According to Aghajani (2019), critical thinking skills are complex and important, so they must be introduced in the early years of education and until the end of education. Material that can be strengthened to encourage students to think critically is not only in the form of exercises in textbooks. It can also be through texts that contain empathy, courtesy, or something that requires skill and care. This critical attitude will visibly encourage students' to actively learn, by providing exercises or assignments that are very good in improving reading and writing skills. According to the research of Puranik (2018), as between assignments, and determining what

goals will be learned, students are more concerned with doing assignments as a form of activity in learning.

Textbooks for first grade students must have interesting graphics and presentations, and balance illustrations and text. An aesthetically and dynamically concerned layout can also make students interested in textbooks. If students are interested in textbooks, they will easily master the learning materials for reading and writing contained in them. The book has feasibility, given its graphic component and interesting presentation. As the research of Goodman and Myers (2004) points out, utilising various angles of books to attract students with a variety of games can improve their learning ability. The book has a dynamic layout and still maintains its aesthetics, its illustrations which explain the material are also adequate, and the images are accurate. It is in line with Huck (1987) who states that textbooks for children of an early age reading, commonly referred to as ABC Books, emphasise good and big pictures; they consist of one object to see and talk about. This is better compared to books that label the book with ABC book. Textbooks with a multiple images format will incorporate students' memory about the letters which name images, greatly helping students to expand their vocabulary later. In addition, the complete format of book is also a part of the feasibility of a good presentation. As Mallet (2012) stated, reading textbooks for children aged 5-7 years old must have a clear and accurate format. Fisher (1972) points out that textbooks must touch life; the material is presented contextually according to the life that is close to students.

Conclusion

It is feasible that the textbook *Pintar Bahasa Indonesia* of the first grade of elementary school be used to teach reading and writing. The feasibility is seen from its language, content, presentation, and graphics components. The content feasibility can be seen in the coherent and systematic presentation of the material, and various exercises. The reading and writing material starts from simply introducing letters, syllables, words, and then sentences. Although, a weakness in its presentation is its provision of long texts as student learning material, making it difficult for students who have not been able to read and write.

Nevertheless, there are components that have shortcomings they need to be refined, especially in the content component. The material encourages elementary students to understand systematic concepts and material. Another deficient component is that there is still language that is ambiguous, difficult to understand, and imprecise. Graphics are the strength of children's books. Therefore an aesthetic layout, and sufficient illustrations facilitating text understanding need to be added in textbooks. Dynamic layout and small letters typography are still found.

The first grade textbooks used by teachers in Indonesia have been analysed in this study. Teachers can now assess the components in the textbook and develop, revise, or replace them. Here are some important suggestions for developing textbooks further: (1) present in-depth reading and writing material, because this book is utilised by teachers, students, and parents; (2) the illustration and layout of the images are dynamically designed to support the desire of the first grade students to read and write; (3) complete the textbook with variations of the exercises so that the students will interact more with the book; (4) the material in the book traverses beginning reading and writing material proportionally, so that the weight of its delivery will be balanced.

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