

Developing “Reverb English” Textbooks for Kindergarten Students: Is It Effective?

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ARTICLE

ABSTRACT

Keywords:

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English is one of the foreign languages taught in Indonesia. It has separated curriculum other subjects which are taught in primary, secondary, and high schools by using English textbooks. However, English textbooks are limited to be developed in the Kindergarten area. Therefore, this research is conducted and aimed to develop adequate English textbooks based on the Kindergarten syllabus which are annual and semester programs by the school. The researcher took the group A and B learners of Kindergarten students at TK Negeri Pembina 1 Malang year 2021/2022. The researcher involved 70 students as the participants. Research and Development (R&D) was conducted in this research with the ADDIE model. The instruments of the research were observation, an expert validation checklist, interviews, and field notes. The data analysis was obtained from the expert validation checklist and the transcription of the result from the interview with both teachers and students. Findings indicate that “Reverb English” textbooks are feasible and effective during the English teaching-learning process in the classroom for kindergarten students. It can help them to learn faster by visualizing the pictures and words in the book.

INTRODUCTION

English is one of the foreign languages taught in Indonesia. It has a special and separated curriculum from the other subjects at school which are taught in primary, secondary, and high schools. To aid teachers' instruction to catch up with the learning objectives, they use instructional materials during the learning process. According to Ayu & Inderawati (2019), instructional materials are divided into two categories which are printed materials such as textbooks, workbooks, modules, and handouts, meanwhile, the non-printed materials are internet-based, web-based, and CD-based. For further discussion, this study, however, concentrated on printed materials, specifically English textbooks.

Moreover, textbooks have become a major source of learning, especially in the educational sectors in Indonesia. It has an important role in today's school because most teachers will use textbooks as an important tool in learning. Qodriani & Kardiansyah (2018) has pointed out that school textbooks are also seen as significant tools for conveying values, skills, and attitudes. Also, the use of English textbooks is well-accepted by both teachers and students. The English textbooks provide various

exercises, explanations, and guidelines for teachers and students. In addition, using English textbooks as instructional materials can influence students' performance in learning English in the classroom.

English as a foreign language is also being learnt by young learners in Indonesia, especially kindergarten students. In acquiring the second language and foreign language which is English, Kindergarten students as Young Learners (YL) must be related to Second Language Acquisition (SLA). Second Language Acquisition (SLA) means the process of acquiring another language after one's original language has been mastered (Suryantari, 2018). At such a young age, kindergarten students tend to acquire the language rather than learn the language because they naturally learn the language and are unaware of grammatical rules, even though sometimes they need a source of natural communication such as family, friends, and teachers. Based on Saville & Troike (2006), if they hear and respond to two or more languages in their environment, it means that they require simultaneous multilingualism. However, teaching young learners, especially kindergarten students, is not as easy as it is thought and is a unique activity that makes them think, communicate and play. According to Nufus (2021), teaching English as Foreign Language tends to emphasize their pronunciation and expose their speaking skills because it can make them speak fluently as native-like by using instructional materials, especially in printed books because they can encourage them to be more creative in learning English.

On the other hand, a previous study from Ogay (2020) explained that the rapid growth of information and communication technology (ICT) has brought a massive change in education. Learners at all levels, from kindergarten to university, can use a variety of interactive e-learning tools to improve their skills, knowledge, and vision of the world. Findings indicated that if e-books will be generalized in schools and for maximizing their benefit, they cannot be used totally online with teacher absence, they should be employed in a blended format with the teacher's physical presence as no electronic means can replace the effect s/he leaves through his/her direct verbal and non-verbal communication with the children. To assess the impact of immediate, scaffolding feedback on learning outcomes and motivation after receiving feedback from several experts, it must be compared to a web-based workbook that provides automated feedback with a web-based workbook that transmits only teacher-provided feedback (Rudzewitz et al., 2017).

Different scholars reported similar findings on developing English materials for English Young Learners (EYL), especially kindergarten students. Gohar (2017) with a quasi-experimental design examined young learners aged 5-6 years that developing English as a foreign language (EFL) skills is necessary to be conducted for Kindergarten students. The study showed that young learners learn oral skills in a foreign language (FL) to be their foundation of kindergarten learning programs to increase students' interest in learning English. Similarly, Mar'atuzzahra (2020) recommended the development of an English textbook for young learners based on the syllabus that teachers should know the students need with character building. The findings found that students feel joyful during the lesson with an English textbook. It can be concluded that young learners are interested in learning English using a textbook. Meanwhile, the development of English textbooks for Kindergarten is rarely used because of the integration of technology nowadays.

According to a study from Ghufroon & Saleh (2016), their viewpoints on the usefulness and efficacy of textbooks are also worth researching, in order to discover the weak and strong aspects in relation to their particular teaching situation. Septiana et al (2020) stated that teachers provide textbook courses in a way that is acceptable for their specific students depending on their level, skill, and goals, as well as the number of minutes in the classroom. The use of English textbooks depends on the teachers who are in charge and the facilitator in the classroom. In addition, teachers can be different in the way they present or use the textbook to the students in the classroom. In addition, the use of English textbooks based on the kindergarten syllabus helped students in visualizing the topic more because they work and do the exercises directly from the textbooks.

As Mestari & Malabar (2016) stated that authentic materials encourage students to engage in more communicative activities in the classroom. Printed-materials such as English textbooks can also give advantages to students as well as teachers. First, students' motivation can increase and bring a positive impact on them. Second, students can get more exposure to real language, which is English as

the main lesson here. Third, students can learn more about local culture in the English language by using English textbooks as the instructional materials in the classroom. In addition, teachers also get the advantages of using English textbooks, such as they can use a more creative approach in engaging the learning process and it can be used as the new innovation in teaching-learning process.

Children are able to learn anything at any stage as long as the learning material is presented in a comprehensible way. In addition, they can feel joyful in learning English by using English textbooks as the main instructional materials. The reason why they feel joyful is that they can do the exercises there directly by coloring, thickening the words, and many others with their own creativity. Sukarno (2008) stated that teachers should follow the competency standards in their school based on the syllabus, and also have innovation in the learning process, especially the English subject as the extracurriculars in school. Moreover, it can decrease teachers' difficulty in finding the proper exercises for students because the English textbooks are already based on the kindergarten syllabus and there are four exercises for each topic.

Acknowledging the importance of the use and effect of English textbooks as instructional materials for kindergarten students, it is necessary to develop an English textbook for Kindergarten students. It is stated that as EFL teachers, it is important to provide a good display of all the contents in the textbooks by creating fun and engaging activities for their students so that the delivery process may go effectively (Khirahla & Tyas, 2020). In this regard, TK Negeri Pembina 1 Malang has not used appropriate English textbooks based on the syllabus. Therefore, the researcher is required to conduct research by conducting Research and Development (R&D) to develop English textbooks based on the school's curriculum. This study also highlights the students' and in-service teachers' responses on the effectiveness of textbooks in the English learning process. It is hoped that the findings and recommendations contained herein will provide information about developing English textbooks based on appropriate syllabi.

METHOD

The participants of this research were chosen from the Kindergarten students of TK Negeri Pembina 1 Kota Malang by using simple random sampling which is simple random sampling with replacement (SRSWR). According to Bhardwaj (2019), simple random sampling with replacement means that the sample of participants has an equal chance of getting chosen. It involved of 70 students out of 134 students, which can be classified as 41 students of group A and 29 students of group B.

This study was conducted by using Research and Development (R&D) with the ADDIE model which consists of five phases: *Analysis, Design, Development, Implementation, and Evaluation phases* by Peterson (2003). The ADDIE model has five phases for developing the Reverb English textbooks. The researcher divided the need analysis into two: target needs and learning needs. The need analysis was done by observation in the classroom. This study used participant observation in which the researcher not only observes but also actively participates in the activities of the study participants.

The next phase is designing. In this step, the researcher collected data from the Kindergarten syllabi which are annual and semester programs. There are eight topics for one year or two semesters which are identity or me, environment (schools and home), family, and animals for the first semester. Meanwhile the topic plants, transportations, natural objects, and our country (local wisdom) for the second semester.

Development phase is conducted to develop the product. In this step, the researcher developed the English textbooks, namely "Reverb English" based on the Kindergarten's annual and semester program in school. In this step, the researcher developed the textbooks based on the need analysis as follows: (1) Compiling the textbooks according to the annual and semester program of the school, (2) Arranging the textbooks, (3) Concerning the structure such as learning objectives, basic competence, worksheets on the textbooks, and assessment of each task.

After developing and revising from the expert validation checklist, the product which is an English textbook called "Reverb English" has to be tried out first in the implementation phase. A pilot test, also known as a try out, frequently gives the researcher with ideas, approaches, and clues that the



researcher could not have expected prior to conducting the try-out. These thoughts and indications increase the likelihood of receiving clear results in primary research. The purpose of the tryout was to know the textbook's quality and the effectiveness in learning during the class.

The last phase was the evaluation phase. This phase was done by the researcher to accumulate data on the Reverb English textbooks which were done with the try-out and interviews of the students. Based on the experts' validation and students' response in the field tryout, the Reverb English textbooks were good to be used in English teaching and learning, especially in writing and vocabulary skills.

Data collection was started by preparing the instruments. The instruments in this study were carried out by doing an expert validation checklist for the English textbooks, observation in the classroom, interviewing the teachers and students, and field notes. An expert validation checklist was used to collect data about the content, design, and material development of the textbooks. In this study, the researcher used participant observation by actively participating in the classroom with the students to collect data about the students during English lessons in the classroom. Interviews with teachers and students were done to evaluate the effectiveness of the "Reverb English" textbooks by adapting from Hertiki (2019); Mutiah & Albiansyah (2021) and Vanha (2017). Last, the field notes used to be read as the evidence of this research.

The data analysis was obtained from the transcription of the result from the interview with teachers and students. This expert validation process was done by two experts in teaching-learning English lessons, especially in kindergarten areas. The expert validation checklist consists of all of the aspects that "Reverb English" textbooks need based on the layout, design, content, language use, and activities. Furthermore, the result of the expert validation and implementation process aimed to revise the textbooks in better ways for teaching-learning English in Kindergarten areas.

RESULTS AND DISCUSSION

RESULTS

"Reverb English" Textbooks Design

The design of "Reverb English" textbooks is presented to meet the needs of English young learners at TK Negeri Pembina 1 Malang. The design of the textbooks is based on the need analysis that was completed in the first phase. The researcher was also responsible for selecting the topics for the textbooks, which were based on the school's curriculum. The topic's elaboration in the textbooks follows.

Table 1. The Elaboration of The Topic in "Reverb English" Textbooks

First Semester	Second Semester
Myself	Plants
Environments	Transportation
Family	Natural phenomena
Animals	My country (local values)

The elaboration of the topics are divided into two: first and second semester. These topics have already been based on the syllabus which are the annual and semester program of the school. Each topic had four worksheets that will be done by the students during the English process learning.

Feedback on "Reverb English" Textbooks

"Reverb English" textbooks have been developed and they need feedback from experts who are most knowledgeable about the development and implementation of the English textbooks. Therefore, the feedback from the experts was obtained by means of a questionnaire. The table below summarizes feedback on the "Reverb English" textbooks.

Table 2. Feedback on “Reverb English” Textbooks

No	Dimension(s)	Feedback
1.	Content	<ol style="list-style-type: none"> 1. The font of the textbooks should be increased to make the students enjoy the learning process. 2. The pictures in some pages should be changed into colorful to engage students in learning.
2.	Materials (local values)	<ol style="list-style-type: none"> 1. The materials are suitable for the students’ level which is for Young Learners (YL). 2. The topics presented based on the local values are suitable and have already been integrated
3.	Language-use	<ol style="list-style-type: none"> 1. It is already based on the young learners’ level. 2. Easy to understand. 3. The textbooks have already mentioned the instruction for the students with both languages (English and Bahasa Indonesia).
4.	Syllabus-based	<ol style="list-style-type: none"> 1. The topics presented in the textbooks are suitable with the topics presented in the school's syllabus. 2. The basic competences are in line with the syllabus. 3. The basic competence as well as the indicators are already mentioned and presented at the top of each page.
5.	Learning Strategies	<ol style="list-style-type: none"> 1. The activities development for the teachers’ guideline are presented in the textbooks so that teachers can develop their learning strategies.

According to the table above, the “Reverb English” Textbooks already meet the standard and are appropriate for the learners' needs. However, some points, such as the font and color of the pictures, should be revised before distributing the textbooks to students.

Feedback on the Try out and Implementation of the “Reverb English” Textbooks

“Reverb English” Textbooks have been revised based on the experts’ feedback, but they still need to be tried out or tested. The tryout is aimed to determine the quality of the textbooks as well as the effectiveness in the learning process. The tryout was carried out by distributing the textbooks during the English class. By using simple random sampling, five students were chosen from both groups to be interviewed. The student feedback is summarized in the table below.

Table 3. Students Feedback in “Reverb English” Textbooks' Try Out

No	Indicators	Feedback
1.	Layout	<ol style="list-style-type: none"> 1. “I love the layout of these textbooks because it is interesting and I become eager to learn English through these books.” (Student 1) 2. “These English textbooks have an interesting and colorful layout. The design makes me enjoy learning English with the teachers and friends.” (Student 2)

2.	Content-related	<ol style="list-style-type: none"> 1. “The content presented in “Reverb English” textbooks are easy to understand by me because it is still related to my surroundings.” (Student 3) 2. “Reverb English” textbooks presented almost the same as the homeroom teachers taught so that I have no difficulty in visualizing even though it is in English.” (Student 5)
3.	Worksheets	<ol style="list-style-type: none"> 1. “Actually, the worksheets in “Reverb English” textbooks are easy to be done but one thing that is difficult is the drawing part. I have little difficulty because sometimes I cannot draw just like the pictures in there.” (Student 4)
4.	Instructions	<ol style="list-style-type: none"> 1. “I understand all of the instructions in the book. I can tell just by looking at the pictures.” (Student 2) 2. “The instructions given by the “Reverb English” textbook is easy to be understood, the teachers also give it the same as the book said and it makes me understand it.” (Student 4)

From the answer of the five students that chose to be participants during the interview session, it can be inferred that “Reverb English” textbooks are effective to be used as instructional materials for English teaching-learning for Kindergarten students at TK Negeri Pembina 1 Kota Malang because in “Reverb English” textbooks, almost all pages are covered by the pictures as well as the instructions.

Feedback on Evaluation of “Reverb English” Textbooks

In this step, the result of the Evaluation phase was the interview with the in-service teacher at TK Negeri Pembina 1 Malang. The researcher divided the result into three: the strength, weaknesses, and the effectiveness of “Reverb English” textbooks in the English learning process. The feedback on the evaluation of the “Reverb English” textbooks is summed up in the table below.

Table 4. Feedback on Evaluation on “Reverb English” Textbooks

No	Dimension	Sub-Dimension	Feedback
1.	Strength	The advantages	” The advantage of using “Reverb English” in the learning process is students tend to be more active with the various activities. In addition, this book can help the teacher to manage the classroom.” (Teacher 1)
		The suitability of the vocabulary	“The vocabulary that is used in the “Reverb English” textbook has already been simplified and suitable for use at every age of early childhood education.” (Teacher 2)
		Teacher’s experience	“Students can be more focused in learning vocabulary in English by using the “Reverb English” textbook when they learn English in the classroom with the teacher.” (Teacher 3)
		Students’ activeness	“The activities in this book are already in line with the early childhood development stage because it appeared with the various activities that can help students be more active in the classroom.” (Teacher 4)

		The size of the pictures	“Several pictures in there are too small and it would be better if it can be a little bit.” (Teacher 2)
2.	Weakness	The design	“Giving a color in several pages can help the improvement of the textbook to be more interesting.” (Teacher 4)
			“This book is effective enough to help teaching-learning activities in the classroom because it gives various activities and worksheets that makes students enthusiastic during the English learning process.” (Teacher 1)
3.	The Effectiveness		“Reverb English” can make the English learning process to be effective because the vocabulary in there are the things that are in students’ surroundings.” (Teacher 2)
			“Reverb English” can help students learn English faster in class since the material is aligned with the current topic, the language is simple to comprehend, and the graphics are engaging.” (Teacher 3)

From the feedback on the evaluation of “Reverb English” textbooks during the English learning process in the classroom, it can be proved that “Reverb English” textbooks can be applied effectively in the classroom during English teaching and learning for Kindergarten students due to the strength and weakness of the textbooks.

DISCUSSION

This research focused on developing adequate English textbooks namely “Reverb English” for Kindergarten students. Additionally, it emphasized the students’ and in-service teachers’ responses to the effectiveness of the textbooks during the English learning process. The first phase of this model was the analysis phase and the researcher divided the need analysis into two groups: target and learning needs. As Syam (2020) stated that target needs in which refer to what the learners must do in a particular context, meanwhile learning needs in which are the knowledge and abilities that learners will need to perform to the required level of competence in the target situation. In addition, the researcher also used participant observation as the steps to conduct this phase as Dewalt & Dewalt (2010) as cited in McGrath & Rudman (2019) stated that participant observation requires the researcher to be engaged in the everyday implied aspect of people's activities and interactions.

The result of the need analysis showed that learners' purpose in learning English in Kindergarten scope was to introduce basic English, especially for a foreign language which is in terms of vocabulary and pronunciation based on students' level. The results of the need analysis are in line with Nugraheni (2016) that mentioned, English can be introduced in early Kindergarten by teaching them about the vocabulary and translating it into the first language to get the exact meaning. These activities assist students in expanding their vocabulary and they will find it easier to learn vocabulary if it is presented in the form of real nouns that they are familiar with in their daily lives. Moreover, students' needs must be considered when teaching language. As a result, regardless of their level, teachers must consider the characteristics of their students (Ratri et al, 2018). From this need analysis, it can be concluded that in kindergarten, TK Negeri Pembina 1 Malang, the students need adequate English textbooks that are based on the syllabus of the school and students' levels.

The next phase was the design phase. In this phase, besides the general topics such as myself, environments, family, animals, plants, transportation, and natural phenomena, the researcher also integrated the local values into the material given in textbooks to introduce the students about Indonesia, the country where they live in. Here, the researcher wanted to introduce more of the local values of Indonesia so that students can get more knowledge about it. The integration of local values are represented in the English textbooks with some sub-topics such as traditional houses, state symbols, traditional clothes and state symbols which were mentioned in the English textbooks, *Reverb English*. It is stated that by combining local values into the teaching of English, the teaching and learning of English will enable young learners to be the next generation of this country, able to study a widely used international language while also preserving their culture (Puspitasari et al., 2021). Furthermore, by integrating local values, the most important point to consider is how they retain their identity and integrity, which is shown in their characters as well as their spirit of nationalism (Ratri & Puspitasari, 2019). Additionally based on Wulandari et al (2018), since there are currently few local cultures that contain local cultural materials, integrating those things into instructional materials is still limited. Based on the result, it can be concluded that in designing instructional materials such as English textbooks, besides the general topics, the local values also need to be shown in the textbooks so that students can understand our culture.

After designing the textbooks, the next step was the development of the English textbooks namely *Reverb English*. At first, the researcher divided the textbooks based on the level of the students so that “*Reverb English*” textbooks are divided into two, first for group A (4-5 years old) and second for group B (5-6 years old). Each book consists of 32 pages which are divided into 16 pages for the first semester and the rest of the pages for the second semester. Moreover, this result of the development phase is also in line with Noputri et al (2021) that stated, the main point of the textbooks is the syllabus because the syllabus consists of certain indicators that will be carried out in the teaching-learning process so that teacher should assure the English textbooks are suitable with the syllabus used in the school, TK Negeri Pembina 1 Malang.

After developing the textbooks, the next step was an expert validation checklist. “*Reverb English*” textbooks have been reviewed by two experts since the researcher provided two validation checklists that are based on the contents and learning process. The Content validator was a lecturer who mastered knowledge, skill, and methodology in teaching English as Foreign Language (EFL). In this checklist, there are three items which are about the learning, materials, and language use that are being reviewed by the expert. Meanwhile, the learning validator was a teacher who understood well about the English teaching-learning process in the classroom which is in Kindergarten school, TK Negeri Pembina 1 Malang. The learning validation checklist consisted of two items: syllabus-based and learning strategy. In addition, the expert validation checklist was conducted to help the researcher develop English textbooks that are suitable for Kindergarten students in TK Negeri Pembina 1 Malang.

The next process was revising textbooks based on the expert validation. In this step, the researcher revised some points on the “*Reverb English*” textbooks. At first, “*Reverb English*” textbooks were designed in Black and White color, but based on the expert validation checklist, it should be better that the textbooks are mixed both Black & White and colorful to engage students more in learning English. The second suggestion from the experts was about the size of the font. The researcher revised based on the suggestion to make the size of the font to be larger. This result indicated that in developing the English textbooks, some aspects need to be considered such as color and the size of the font.

The next phase was the implementation phase. In this phase, the “*Reverb English*” textbooks were being tried out by the students and the researcher interviewed the students about the effectiveness of the textbooks during the learning process. The results of the first interview were in line with Lee (2014) that stated blanks on worksheets encourage students to fill in the gaps; they provide possibilities for knowledge development. Worksheets can help students attain academic success in a variety of ways and can be used as supplements to textbooks to add content for specific classes. The second students’ responses stated that they must analyze the information they have got, students learn to solve problems independently and gain thinking skills by having the difficulty levels on worksheets (Delima et al., 2019).

Additionally, “Reverb English” textbooks could help students in visualizing the pictures. These images can help the students in visualizing the material or object being discussed, as well as supporting them in completing the activities (Safitri & Tyas, 2019)

Instructional materials played a critical role in the teaching-learning process, including improving students' memory skills, facilitating the teaching-learning process, and assisting in bringing the body of knowledge under discussion closer to reality (Bukoye, 2019). It is shown from all of the answers from the students based on content-based and the enjoyment during the learning process. In conclusion, the students stated that they enjoy doing all the worksheets and learning the materials in “Reverb English” textbooks because they can learn a new language which is English and it is fun for them.

The last phase was the evaluation phase. In this phase, the researcher interviewed in-service teachers in the school to know the effectiveness of the “Reverb English” textbooks during the learning process. The reason why the researcher interviewed the teachers was that during the learning process, the in-service teachers were involved together with the researcher in implementing the “Reverb English” textbooks. The result of this study is supported by Nesamalar, Saratha & Teh (2001) as cited in Cole & Feng (2015), when learning a new language, writing is the ability that most students struggle with the most. The results about the strength of the “Reverb English” textbooks are in line with Agustiawan et al (2018) that stated, the teacher should decide how to convey vocabulary and how many words to present in class before beginning to teach the students. Teachers should use the language based on the students' level and for the kindergarten students, the language also needs to be simplified to help the students understand the materials well. Moreover, active learning is also conducted in English learning in the classroom because it can engage the students more in learning by using textbooks. The implementation of active learning is assessed at the program level, the content, the variety of student abilities, the classroom level, and the discussions that students require to develop concept understanding (Winarni et al., 2022). By using “Reverb English” textbooks as instructional materials, students found it helpful in learning and got to know English even more. In short, “Reverb English” textbooks can engage students in learning vocabulary in English because the language has been simplified and made the students more active during the learning process in the classroom.

The results about the weakness of the “Reverb English” textbooks as the instructional materials, the color presented there still needed to be revised to give the color in the several pages because it can help the improvement of the textbooks and the students' interest in learning English. This is in line with the study from (Kasmaienezhad-Fard et al (2017) that colored textbooks typically attract young students more than simple black-and-white ones. From the result, it can be concluded that young learners were more interested in colorful pictures than black and white.

Students can acquire English from an early age. In addition, during the learning process, besides visualizing the vocabulary, the researcher used a listen-and-repeat technique before doing the activities in the textbooks. This technique is effective because it can familiarize students to recognize and memorize the English words being taught. This result was in line with the findings by Lelawati et al (2018), who stated that the listen-and-repeat technique can minimize the risk of mispronunciation for both teacher and students while using a dictionary to check the spelling in pronouncing the word. Moreover, repetition requests are another form of an interactional method for encouraging students to become active listeners by requesting the speaker to repeat any topics they don't understand. It is one of the techniques for getting people to communicate with each other and develop their speaking abilities (Astutik, 2017). Based on the result of the evaluation phase, it can be concluded that “Reverb English” textbooks were effective during the English teaching-learning process in the classroom. Both students and teachers can understand the materials and activities as well as the instructions being presented in the textbooks.

CONCLUSION

In order to develop the English textbooks for Kindergarten students namely Reverb English, the researcher used the ADDIE model. There are five steps in the ADDIE model which are analyzing

the needs of the students, designing, developing, implementing and evaluating the product. Three conclusions were drawn from the previous discussion. First, the “Reverb English” textbooks are appropriate English textbooks for Kindergarten because they are related to the syllabus or topics that are already being set by the curriculum. Second, these textbooks are feasible in terms of the content, activities, and instructions. Students can understand well what the instructions in the book said and they feel joyful while doing the exercise there. It can help students in learning English as a foreign language by writing, speaking, and knowing the vocabulary related to the topic. Third, using “Reverb English” as instructional material in learning English for Kindergarten students was proven effective because it can help students in learning English faster by visualizing what they have learned in the classroom.

Apart from those findings, “Reverb English” textbooks have limitations. These books cannot be written and designed with fully-colorful pictures because students need to improve their creativity by coloring those pictures. Other researchers are expected to be able to improve students’ motivation in learning English by using Reverb English. Additionally, various studies related to the development of English textbooks, such as classroom action research (CAR) improve students’ English skills by using “Reverb English” textbooks as instructional material.

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