

A CONTENT ANALYSIS OF "I LOVE JAKARTA 6" ENGLISH TEXTBOOK

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Abstract

The aim of the study was to evaluate the quality of EFL Textbook for students elementary school in Jakarta based on criteria from Badan Standar Nasional Pendidikan (BNSP) in term of materials, language, presentation of materials and graphics aspects. The research used qualitative approach by employing content analysis. The instrument was checklist observation based on BNSP criteria. The researcher found that language-related qualities, the presentation, and the graphics all met the criteria. Unfortunately, there were few grammatical errors in the materials. In general the book met the national standard, although improvement regarding grammar is required.

Keywords: English Textbook; Content Analysis; Elementary School

INTRODUCTION

Textbook is a learning source that can be used by teachers or students in carrying out learning in English classes. Utilization of textbooks in education English is important to the education of both teachers and students. (Stará et al., 2017). According to Cunningsworth (1995), the textbook is a useful tool for self-directed learning, presentation material, ideas, and student references, a syllabus that reflects defined language objectives, and support for new teachers who need confidence. In EFL classes. In Indonesia, the dominant teacher refers to textbooks. The selection of textbooks is also adjusted to the level of school (Faradiena et al., 2022). There is no doubt about the importance of textbooks in EFL classes in Indonesia, but each textbook used has its own advantages and disadvantages. This requires an evaluation of the textbook.

Textbooks for young students in Indonesia must adhere to central government requirements. The Ministry of Education and Culture of the Republic of Indonesia recommends that 18 character education topics be included in textbooks. These include spirituality, honesty, tolerance, discipline, perseverance, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation, friendliness or communication, love of peace, reading interest, environmental, awareness, social awareness, and responsibility (Peransiska, 2020). In addition, it is essential to include elements that motivate youngsters to learn such as games or illustration. According to (Pinter, 2006) young learners are characterized by their love of fiction and creativity using illustration. In addition, by including learning-enjoyment elements such as games and images into textbooks (Arikan & Taraf, 2010). Children's critical thinking can be stimulated by the textbook games that are incorporated, one of them use crossword (Elisa et al., 2020). There have been a number of studies that conducted textbook analysis from different perspective. For example, (Opoku-Amankwa et al., 2011) analysed Ghana has adopted the language and literacy learning methods of the "Gateway to English" textbook. The study found out that the 'technical skills' method of teaching English to young learners is supported by the Gateway to English for Primary Schools series in the term of design and layout, task and activities, and theory in use. Meanwhile, (Yanti & Wirza, 2022) evaluated gender

representation in the textbook used by students of vocational schools in contexts where English as a Foreign Language is taught in Indonesia and revealed that women are represented less than men. Another study compared how two English for secondary school textbooks represented education characters and found while the book contained 39% and 61% of total character values, neither represented self-confidence (Peransiska, 2020). Last, Utami et al. (2021) evaluated speaking material in English textbook at grade XII published by Kemendikbud 2018. The finding showed that The Indonesian government's "Bahasa Inggris" English textbooks for twelfth graders contain dialogue-based speaking material that teachers and evaluation checklists can help students in learning. In general, there are many researchers who research English textbooks, but in Indonesia it is still rare to research content textbook for elementary school level. In addition, the book that will be analyzed in this study is "I LOVE JAKARTA 6". This book is used for elementary school level in Jakarta where the Government of DKI Jakarta has made the decision to start teaching English in elementary schools starting in the 2019/2020 academic year as part of the local content for the curriculum implemented in 2013 and integrated with Environmental and Cultural Education Jakarta, Jakarta Cultural Environment Education (PLBJ). Topics discussed in I Love Jakarta 6 include Betawi culture, Jakarta culture, science and technology, Jakarta's environment, as well as society and tourism. Textbook "I love Jakarta" is available for grades 1 to 6, but in this study, the focus was on the book "I love Jakarta 6".

METHOD

This study used qualitative method by employing content analysis. The source of material for the research was from textbook "I LOVE JAKARTA 6", published by TIGA SERANGKAI. It was written by Hartono – Rizki Achyar (Jakarta English KKG Team). ISBN 978-602-320-792-3.. The data focused on analysis document for the content in textbook. The instrument for this study was observasion checklist based on Badan Standar Nasional Pendidikan (BNSP) that was categorized in term of materials, language aspects, presentation of the materials, and graphics. The content of the English Language Teaching materials in the textbooks was looked at to figure out how good they were. The scales for the tables were 1 (very poor), 2 (poor), 3(fair), 4(good), 5(very good). Table 1 presents the instrument for textbook analysis.

Table 1. Checklist Observation

Category	Scale				
	1	2	3	4	5
1. Material					
a. Must update data and concepts, maintain accuracy, and promote national education goals.					
b. Using the right material sources conceptually and experimentally.					
c. Fostering independence and creativity					
d. Motivates self-improvement.					
e. Able to preserve national unity by accepting variety, cooperating, and appreciating differences					
2. Language Aspects					
a. Spelling, words, sentences, and paragraphs are precise, direct, unambiguous, and age-appropriate.					

- b. Text and image illustrations match the reader's age and clarify the information.
 - c. The language employed is communicative, instructive, educational, polite, ethical, and aesthetic appropriate to age development.
 - d. Book names and content section titles are engaging, harmonic, and not controversial.
- 3. Presentation of The Material**
- a. The book material is logical, plain, easy to comprehend, and interactive, so the meaning may be appropriately delivered.
 - b. Material illustrations, both text and graphics, are attractive according to the reader's age, can clarify material/content, and are courteous.
 - c. The material's illustrations do not feature pornography, extremism, radicalism, violence, SARA, gender bias, or other deviating values.
 - d. Critical, creative, and inventive thinking can encourage by material presentation.
 - e. Contains contextual knowledge, meaning it's relevant to everyday life and can inspire readers to find positive things to use in their own lives.
 - f. The information is entertaining to read and can encourage curiosity.
- 4. Graphics**
- a. Book size depends on age and content..
 - b. The book cover layout is harmonic and appropriate.
 - c. Colors harmonize and clarify layout aspects.
 - d. Fonts and letters are age-appropriate.
 - e. Illustrations clarify the message.

RESULTS AND DISCUSSION

Results

This study aimed to analyse the suitability of I LOVE JAKARTA 6, using BSNP's framework. There are 4 criteria being analyzed, i.e. material, language, presentation of materials and graphics. The analysis resulted that the I LOVE JAKARTA 6, meet 3 criteria, i.e. material, language aspects, presentation of the materials, and graphics. The criteria were satisfied by three components: the language-related characteristics, the presentation of the materials, and the graphics. On the other hand, there were numerous grammatical errors in the material. Table 2 summarizes the result of analysis.

Table 2. Result of analysis

Category	Scale				
	1	2	3	4	5
1. Material					
a. Must update data and concepts, maintain accuracy, and promote national education goals.					v

b. Using the right material sources conceptually and experimentally.	v
c. Fostering independence and creativity	v
d. Motivates self-improvement.	v
e. Able to preserve national unity by accepting variety, cooperating, and appreciating differences	v
2. Language Aspects	
a. Spelling, words, sentences, and paragraphs are precise, direct, unambiguous, and age-appropriate.	v
b. Text and image illustrations match the reader's age and clarify the information.	v
c. The language employed is communicative, instructive, educational, polite, ethical, and aesthetic appropriate to age development.	v
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e. Contains contextual knowledge, meaning it's relevant to everyday life and can inspire readers to find positive things to use in their own lives.	v
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4. Graphics	
a. Book size depends on age and content..	v
b. The book cover layout is harmonic and appropriate.	v
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e. Illustrations clarify the message.	v

Discussion


1. Materials

The first part of the material is that it must be true and accurate, keep data and ideas up to date, and support the desire for national education goals. I love Jakarta is a good textbook because it tells the truth. It tells about Jakarta's culture, such as songs, foods, dance and get around the city, such as on the MRT. The goal is to teach children about Jakarta's culture from a young age, which is directly linked to learning English, so that they will grow up to love their own culture. As shown in Figure 1 that topics in the book center around social and cultural environment in Jakarta and Betawi.

Semester 1	
Chapter 1	I Will Sing "Ondel-Ondel" 1
Chapter 2	Making Diorama Betawi House 13
Chapter 3	Dancing Ondel-Ondel 25
Chapter 4	Watching Palang Pintu Attraction 37
Chapter 5	Selendang Mayang Ice 51
Chapter 6	Streets and Villages in Jakarta 61
Chapter 7	Batik Betawi 71
Chapter 8	Playing Galasin 79
Semester 2	
Chapter 9	Keripik Jengkol Game 87
Chapter 10	We Practiced <i>Jalan Jurus 5 dan 6</i> Last Night 97
Chapter 11	It was Comfortable in the MRT 107
Chapter 12	Traffic Park 115
Chapter 13	Funeral Ceremony in Betawi 127
Chapter 14	Shopping Centers in Jakarta 141
Chapter 15	The Gandaria Plant was Small, but Now... 149
Chapter 16	Traffic Road 161

Figure 1. Table of content showing culture-related topics

Additionally, the information provided includes lessons that help kids develop into religious, tolerant, honorable, democratic, and responsible society's citizens in the contexts of the family, school, community, and country. This is in line with Indonesia's national education objectives. Figure 2 depicts the reading text in Chapter 13, "Funeral Ceremonies in Betawi," which tells the importance of assisting neighbors or family members in times of need. This discussion addresses the relevance of character development in producing character education in textbooks, namely wisdom and social awareness in dealing the tolerance of religious traditions between communities in culture (Peransiska, 2020).

 **Around Jakarta**

In Betawi, when one of our neighbor or a friend has death, Betawi people will do some ceremony before and after funeral such as *ngelawat/nyelawat*, taking care of the death body, *tahlilan*, and *ngored*. The first is *ngelawat/nyelawat* or mourn. We make visiting of condolence. The second is taking care of the death body, means we do bathing and then mating the corpse. The third is *tahlilan*. This event is held by family members who left behind by the deceased. The fourth is *ngored*. We pray in cemetery/funeral.

Figure 2. Sample reading text of character education

In addition, each chapter's material components always begin with listening, speaking, reading, and writing. As with language learning guidelines, the ability to listen and respond must be emphasized early on in the elementary grades. After students are able to reply automatically to the language introduced automatically, the instructor can introduce reading and writing interactively. Figure 3 shows the sample of the activities. This is in line with Cunningsworth (1995) who stated that one of the functions of textbooks is to encourage teachers' self-confidence in the classroom, as the chapters in this book are organized in this manner.

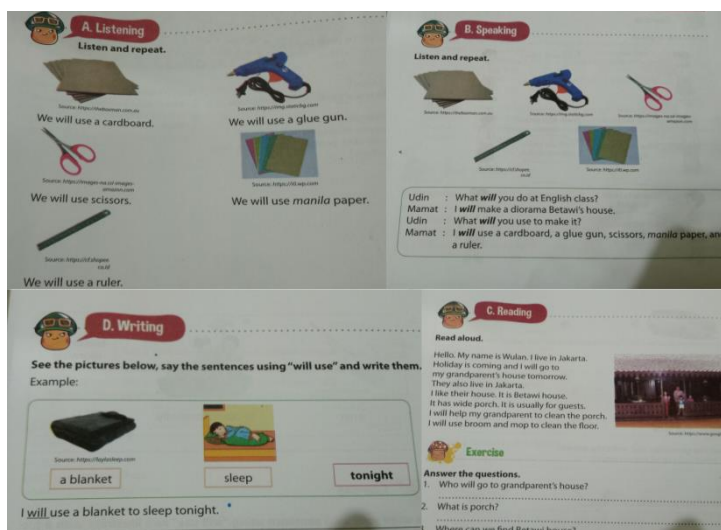


Figure 3. Sample of language skills activity

However, one of the components of the material, namely the concept of grammatical accuracy in the future tense, is poor in grammar. As shown in Figure 4, there were incorrect use of preposition of time of "now" in the future tense. For the simple present, the word now indicates that the sentence's context is currently occurring, whereas for the future, it indicates that the event has not yet occurred. Presentation of material in textbooks that is formulated accurately so as not to cause multiple interpretations in students.

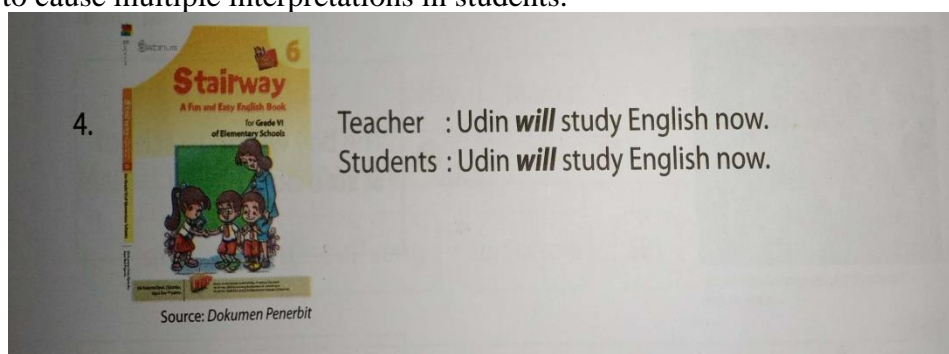


Figure 4. Sample of material inaccuracy

The presentation of materials for maintaining the unity and integrity of the nation in this book in Betawi cultural such as traditional song, traditional foods, and dancing. As an expression of affection for the culture of Jakarta, Indonesia, ondel-ondel singing, Selendang Mayang, Ondel-ondel dancing demonstrated a commitment to national unity and cohesion. This is included and in accordance with the criteria of BNSP and also character education, namely nationalism.

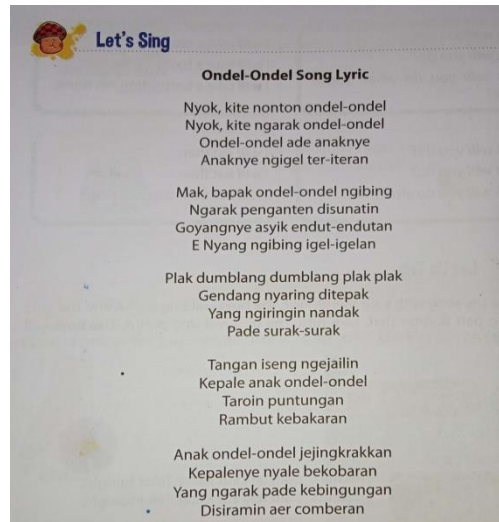


Figure 5. Sample of nationalism aspects

2. Language Aspects

The book provided explanations to grammatical aspects in two languages, i.e. English and Indonesian. Figure 6 illustrates the sample of Grammar explanation in the book. This was similar with the developmental aspects of the child's age that in the book. By providing the translation, it is hoped to provide students' understanding would facilitated. Even though the teacher will explain it later, the book already contains the translation along with examples of its use.

More to Know

Will vs Going To

Will	Going To
<p>1. Express future actions decided at the moment of speaking (<i>Mengungkapkan masa depan yang diputuskan pada saat berbicara</i>)</p> <p>Example: I will have Bakso and Gado-Gado.</p>	<p>1. Express future plans decided before the moment of speaking (<i>Mengungkapkan masa depan yang diputuskan sebelum berbicara</i>)</p> <p>Example: I am going to visit my aunt next week.</p>
<p>2. Express a prediction based on personal opinions or experiences (<i>Mengungkapkan perkiraan berdasarkan pendapat pribadi atau pengalaman</i>)</p> <p>Example: I think it will be cloudy.</p>	<p>2. Express a prediction based on present evidence (<i>Mengungkapkan perkiraan berdasarkan bukti saat itu</i>)</p> <p>Example: Look at those black clouds. It is going to get rain.</p>
<p>3. Express a future fact (<i>Menyatakan kebenaran yang pasti terjadi</i>)</p> <p>Example: The sun will rise tomorrow.</p>	<p>3. Express something that is about to happen (<i>Menyatakan sesuatu yang akan terjadi</i>)</p> <p>Example: Get back! The bottle is going to explode.</p>

Figure 6. Sample of English Grammar explanation

Appropriate visuals were utilized to clarify the topic of this book. This is evident Figure 5 which shows the accompanying illustration to the Betawi house next to the reading passage. This image clarifies the information being conveyed to children, notably details about traditional Betawi houses. Students not only read information, but also know the illustration of the Betawi house, so that the readers can better understand the text. The significance of pictures for comprehending in elementary school because young children enjoy expressing their creativity via illustrations and because they typically learn implicitly rather than explicitly (Pinter,2006).

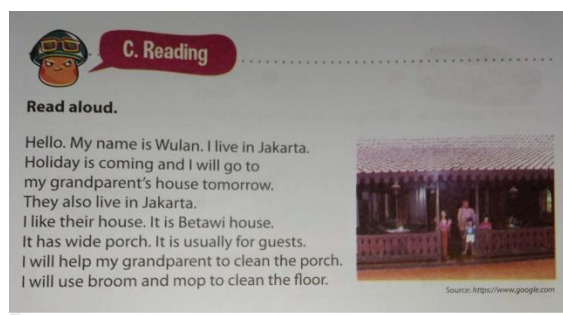


Figure 7. Sample of accompanying illustration for the reading text

Moreover, the use of communicative and informative language so that students can easily understand the contents of the reading is appropriate in this book. Figure 6 shows that the language used is polite and ethical, and in accordance with the development of the child's age. Betawi which is usually at Betawi weddings. In addition, Text explanations are given in both English and Indonesian, making it easier for students learning English as a second language to comprehend the text's content.

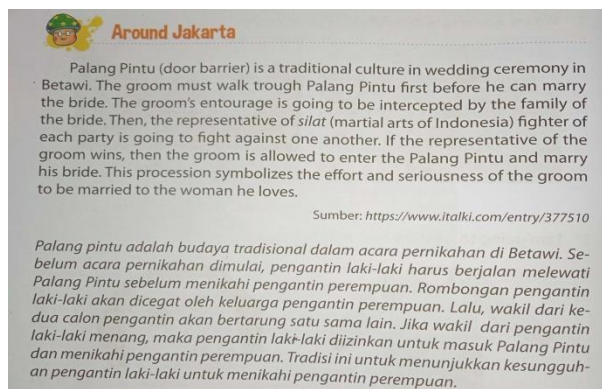


Figure 8. Sample of language-appropriate reading passage

Book and material titles are harmonic, intriguing, and not controversial. In this category, the title of the book is "I Love Jakarta 6", in line with the context of the material, which is integrated between English and Introduction to Jakarta Environment and Culture materials. This is in accordance with the implementation of the syllabus in the DKI Jakarta area based on the 2013 curriculum based on the 2019/2020 DKI Jakarta government decision. This is also in accordance with the opinion of Cungsworth (1995) which states that the language of the textbook must be in accordance with the applicable syllabus and curriculum.



Figure 9. Materials title

3. Presentation of materials

Material is presented in terms of creative thinking. The book has "Fun Time" section which contains crosswords which can stimulate students to think critically and innovation to solve a problem in the form of a crossword puzzle. According to (Elisa et al., 2020) crossword puzzle learning media has an effect on the social science critical thinking skills of sixth grade students.

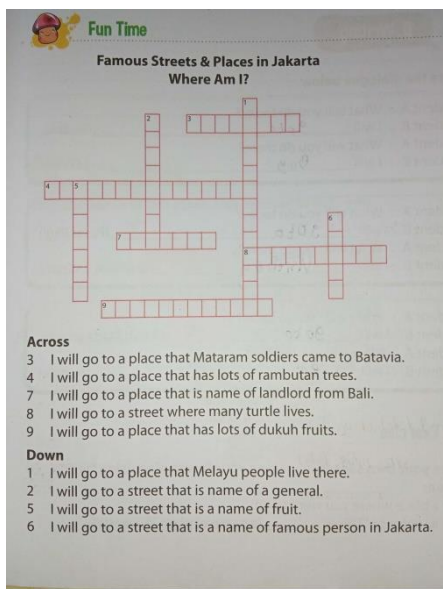


Figure 10. Fun Time section

In addition, the interesting presentation of this book also stimulates students' curiosity, namely the "Let Us Try" activities. In the example of one of these activities, students stimulated their curiosity by asking friends about a certain condition according to the instructions in the book. It can be obtained by asking teachers, friends or looking for answers in books (Siregar et al., 2022)

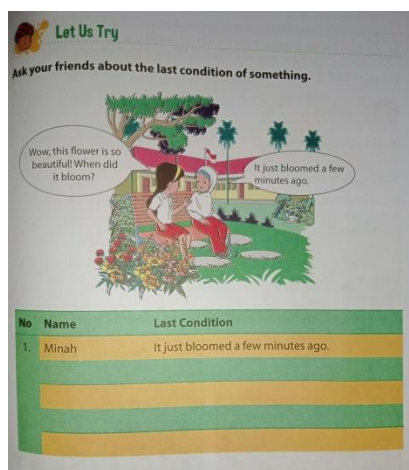


Figure 11. Let Us Try section

Presentation of material in speaking aspect is presented in the form of dialogue. Presenting simple dialogues can help students learn speaking (Utami et al., 2021). Besides that, the discussion of topics is light, the dialogues are not too long and occur in everyday life so that Students are expected to have the ability to apply them in real life..

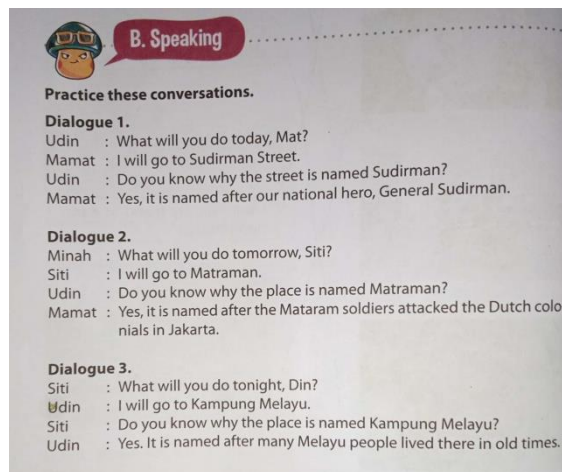


Figure 12. Speaking section

The presentation of materials for maintaining the unity and integrity of the nation in this book in Betawi cultural such as traditional song, traditional foods, and dancing. As an expression of affection for the culture of Jakarta, Indonesia, ondel-ondel singing, Selendang Mayang, Ondel-ondel dancing demonstrated a commitment to national unity and cohesion. This is included and in accordance with the criteria of BNSP and also character education, namely nationalism.

4. Graphics

In this element of graphics, there are five categories that must be adhered to in order to meet BNSP criteria for textbooks, including book size, layout appearance, coloring, font and size usage, and illustrations. The I adore Jakarta 6 book has 169 pages and measures B5 size or 17.6 cm x 25 cm. This is the typical size for school books. This conforms to UNESCO-based criteria for textbooks, notably the B5ISO size for general and educational publications (SNI,2009)

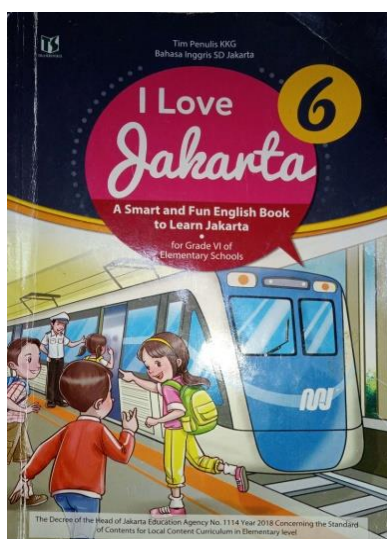


Figure 13. Book cover

For the appearance of the book's layout, the elements of the book cover and its contents are already cohesive. The initial display is a book cover, followed by a description of the book containing information on the author, year of publication, and isbn, followed by preferences, a foreword, information about the book "I Love Jakarta 6," and a list of content, which always begins with the word chapter and contains 16 chapters. There are listening scripts and a bibliography at the back of the book. On the back of the book jacket is a description about the publisher and the ISBN number. The color elements in the book are complementary and elucidate the function. It's visible from the dominating dark blue color of the book's front cover, which identifies it as "I Love Jakarta 6" and distinguishes it from I Love Jakarta grades 1 to 5. At the beginning of each chapter, the background is orange, while the chapter titles are red with yellow lettering. Its purpose is to indicate the beginning of the chapter. In addition, some of the colors used in the book and their functions include green for table subchapters and exercise subchapters. The color red is used to identify the aim of the book's sections, which include listening, speaking, reading, and writing. This book uses the typeface and size Myriad Pro 12 pt. The font size is suitable for student reading, neither too large nor too small. In addition, the visual portion of this book's pictures can clarify the intended message. Illustrations are images that assist the clarity of text.

CONCLUSION

The conclusion of this research is that the I Love Jakarta 6 textbook as a whole conforms to the BNSP standards for use by sixth-grade students in primary schools in DKI Jakarta, i.e. material, language, presentation of materials and graphics. However, the grammar section of the textbook requires additional revision in order to provide accuracy of the textbook. In furthermore, "I LOVE JAKARTA 6" has its own benefits, including the introduction of various cultures of Jakarta in the form of English textbooks, so that Jakarta students are encouraged to love their own culture.

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