

Visual Analysis of Local Content in English Elementary Textbook in Surakarta Indonesia: A Focus on Cultural Local Content

Honest Umami Kaltsum^{1*}, Wahdan Najib Habiby², Abu Bakar Razali³

¹²Faculty of Education, Universitas Muhammadiyah Surakarta

huk172@ums.ac.id

wnh122@ums.ac.id

³Faculty of Education Studies, Universiti Putra Malaysia

abmr_bakar@upm.edu.my

*Corresponding Author

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Abstract: English for elementary education policy in Indonesia states that English is categorized as a local content curriculum area. The local content curriculum is an educational program whose content and media (such as visuals) and delivery strategies are linked to the physical environment, social environment, and cultural environment and regional needs. Based on this government policy, some problems are raised. The objective of this research was to investigate the local content represented visually in the textbook (for example illustrations of cultural local contents that are represented in clothing, physical settings, and so on) that are stated and written in the fourth grade English textbook in Surakarta, Indonesia. This research is qualitative research using directed visual content analysis approach. The subject of focus in this research is the fourth grade English Textbook in the district of Surakarta Indonesia and the object is the visual local and cultural content illustrated in the textbook. The data analysis technique is based on Krippendorff analysis, to which the researchers unitized, sampled, recorded, reduced, inferred, and narrated the data from the analysis of the textbook. The validity of the data used in this study is the persistence of observation. The result of the study shows that local visual content found in the textbook which is tailored to the local and cultural characteristics of Surakarta is only found in Lesson 5 or only 10% from the overall content of the textbook. This means that 90% of the content of the textbook does not really cater visually to the local elements that are important for the identity and pride of Indonesian people in the city of Surakarta.

Keywords: English textbook for elementary school, Local content, Visual content analysis

1. Introduction

English for elementary education in Indonesia is categorized as a local content curriculum area (Ministerial Decree No.060/U/1993) where in this textbook the content has to be focused on the local elements of the Indonesian people, including the sociocultural elements, particularly of the people residing in specific places in Indonesia, such as in the city of Surakarta. This curriculum states that the teaching of English in primary schools can be in the forms of mandatory content and local content JULIANSYAH (2018). Under the 1994 curriculum, English was an elective Local Content subject among others, such as Handicraft, Vernacular Languages, and Local Arts, to which these courses need to promote the Indonesian local content of that particular region, namely its particular city or district or state in Indonesia.

In 2004 through the Competence-Based Curriculum (KBK), which later became School-Based Curriculum (KTSP), the national government provided a curriculum framework in the form of National

Standards addressed to all subjects including primary English as a Foreign Language (EFL) subject. Indonesian school education policy mandates that the local content should include value and local knowledge associated with region in which English curriculum is delivered (Regulation of the Minister of National Education 2006). Parts of the Indonesian National Standard describes the purpose of English education at primary schools is to develop the English language skills used to accompany action). Both in KBK and KTSP, English is still positioned as local content subject, which requires that English textbook are bound to suit the potential and characteristics of specific regions. Since they have been nationally regulated, it is the teachers' task to adjust the teaching of the English subject in order to suit local content requirements.

1.1. Literature Review

1.1.1 Local Content

The values and local knowledge of local content are categorized into three components: 1) cultural local content (one example of cultural local content is cultural heritage, 2) social local content (One example of social local content is social community such as district and sub district), and 3) physical local content (Physical local content means like the natural views like mountain and beach) Nasir (2013). Local content, as it has been mentioned previously, discusses about physical environment, social life, and cultures that will enable students to better familiarize themselves with their environment.

These policies on local content programs are based on the fact that in Indonesia comprises of diverse cultures. Cultural diversities among the ethnic groups in Indonesia are characteristics that enrich the value of Indonesian life, therefore it should be preserved. Nasir (2013) states that the local content curriculum is an educational program whose content and media (such as visuals) and delivery strategies are linked to the physical environment, social environment, and cultural environment and regional needs. The local content of the physical environment is grouped into four, namely: (1) beaches, (2) lowlands, including watersheds, (3) highlands, (4) mountains or mountains. Meanwhile, the local content of the social environment contains elements or social components that form a network of social interaction and can affect the attitude or actions of a person or group of people. The social components include community institutions and regulations that exist and apply in the area, where students and schools are located, such as villages, neighbourhood units, community units, village unit cooperatives, community health centre, integrated service community and others. Lastly, the local content of the cultural environment discusses cultural elements, such as ideas for example Javanese expressions, action for example traditional dance, and artefact or works such as Surakarta Palace

In the use of English textbook for elementary school as a vehicle to promote local content, (visually as well as in content and text) some problems have been raised and identified. First, it is found that teachers' lack of understanding of the concepts of local content, since that the National Standard does not provide any explanation about the background rationale for assigning English as a local content subject in Indonesian elementary schools (Iskandar, n.d.). Second, putting elementary English as a local content makes it perceived as less important subject. In fact, in regard to elementary English curriculum in Indonesia, (Supriyanti, 2012) stated that even after 14 years, the primary English in Indonesia is still not taken seriously due to its position in the curriculum. Since English for elementary education has a limited allocation of time (i.e., 2 x 35 minutes weekly lessons), English language learning in elementary education is not seriously prepared by the government.

Based on some previous researches it is stated that, first, in determining local content, BASARI (2014) warned that that curriculum developers has not done well at each level of the education unit in preparing students to develop regional potential through the English textbooks. This is characterized through the lack of local content curriculum that develops the potential of each region, and he believes there are still a lot of similarities local content between one school and another, without them being unique to one another especially according to their region. This means that local identities for local content subjects is not clearly seen, especially from the teaching material, i.e., English textbooks. Similarly, SUTİYONO (2014) stated that based on the overall English books for primary schools that they evaluated, only 30% are categorized as catering to local content. Categories are seen from the suitability of the material with the curriculum objectives and characteristics of early learning students. The statement above are also supported by Faridi (2010) who stated that content of textbooks as primary

teaching resources were not always appropriate for the mandated curriculum and the students' socio-cultural environments. In this regard, Maryono (2016) states that local educational institutions and local government and local institutions should collaborate in the implementation of local content curriculum starting from planning, implementation, and evaluation which ensures the quality of sustainability of local content and the availability of learning resources.

The issue of English subject not fully used as a medium to promote local content, according to Musthafa (2010) is due to the decentralization of education in Indonesia which has encouraged local governments to make their own decisions related to the use of textbook to which large portions of curricular space in the textbook and learning hours in fact forsake the promotion of local content. As such it is important to note that from the three components local content (i.e., cultural local content, social local content and physical local content) the authors will only focus on the aspect of cultural local content which is deemed really important in building the identity and sense of pride of Javanese Indonesian people in Surakarta.

1.1.2 Visual Content Analysis

Content analysis is a research method that provides a systematic and objective means to make valid inferences from verbal, visual, or written data in order to describe and quantify specific phenomena Bengtsson (2016). Content analysis, today is considered to be one of the main methods of educational research. Weber puts content analysis as a research method that uses a set of procedures to make valid inferences from text Sándorová (2014). Content analysis is a set of research procedures and methods applied to text in a well-designed and a reproducible way as to enable the retrieval of meaningful information and inferences Tiplado (2014). The detection of the structure of a text is a step to determine how the major content is organized Rui Talhadas (2016). Visuality, on the other hand, refers to way in which vision is constructed in various ways: 'how we see, how we are able, allowed, or made to see, and how we see this seeing and the unseeing therein Rose (2002). Content analysis, as stated by Wallen and Fraenkel (2001), pointed to a study of document contents, which could be either written or visual in nature Singh et al. (2020), White & Marsh (2006). Thus, visual content analysis is how we enable to retrieve the meaningful information and inferences from the visuality provided in text.

1.2. Objectives

Based on the observation to the English Textbook used in some elementary schools in Surakarta and sold in the local market, the researchers are under the impression that these English textbooks did not yet represent the visuals of materials of local content where the book was learned. While it contains general English language discourse, however, this particular textbook does not contain much the local specificities of the region where English is learned, particularly the specific local content of city of Surakarta. Based on the description above, the objective of this research is to analyze the local content in the English Textbook used in some elementary schools in Surakarta on cultural environment contained in the textbook.

2. Method

This research is qualitative research which uses content analysis that is visual content analysis approach, particularly directed approach. In directed approach, analysis starts with a theory or relevant research findings as guidance for initial codes Hsieh & Shannon (2005). The subject of this research is fourth grade English Textbook for elementary school and the object is the local content of visuals used in the textbook (namely the visual elements of cultural local content). The analysis was done for each unit in each chapter of this textbook, to which the focus of analysis unit is the cultural local content, which is integrated in skills activities of Listening, Reading, Speaking, and Writing found in the textbook. The validity of the data is done through the persistence of observations. The research instrument used is the visual content analysis sheet which is composed based on local content theory. The analysis data technique is based on Krippendorff (2004) which is unitizing, sampling, recording, reducing, inferring, and narrating.

The first fourth, which is unitizing, sampling, recording, and reducing are called data making based on observation. Unitizing is systematic distinguishing of segments of text (here, image) that are of interest of unit analysis. On this step, the chosen image based on the researched criteria is conducted. Next, sampling. Sampling is limiting observations on conceptually possible units. On this point, observation of data making is limited on several units that become the representative of all units. Transforming unedited texts or original images into analyzable representations is recording or coding step. The way of this step is by providing coding on the image to make it into durably observation. Next is reducing which means reduce the diversity of the text based on the selected theme to focus the analysing. Here the theme selected is visual image provided in the books. Next step is inferring. In content analysis, inferring refers to warrants whereas this such warrants are provided by analytical constructs that are backed by everything known about the context. Several adequate evidences are provided to strengthen the data analysis. Last step is narrating. On this step, the result of the research is narrated in to available literature.

The researchers analyzed the components based on the local content aspect which are cultural aspect as it has been stated previously, then figure out the scope of the aspect adapted from Hyundai written in Sri et al. (2015). Ten chapter were analysed and from that analysis of each chapter, the researchers tabulate the analysis into percentage. The analysis data technique can be seen on the following figure.

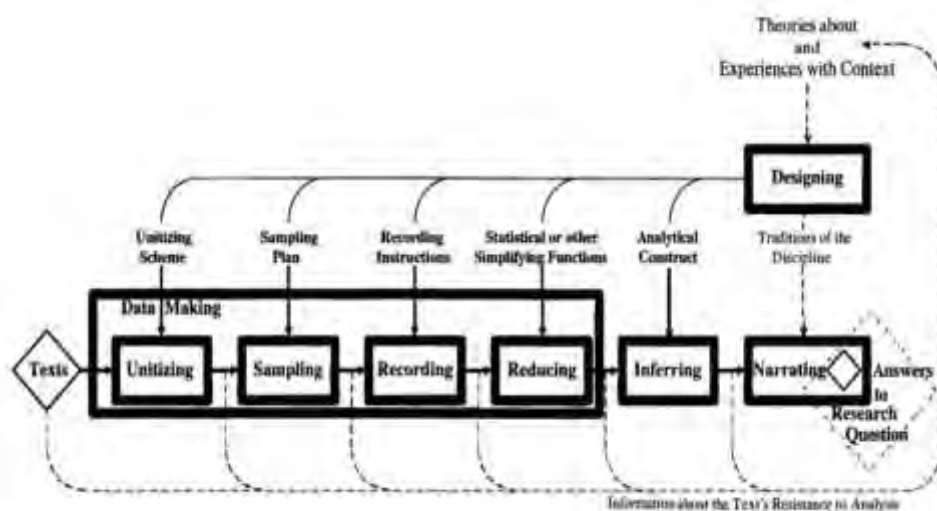


Fig. 1 The component of content analysis.

3. Results and Discussion

This study analysis an elementary school grade IV English textbook by the National Education Standards Board (BSNP) which sets the Basic Competency and Competency Standards, starting from fourth to sixth grade for the 2006 KTSP. Textbook is a book to learn and used by students which compiled by experts in accordance with the curriculum (Rahmawati et al., 2021). The textbook is “Grow with English, A thematic English Course for Elementary Students (Book 4).” The authors are Mukarto, Sujatmiko, Josephine S.M., Widya Kiswara and the book was published by Erlangga Publisher, in the year 2017. The descriptions about the local content which can be found in each chapter. The book consists of eight chapters or lessons and two Reviews, then the total chapter is ten chapters.

Table 1. The Map of the Book Identified

.Lesson	Topics	Skills	Page	Scope	Additional Information
1	How do you spell your name?	Listening, Speaking, Reading, Writing	2-18	National	The illustration of uniform of elementary school in Indonesia, the illustration of a farmer, the illustration of uniform of teachers in Indonesia
2	Schedule	Listening, Speaking, Reading, Writing	19-38	National	The illustration of “ <i>Garuda Pancasila</i> ” (the national logo of Indonesia) and Indonesian national flag, the illustration of Indonesian elementary school uniform
3	It is a tidy living room.	Listening, Speaking, Reading, Writing	39-56	National	Illustration of Indonesian Elementary School Uniform
4	There are some flowers in the Garden	Listening, Speaking, Reading, Writing	39-74	National	Illustration of “ <i>kerja bakti and gotong royong</i> ” (kerja bakti or gotong royong means working together or cooperate each other to finish the job more quickly).
	Review 1	Listening, Speaking, Reading, Writing	75-90	National	Illustration of Indonesian Elementary School Uniform
5	Seta’s family is having a picnic	Listening, Speaking, Reading, Writing	91-106	Traditional/local	The illustration of Javanese clothing (<i>blangkon</i> , which is Javanese traditional clothes)
6	I ‘ll have a burger and sausages	Listening, Speaking, Reading, Writing	107-126	National	Illustration of Indonesian elementary school uniform.
7	It’s Tigor’s Kite	Listening, Speaking, Reading, Writing	127-146	National	Illustration of Kite as one of Indonesian traditional game
8	It’s a Nice Day	Listening, Speaking, Reading, Writing	147-162	National	Illustration of Kite as one of Indonesian traditional game
	Review 2	Listening, Speaking, Reading, Writing	163-180	National	Illustration of: Indonesian elementary school uniform, Indonesian teachers’ uniform, and kite (Indonesian traditional game)

From the visual content analysis of the English textbook fourth grade entitled “*Grow with English, A thematic English Course for Elementary Students,*” it is found that the textbook conveys all skills of language learning, which are Listening, Speaking, Reading, and Writing. The textbook which

has ten topics, not only allows children to experience the language learning through these skills, but also does pay attention to the children characteristics development.

The lessons are delivered through various activities, such as **playing games** (six playing games spread in several chapters namely in chapter Lesson 1 page 11, Lesson 1 page 15, Lesson 3 page 48, Lesson 3 page 52, Lesson 5 page 105, Lesson 7 page 143), **singing song** (eight songs spread in several chapters namely Lesson 1 page 16, Lesson 2 page 24, Lesson 3 page 54, Lesson 4 page 65, Lesson 5 page 103, Lesson 6 page 122, Lesson 7 page 138, Lesson 8 page 154), **chants** (there are eight chants activities identified in several chapters such as Lesson 1 page 7, Lesson 2 page 22, Lesson 3 page 42, Lesson 4 page 71, Lesson 5 page 97, Lesson 6 page 114, Lesson 7 page 134, and Lesson 8 pages 155). Next activities are **colouring** (seven coloring activities are found in Lesson 1 page 4, Lesson 3 page 53, Lesson 4 page 63, Review 1 page 82, Lesson 5 page 99, Lesson 6 page 123, Review 2 page 172).

Another activities are **role playing** (seven role playing activities are spread in Lesson 1 page 10, Lesson 1 page 14, Lesson 4 page 70, Lesson 6 page 113, Lesson 6 page 121, Lesson 7 page 142, Review 2 page 171), **listening to stories** (as many as twenty one Listening to stories activities can be identified in Lesson 1 page 3, Lesson 1 page 13, Lesson 1 page 9, Lesson 1 page 13, Lesson 2 page 28, Lesson 3 page 47, Lesson 4 page 59, Lesson 4 page 66, Review 1 page 78, Review 1 page 80, Lesson 5 page 94, Lesson 6 page 110, Lesson 7 page 132, Lesson 7 page 136, Lesson 8 page 150, Lesson 8 page 158, Review 2 page 163, Review 2 page 165, Review 2 page 167, Review 2 page 168, Review 2 page 170), **telling stories** (seven telling stories activities can be seen in Lesson 3 page 53, Lesson 4 page 63, Review 1 page 82, Lesson 5 page 98, Lesson 6 page 123, Lesson 7 page 140, Review 2 page 172).

The last two activities identified are first, one **doing art projects** which is in Lesson 2 page 38 and nine **Total Physical Response (TPR)** activities which is identified in Lesson 1 page 8, Lesson 2 page 21, Lesson 3 page 49, Lesson 4 page 64, Review 1 page 81, Lesson 5 page 100, Lesson 6 page 118, Lesson 7 page 133, Lesson 8 page 151). As such, there are various activities applied in textbook are facilitating children characteristics development.

Tabel 2. Playing Games Activities

Activities	L=Lesson p=page	Sub-title	Sub-title object
Playing games	L1, p.15	Play a game	Alphabet Game
	L1, p.11	Listen and say	Dice Game
	L3, p.48	Play a game memory	Things in the living room
	L3, p.52	Do the puzzle and say	
	L5. p. 105	Play a game	What am I doing
	L7, p. 143	Play a game	Playing a memory game

Tabel 3. Chants Activities

Activities	L=Lesson p=page	Sub-title	Sub-title object
Chants	L1, p. 7	Say a chant	How Do You Spell Blue
	L2, p.22	Say a chant	Reach High!
	L3, p.42	Say a chant	Living room
	L4, p. 71	Say a chant	Insect
	L5, p.97	Say a chant	Family Chant
	L6, p. 114	Say a chant	It is sweet
	L7, p. 134	Say a chant	Toys
	L8, p.155	Say a chant	I'm happy

Tabel 4. Role Playing Activities

Activities	L=Lesson p=page R=review	Sub-title
Role playing	L1, p.10	Listen and talk
	L1, p.14	Listen and talk
	L4, p.70	Listen and talk
	L6, p.113	Ask your friends
	L6, p.121	Listen and talk
	L7, p.142	
	R2, p.171	Listen, do, and talk

Tabel 5. Listening to Stories Activities

Activities	L=Lesson p=page R=review	Sub-title	Sub-title object
Listening to stories	L1,p.3	Listen and say	Alphabet
	L1, p.13	Listen and Answer	In the classroom
	L1, p.9	Listen and circle	
	L1, p.13	Listen and answer	
	L2, p. 28	Listen and fill out the table	
	L3, p.47	Listen and circle yes or no	
	L4, p.59	Read Aloud	
	L4, p.66	Listen and tick	
	R1, p.78	Listen and tick	
	R1, p.80	Listen and cross	
	L5, p.94	Listen and circle	
	L6, p. 110	Listen and cross	
	L7, p.132	Listen and tick	
	L7, P. 136	Listen and talk	
	L8, p.150	Listen and write a letter	
	L8,p. 158	Listen and answer	
	R2, p. 163	Listen and circle	
	R2, p.165	Listen and stick	
	R2, p. 167	Listen and draw lines	
	R2, p. 168	Listen and stick	
R2, p. 170	Listen and write		

Tabel 6. Doing Art Craft Activities

Activities	L=Lesson p=page	Sub-title
Doing art Projects	L2, p.38	School subjects mobile

Table 7. Telling Stories Activities

Activities	L=Lesson p=page R=review	Sub-title
Telling stories	L3, p.53 L4, p. 63 R1, p.82 L5, p.98 L6, p. 123 L7, p.140 R2, p. 172	Draw, color, and talk Listen and talk Draw, color, and talk Draw, colour, and talk Draw, color, and talk Listen and talk Draw, color, and talk

Table 8. Total Physical Response Activities

Activities	L=Lesson p=page R=review	Sub-title
Total Physical Response	L1, p.8 L2, p.21 L3, p.49 L4, p. 64 R1, p.81 L5, p. 100 L6, P.118 L7, p.133 L8, p.151	Listen and do Listen and do Listen and do Listen and do Listen, do, and talk Listen and do Listen and do Listen and do Listen and do

Regarding to local content materials in the textbook, it was found that the book lacks local content materials. For example, in Lesson One, which the topic is “*How do you spell your name?*”, as many as eight illustrations of elementary school uniform in Indonesia are identified in page 2, 8, 10, 11, 12, 13, 14, 17. Meanwhile, it is also found five illustration of Indonesian teacher uniform in page 2, 11, 12, 13, 17 and one illustration of farmer in page 16. Therefore, these illustrations can be categorized national local content, and not traditional one since these illustrations are common in all areas in Indonesia and not specified to one area in Surakarta. That said, the local content of city of Surakarta is not fully represented in this textbook.

Secondly, in the second lesson “*Schedule*”, it was found that there is also lack of local cultural content. For example, while there are two images of “*Garuda Pancasila*” (the national logo of Indonesia) in page 27 and 36, three images Indonesian national flag in page 20, 27, 29 and three images of Indonesian elementary school uniform in page 20, 21,22 that are presented in the textbook, it is important to note that these illustrations are not a kind of traditional local content. These images are common in all areas of Indonesia and not specific image of Surakarta.

Thirdly, in Lesson Three, “*It is a Tidy Living Room*,” the lesson illustrates about Indonesian elementary school uniform which has colour red and white in page 44 and 53. However, it is again important to note that this uniform is also common in any district of Indonesia which can be found in all areas of Indonesia, that is why, it is national local content and not traditional.

Next, in Lesson four, it is identified two traditional Balinese traditional hat, *udheng*, in page 58 and 70. Although *udheng* is traditional hat but it is from Bali (one exotic and gorgeous island in Indonesia located in the eastern part of Java Island) not from Surakarta. In Review 1, two the illustrations of elementary school uniform in page 82, 90 are identified. However, it is again important to note that this uniform is also common in any district of Indonesia that is why, it is national local content and not traditional.

In Lesson Five, which is the lesson topic, “Seta’s family is having a picnic”, the researchers believe that this is the only chapter that conveys visually the local content, especially cultural local content of Surakarta, since it illustrates about Javanese Traditional Clothes. Some the figures wear *blangkon* and *jarik* (i.e., Javanese traditional clothes). Surakarta is part of Java and the spirit of Javanese culture. Viewed from the side of cultural history, Surakarta is the forerunner of the development of culture in Java. Surakarta was once the center of the kingdom and culture in Java (Kusmadi et al., 2018). As such, the researchers believe, this is the only chapter which conveys local content by illustrating Javanese traditional clothes represents the local content of Surakarta.

Next, the images displayed in the remaining chapters, namely chapters 6, 7, and 8, and Review 2 similarly do not illustrate the components of local content in Surakarta, but illustrate things that are very general in every district and region of Indonesia, namely elementary uniform and kite games. In Chapter 6, the topic is “I’ll have a burger and sausages”. From the title of the topic which is “I’ll have a burger and sausages”, it can be clearly said that in chapter six, there is no local content at all, even it is global not local since food like burger and sausages (which is identified in page 108, 109, 110, 111, 112, 115, 116, 117, 119, 121, 122, 125) are are not Indonesian staple food. Another illustration revealed from Chapter six is Indonesian elementary school uniform in page 112, 113, 123, 126 which has colour red and white and Balinese traditional hat *udheng* in page 118 and 121. However, it is again important to note that this uniform is also common in any district of Indonesia and *udheng* is Balinese traditional hat.

Next, chapter 7 similarly does not illustrate the components of local content in Surakarta, but illustrate things that are very general in every district and region of Indonesia, namely kite games in page 128, 129, 131; elementary education uniform in page 131, and Balinese traditional *udheng* in page 133, 135, 136. However, it is again important to note that this uniform and *kita* are also common in any district of Indonesia and *udheng* is Balinese traditional hat not Javanese traditional hat.

Similar illustration of elementary education uniform on page 159, 160 and kite game on page 166 are also seen in chapter 8. However, it is again important to note that the stuff is not Surakarta’s icon. Finally, the last chapter is Review 2. This chapter is mostly about exercising elements to evaluate the previous lesson. Similar to previous chapter, this chapter does not convey any icon of Surakarta in term of cultural local content.

After doing the visual content analysis, on each chapter which consists of four skills, Listening, Reading, Speaking, and Writing, it is found that the application of these skills into teaching learning activities is addressed through some interesting activities as it has been mentioned previously. Of the 10 chapters presented in the book, only one chapter represents visually Surakarta’s local content that is in chapter five. In chapter five, it is illustrated about the local content of Surakarta culture, namely Javanese traditional clothing in the form of *jarik* and *blangkon*. The conclusion is the local content is only 10% from total 10 chapters.

The textbook covers four language skills, Listening, Reading, Speaking, and Writing and there are 10 Chapters or Lessons, in which each chapter discusses about activities of Listening, Reading, Speaking, and Writing. The local content aspect is only found in Lesson 5, from the whole textbook, which means that the local content aspects visually represented is very little, i.e., only 10%. In lesson 5, it is visualized on the traditional clothing of Java ethnicity (*blangkon*). As Indonesia is a multicultural country that adheres to the concept of *Bhineka Tunggal Ika* (Unity in Diversity) Sufanti et al. (2021), Java ethnicity symbolized by *blangkon* is also considered as one visuality of local content.

As stated by Sun (2021), the application of content analysis depends on subjective interpretation visual content through systematic coding of patterns or themes. Therefore, the analysis process is addressed to relevant selected theme (visual local content) through noting and coding of the textbook to provide the findings. Visual appearances or pictures are an especially powerful tool to be analysed as they communicate easily compared with more arbitrary signifiers such as words because they represent the appearance of the signified more exactly Church (2018). Based on these statements, it can be concluded that the findings of visual content analysis of this research can be described as more unfortunate findings than that of SUTIYONO (2014) research in which his overall evaluation of English books for elementary schools, he found 30% of the content of the textbook represent the local content of the people in his study. The findings of this study is also supported by BASARI (2014) and Faridi (2010) which stated there are still a lot of similarities local content between one school and another, without them being unique to one another especially according to their region. This means that local

identities for local content subjects is not clearly seen, especially from the teaching material, i.e., English textbooks. Since visual content analysis is a systematically observational method in which the visuality represent people, events, situations, and so on, it allows quantification of samples of observable content classified into distinct categories and it allows description of fields of visual representation by describing the constituents of one or more defined areas of representation, periods or types of images Leeuwen (2004). Based on this statement, it is clear that this visual content analysis can be in the form of percentage which represents the findings.

4. Conclusion

Because the English language subject for elementary school is categorized as local content curriculum area, this means the material in this subject, which is the textbook, should cover about the distinctive aspects of local content of this setting including the social local content, cultural local content and physical local content. However, after analyzing one particular English textbook sold in market in Surakarta, it is found that the book is lack of local content, only 10%, albeit the content is on social, physical and cultural content. The researchers believe that Surakarta government policy that sets English as a local content has not gone well, seen from the aspect of the textbook used or as a learning resource. Based on the Indonesian government policy about Elementary English Education which clearly stated that Elementary English should be categorized as local content, from the analysis of this one particular textbook, this is clearly not yet happening. That said, the elementary English education unit should pay attention to the government policy in ensuring the general content of not just Indonesia as a country is represented, but also the local content of the city, district or particular setting in Indonesia is also represented. From the findings of this research, it seems that the government should have to provide such a well-organized curriculum of Elementary English which includes providing the appropriate books so that the local content can be explored optimally. This will give benefit to young learners social and cultural awareness since the book is not only addressed for the students in studying English, but at the same time for them to also learn their own culture.

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