

An Analysis of Literary and Cultural Content in the TISOL Textbook

'Sahabatku Indonesia'

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ABSTRACT

In TISOL teaching, one of the critical factors in supporting the learning process is the use of learning media such as teaching materials or textbooks. Hence, this research aims to determine the suitability of the literary and cultural content in the BIPA book "My Indonesian Friends" especially at the C1-C2 level with a qualitative approach and using a content analysis method based on a scale developed by Nurgiyantoro. Therefore, the results of this research, in the BIPA book entitled 'My Indonesian Friend', volume I, is only 65% , and for volume II, the percentage is 72% if included in the Nurgiyantoro scale percentage classification, this is included in the "Quite Suitable" category. The book's content is considered appropriate to students' needs in terms of consistency, depth, and breadth of material, as well as accuracy and cultural and literary content displayed. So, these two books can be used by teachers in teaching BIPA through sufficient cultural and literary approaches. As for the development of these two books, the researcher suggests that the relationship between cultural and literary content be readjusted according to the theme of each unit or chapter.

Key Words: *BIPA, Cultural Content, Literature, Foreign Students*

ABSTRAK

Dalam pengajaran TISOL, salah satu faktor penting dalam menunjang proses pembelajaran adalah penggunaan media pembelajaran seperti bahan ajar atau buku teks. Oleh karena itu, penelitian ini bertujuan untuk mengetahui kesesuaian muatan sastra dan budaya dalam buku BIPA "Sahabat Indonesiaku" khususnya pada tataran C1-C2 dengan pendekatan kualitatif dan menggunakan metode analisis isi berdasarkan skala yang dikembangkan oleh Nurgiyantoro. Oleh karena itu, hasil penelitian pada buku BIPA berjudul 'Sahabat Indonesiaku' jilid I hanya 65%, dan untuk jilid II persentasenya 72% jika dimasukkan dalam klasifikasi persentase skala Nurgiyantoro, hal ini termasuk dalam kategori "Cukup Sesuai". Isi buku dinilai sesuai dengan kebutuhan siswa dari segi konsistensi, kedalaman, dan keluasan materi, serta keakuratan dan muatan budaya dan sastra yang ditampilkan. Jadi, kedua buku ini dapat digunakan guru dalam mengajarkan BIPA melalui pendekatan budaya dan sastra yang memadai. Sedangkan untuk pengembangan kedua buku ini, peneliti menyarankan agar hubungan antara muatan budaya dan sastra disesuaikan kembali dengan tema masing-masing unit atau bab.

Kata Kunci: *BIPA, Konten Budaya, Sastra, Mahasiswa Asing*

INTRODUCTION

The existence of the Indonesian language is now increasingly popular and studied, as evidenced by data Ministry of Education and Culture in 2021 there are 44 countries have implemented in Teaching Indonesia to Speakers of other language (TISOL) or in bahasa *Bahasa Indonesia untuk Penutur Asing* called (BIPA), including Indonesia. This is in line with the statement (Marlini, 2020) her statement of the addition of Teaching Indonesia to Speakers of other language (TISOL), which is held at various universities and institutions within the country and abroad. For foreign speakers, learning Indonesian is very necessary to achieve goals such as studying and working or other examples for students from other countries who want to study in Indonesia. This is one of the reasons teaching Indonesian to foreigners (TISOL) is included in the curriculum by several universities (Syafryadin et al., 2022). Several universities abroad have opened Indonesian language courses, for example, the University of Southern Queensland Australia and Taras Shevchenko National University of Kyiv Ukraina (Sahasti, 2022). Based on these developments, foreigners living in Indonesia or foreign students who want to learn Indonesian as well as foreigners who are interested in visiting Indonesia are the main subjects of TISOL learning. This is because Indonesian is a foreign language for TISOL students (Marlini, 2020; Syafryadin et al., 2022), so students need to know the language of the country they are visiting. Through BIPA learning, needs can be met. Not only that, learning TISOL can be a way to minimize the problems of foreign speakers when learning Indonesian.

In TISOL teaching, one of the important factors in supporting the learning process is the use of learning media such as teaching materials or teaching textbooks. This is in line with the opinion of (Permatasari & Arsyad, 2023) that the important thing for teachers to do is choose the right textbook as a study guide for students who teach lessons on a particular study topic. On the other hand, Macalister

(Sahasti, 2022) argues that apart from student motivation and teacher competence, the level of success in TISOL or *BIPA* learning is also determined by textbooks. Thus, in teaching, TISOL books are one of the textbooks that *BIPA* teachers can use (Fahik, 2020). It also states that *BIPA* textbooks refer to books written and published that are used as learning resources in class that present Indonesian culture. Furthermore, one of the TISOL books entitled '*Sahabatku Indonesia*' has three levels, starting from A1-A2, B1-B2, and C1-C2 are based on (Kurniasih et.al, 2021). The first scale is called A1 and A2, which is intended for beginners. Then, the B1 and B2 scales are for intermediate-level skills. Meanwhile, the advanced scale is called C1 and C2. Based on descriptions from several studies, *BIPA* textbooks are adapted to the abilities and levels of Indonesian language learners for foreign speakers according to the needs, abilities, and goals of each foreign-speaker student.

Literature can be used as teaching material or material in Teaching Indonesia to Speakers of other language (TISOL) learning. According to Wellek and Warren, (2014) in Syafryadin (2021) literature is a work of art or creative activity, meaning that teaching literature is included in cultural teaching, and cultural teaching is related to language teaching. This is supported by (Nurhuda & Waluyo, 2017) that a literary work will not be far from its author, starting from the author's background in the form of social status, educational level, and religious affiliation. The symptoms of the social picture are then described by the author in the literary work itself. Furthermore, Literature-Based *BIPA* Teaching materials have two objectives, namely: 1) give students knowledge and experience with literature, such as reading and viewing literary works. Literature Learning develops literary works according to their respective creative abilities by reading poetry, storytelling, etc., 2) gives students the opportunity to learn about literary knowledge such as introducing theoretical, historical, and literature in the *BIPA* book literature and culture are presented in the TISOL book at levels C1 and C2 (Syafryadin, 2021: P.132).. Specifically, in Unit 7, Examining Literary Works, which aims to analyze text structure, social function, and linguistic elements of cultural literature. One of the materials available is folklore, which not only teaches literature but also culture.

Likewise, parts of literary works, according to (Danandjaja, 1997) folk prose stories, can be divided into three large groups, namely: 1) myth, 2) legend, and folktale (Naufalia & Fajrideani, 2022) So, according to research (Rahaya et al., 2022), teaching literature such as legendary stories that tell the origins of a place will increase BIPA students' insight and curiosity and allow them to explore an area with its local wisdom based on the place being told.

However, from having the aim of achieving Indonesian language learning material, the TISOL book also aims to introduce culture and Indonesia. This is in line with (Marlini, 2020: Septriani, 2021) *BIPA* textbooks that are curriculum-aligned build high Indonesian language skills and educate international students to Indonesian culture and local wisdom. Cultural diversity will make foreign students interested in learning Indonesian. In addition, the objectives based on Syafryadin, (2021) are 1) Cultural material taught regarding behavior, habits, customs, and traditions, such as giving greetings; 2) greeting Knowledge of values, beliefs, and norms, such as introducing the value of cooperation, 3) introduce the value of politeness Objects: batik, wayang, gamelan, traditional houses. Furthermore, Hermansya (2022) states regarding cultural diversity, namely what exists and happens in Indonesia, including the customs inherent in Indonesian society. Based on this, in the TISOL textbook, there are 7 elements of cultural literature by Koentjaraningrat in Hermansya et al. (2022), which include language, knowledge systems, economic systems, social organizations, technological systems, religion, and art.

Based on several literature studies, in this research the theoretical basis on which this research is based is the description of cultural and literary content in textbooks which is explained in (Tomalin & Stempleski, 1993); Teuw 2013) that culture is divided into large cultures, namely cultures of achievement, which include geography, history, institutions, literature, art, music and ways of life. Meanwhile, small culture is a culture of behavior, which includes attitudes, beliefs, perceptions, especially those expressed in language and influenced by local culture" (Tomalin & Stempleski, 1993) while literature is used for teaching, which is usually

in the form of instruction books or teaching manuals (Teeuw, 2013). Furthermore, based on this theoretical basis, the researcher examines the book from various aspects in accordance with the textbook appropriateness standards developed by (Muslich, 2010), which consists of three important components, namely the suitability of the material description with the Elements of Competency (completeness, breadth and depth of the material), accuracy of the material (accuracy of procedures, accuracy of questions, accuracy of facts, examples and content), as well as lesson support material (recent features, examples and references, reasoning, application and attractiveness of the material).

On the other hand, cultural and literary elements based on Koentjaraningrat (2000) in (Permatasari, et.al 2022) include the Indonesian people's religion systems and religious rites, social systems and organizations, population knowledge systems, social language behavior, art systems, livelihood systems, technology systems, and living equipment. Based on these objectives, students can gain much cultural Knowledge from textbooks in the learning process because it is said that language is a reflection of culture. Considering the very important role of TISOL textbooks in teaching Indonesian (Fahik, 2020) reminded us that the contents of textbooks must be suitable for students and in line with national education goals.

Research on TISOL textbooks in Indonesia is not the latest research. However, several previous studies only analyzed the content of cultural values in TISOL textbooks (Fauziah et al., 2023) focusing on research for foreign speakers in Arabic with the results of the research finding shortcomings, the author's inconsistent in presenting material, both narrative, dialogue and Indonesian insight, there is also material content that has not yet been presented in the A1 level TISOL textbook, other research (Rahaya et al., 2022: Naufalia & Fajrideani, 2022) only analyzes culture in stories The results of these two studies, namely folk tales, and legends, can be used as a variety of teaching materials so that the learning process is not monotonous. Furthermore, 2 other researchers analyzed cultural elements in different books (Sahasti, 2022) entitled 'Bahasaku 1: Ayo Bicara Bahasa Indonesia' and the research results showed that the presentation of the material had aspects of

listening and speaking, reading, and writing. Each aspect has its own, while (Pratiwi et al., 2021) analyzed the literacy content in the TISOL book entitled Culture-based Communication Literacy 1 with the results that the material content in each unit is in accordance with SKL BIPA 1 and 2. However, in this research, there are updates. The research that the author will study is: 1) The book being analyzed is the BIPA textbook published by the Ministry of Education and Culture entitled 'Sahabatku Indonesia' which consists of levels C1 and C2, 2) Examining literary and cultural content so that it does not only focus on culture but also literature contained in the TISOL textbook.

Hence, the study, based on several previous studies, has concluded that there are still shortcomings in studying the literary and cultural content in TISOL books. This is supported by research (Fauzan et al., 2023) Where textbooks in the Indonesian language program for foreign speakers (BIPA) established by higher education in Indonesia continue to leave numerous problems, beginning with the restricted number of books that serve as reference materials, the content of BIPA textbooks not fully suited to the interests of non-native speakers, material that does not meet teaching needs, and minimal cultural content. This is in line with (Handayani & Isnaniah, 2020), who stated that the content of the material contained in each textbook is not necessarily good for use by BIPA students. This can be seen in terms of the presentation of practice questions in the textbook. Many practice questions are presented monotonously. Based on the phenomena and problems found in the TISOL textbook, the research question in this research is, 'How does the literary and cultural content of the TISOL books for levels C1 and C2 conform to the guidelines published by the Ministry of Education and Culture?'. In concluded, this research aims to find out whether elements of literary and cultural content have been included in the BIPA textbook entitled "*Sahabatku Indonesia*," especially at levels C1-C2. So, the author will know whether TISOL textbooks C1 and C2 are suitable for use in teaching TISOL to student foreign speakers.

METHOD

Research Design

Researcher will employing descriptive qualitative approaches or (content analysis) with a qualitative approach in this study. This research method is based on (Krippendorff, 2018), which says that content analysis is a research strategy for arriving at repeatable and valid data conclusions by paying attention to context. In line with (Krippendorff, Berelson, and Kerlinger 1993) in (Fauzan et al., 2023), Content analysis is a method of studying and analyzing communication in terms of the visible message in a systematic, objective. Hence, in content analysis (Pratiwi et al., 2021), the focus of analysis includes analysis of the level of form and depth of content of the object being studied. In conclusion, this research uses procedures to draw valid conclusions from a book/document.

The Corpus of Research

The research data was gathered from two categories of TISOL textbooks that students would learn from. "*Sahabatku Indonesia*" with a total of 16 units. The following table 1 contains information about the subject of this research.

Table 1. The object of research (theme of each book unit Volumes 1 and 2)

| No. unit | Theme of unit | |
|----------|--------------------------------|--|
| | Volume/level 1 | Volume/ level 2 |
| 1 | <i>Proposal Kegiatan</i> | <i>Menawarkan Jasa dan Menanggapinya</i> |
| 2 | <i>Surat Lamaran Kerja</i> | <i>Beragumen</i> |
| 3 | <i>Fenomena Alam</i> | <i>Deskripsi Tempat dan Kegiatan</i> |
| 4 | <i>Masalah Sosial</i> | <i>Laporan</i> |
| 5 | <i>Surat Undangan</i> | <i>Berita</i> |
| 6 | <i>Surat Pribadi</i> | <i>Perintah dan Saran</i> |
| 7 | <i>Kiat-Kiat</i> | <i>Menelaah Karya Sastra</i> |
| 8 | <i>Teks Ilmiah Populer</i> | |
| 9 | <i>Biografi Tokoh Terkenal</i> | |

Based on table 1, there are 16 units in the English textbook titled "*Sahabatku Indonesia*" level C1 and C2.

Instrument of the Research

In this research, the key instrument for data collection was the researcher himself, who was directly involved in book content analysis activities, tabulating and classifying data. This is supported by research Sahasti (2022) Researchers, as the key instrument, collect the data studied and become interpreters of the data that has been collected. Furthermore, the assessment instrument used by researchers in this research is a textbook assessment instrument adapted by Muslich (2010) in Fauzan

et al. (2023), Specifically, the material's suitability with regard to competency elements, the material's accuracy, and the lesson support material that focuses on analysis. Literary and cultural content in BIPA Level C1 and C2 books. The assessment components on a scale of 1 to 4, with a value of 1 for the poor category, a value of 2 for the sufficient category, 3 for the good category, and a value for the very good/suitable category based on the indicators developed by Muslich (2010) as follows:

Table 2. Book assessment indicators

| No. | Componets | Indicator | 1 | 2 | 3 | 4 |
|-----|---------------------------------|---|---|---|---|---|
| 1. | Material Suitability | 1. The material's completeness 2. Material Variety 3. Matter Depth | | | | |
| 2. | Material Accuracy | 4. Accuracy of procedure 5. Accuracy of facts, examples, and content 6. Question accuracy | | | | |
| 3. | Literature and Culture Material | 7. Recency of features, examples, and references 8. Reasoning 9. mApplication 10. Attractiveness of the material | | | | |

If will calculate using the percentage formula, it looks like this:

$$P = \frac{F}{N} \times 100\%$$

The results of the research calculations in the form of percentages will then be adjusted to the standards used to determine suitability. The conformity standards in this study were adapted from the scale five percentage classification (Nurgiyantoro, 2018), as follows:

Tabel 3. Assessment Interval

| Percentage Interval | Criteria |
|---------------------|-----------------|
| 85%-100% | Very suitable |
| 75%-84% | Suitable |
| 60%-74% | Quite Suitable |
| 40%-59% | Not suitable. |
| 0%-39% | Very Insuitable |

The documents analyzed are the BIPA textbook "My Indonesian Friends" volumes 1 and 2 level C.

Data Collection Techniques

The Research data collection in this study will be collected using document study techniques. This is based on research (Pratiwi et al., 2021) on content analysis research as a key instrument for researchers using research aids in the form of document overview guides whose data is taken from BIPA textbooks. In line with this, Brannen (2005) states that researchers must use themselves as instruments and follow cultural assumptions while following the data in qualitative research.

Data Analysis Technique

In this research, the data analysis technique was carried out in three stages, namely data reduction with three activities (identification, classification, and codification), data presentation, and conclusion (Pratiwi et al., 2021). The analysis steps, as determine data collection, data reduction, data presentation, and conclusion are the steps taken by (Miles and Huberman, 1994); (Fauzan et al., 2023) In more detail (Naufalia, 2022), Specifically, 1) data reduction, 2) data presentation (data display), and 3) conclusion drawing or verification are all required.

RESULTS

In language teaching, textbooks are used as a learning medium starting from procedures, concepts, strategies and language skills (Tomkins & Hoskisson, 1995). Textbooks also play a role in facilitating the language teaching and learning process (Tomlinson, 2012). Ideally, a textbook should be developed for the purpose of learning rather than teaching, and must fulfill Tomlinson's (2012) five functions of teaching materials, namely: (1) providing information, (2) providing instruction, (3) providing experience, (4) encouraging students to use the target language, and (5) help students explore language. Therefore, the assessment of the suitability of textbooks is carried out by referring to the components and indicators listed in the following table.

The BIPA textbook "*Sahabatku Indonesia* Level C" consists of two volumes whose material is arranged thematically and used sequentially. Each

material unit begins with pre-learning, and an explanation related to the learning objectives that will be achieved by the students. Each unit consists of 6 aspects, namely: vocabulary, reading, writing, listening, speaking and grammar. Apart from these 6 aspects, this book is also equipped with supporting images or illustrations such as: plans, photos or drawings. In the learning process, the use of images will help make it easier to understand concepts (Nugroho, 2017). Systematically, this book begins with reading and writing, followed by studying Indonesian grammar. In speaking and listening activities, students are invited to practice directly with content that revolves around themselves or each individual student. In the final part, students will be introduced to the culture of each unit.

Analysis of the book *My Indonesian Friend Level C1*

Analysis of content components includes all aspects presented in each unit. Researcher analyzed systematically according to the sequence in the textbook. To make the analysis easier, researcher have determined the indicators used in the research method. To get an in-depth understanding, pay attention to the following table:

Table 4. Feasibility of book contents for units 1-9 Volume 1

| Personal Information (Units 1-4) | | | | | | |
|---|---------------------------------|---|---|---|---|---|
| No. | Component | Indicator | 1 | 2 | 3 | 4 |
| 1 | Material Suitability | 1) Completeness of material | | | √ | |
| | | 2) Breadth of Material | | | √ | |
| | | 3) Depth of Material | | | √ | |
| 2 | Accuracy of Material | 4) Procedure accuracy | | | √ | |
| | | 5) Accuracy of facts, examples and content | | | | √ |
| | | 6) Question accuracy | | | | √ |
| 3 | Cultural and Literary Materials | 7) Recency of features, examples and references | | | √ | |
| | | 8) Reasoning | | | √ | |
| | | 9) Implementation | | | √ | |
| | | 10) Attractiveness of the material | | | √ | |
| Amount (f) = 26 | | | | | | |
| Maximum number of scores (N) = 40 | | | | | | |
| Eligibility percentage = $(28/40) \times 100\% = 65.00\%$ | | | | | | |

In Unit 1 "Activity Proposals" or "*Proposal Kegiatan*", in cultural and literary material, the book has attempted to introduce the culture of the historical buildings of the Borobudur temple in the form of report text, only the illustrations are not in

accordance with the theme of unit 1, namely activity proposals which in this unit students can understand. structure of activity proposals related to the meeting. However, in unit 1, we discuss proposals for Indonesian speech competition activities, where speech is one of the elements of a work that can be categorized as a non-fiction work.

In Unit 2 "Job Application Letter" or "*Surat Lamaran Kerja*" the material begins by showing an example of a job application letter in Indonesian format. The introduction of identity in interviews is also introduced in this unit where there is a cultural element regarding greeting people in higher positions using the greeting word 'Sir'. However, the connection between the theme of unit 2 and cultural insight, namely discussing Batik cloth, is not in line with the dialogue presented in the book. This insight is considered not comprehensive, because it does not include work culture in Indonesia. However, if we relate it a little, there is an element of tradition of using Batik cloth on certain days when working.

Furthermore, in Unit 3 "Natural Phenomena" or "*Fenomena Alam*", the author seems to be trying to provide a theme that seems more specific to the explanatory text. The content of the material in unit 3 is mostly descriptions accompanied by illustrations which are quite helpful, but in the context of communication, when it comes to the causes and effects of natural phenomena, these are used and not exemplified in dialogue. This is an important part, because if you misrepresent the time when certain natural phenomena occur when communicating, it can lead to wrong information. In cultural insight material, the book displays pictures of the tradition of "*Mudik* or going home" or returning to one's hometown during certain holidays, which is an inappropriate choice to introduce cultural elements related to natural phenomena because this is more of a social phenomenon.

Meanwhile, Unit 4 "Social Problems" or "*Masalah Sosial*" the aims to study argumentative texts. The breadth of material regarding social problems is quite good because there are terms explained such as high accident rates. Meanwhile, the cultural insight material in this unit is presented with illustrations of children playing angklung. Ideally, with an Indonesian perspective, the author can present more typical Indonesian social issues, for example what problems are related to playing

the Angklung musical instrument because in this unit the paragraph only explains and describes the Angklung musical instrument physically.

In Unit 5 "Invitation Letter" or "*Surat Undangan*", completeness of the material, in this aspect section the author provides several examples of formal meeting invitation letters. Likewise, the material for conveying invitations verbally, but it is necessary to add material about month numbers, because Indonesian people often use the terms "seventh month, sixth month" in communication. In the cultural insight section, the presenter presented a text regarding traditional wedding ceremonies from the Solo area. Through examples of activities shown in the vocabulary and examples in the paragraph, the theme in the paragraph is related to the material "Invitations" and images of Indonesian insight are given examples of Indonesian traditional weddings.

Meanwhile in Unit 6 "Personal Letters" or "*Surat Pribadi*" the appropriate material content in Unit 6 is daily activities which can be related to "hobbies or daily activities." In general, in unit 6 the material is disproportionate compared to other units. In this unit, there is a narrative consisting of several paragraphs, there are two long dialogues, there are pictures accompanied by descriptions, while in other units there seems to be minimal narration and dialogue. The cultural insight in this unit is quite adequate, because it presents images of Toraja funeral ceremonies accompanied by descriptions.

Furthermore, in Unit 7 "Tips" or "*Kiat-Kiat*", the completeness of the material corresponds to examples of tips containing messages and tips that are typical of Indonesians, namely they like to advise. It's just that students are faced with examples of descriptions that are less relevant by displaying pieces of text introducing the food "Nasi Goreng.". This Indonesian insight is less relevant to the unit theme proposed by the compiler, the compiler should be able to show the manners of Indonesian society both verbally and in writing.

In Unit 8 "Popular Scientific Texts" or "*Karya Ilmiah Populer*" the material explains the stages of composing a written work, which in this unit is related to literary elements. Not only vocabulary, the compiler includes clear pictures every time, such as listening to a public lecture, which adds to the attachment of scientific

themes to the material. The weakness of this unit is that the author does not include a dialogue context, for example between a doctor and a patient who is addicted to caffeine from coffee. In fact, in the unit theme the questions are given as if students will be asked how to argue scientifically when using argumentative texts.

In Unit 9 "Biography of Famous Figures" or "*Biografi Tokoh Terkenal*", Unit 9 is more appropriate when conveying about Indonesian figures or heroes. The presentation of vocabulary to introduce the vocabulary used in conveying a biography is quite complete, such as what is the name, when, where regarding the hero's biography. In this unit, the authors include cultural insight. This unit is less relevant to the theme because students are invited to get to know traditional traditional dances found in West Sumatra, namely the Piring Dance, not about the biography of a West Sumatran hero such as "Tuanku Imam Bonjol".

From the results of the assessment using the indicators set out above, the overall results obtained were that the book had a score of 65%. This means that only 65% of the book's content is deemed appropriate to students' needs in terms of suitability, depth and breadth of material, as well as accuracy and cultural and literary content shown. From the textbook analysis that has been carried out, researcher will focus on cultural and literary aspects, as well as suitability for the language of the students.

Analysis of the book My Indonesian Friend Level C2

In this second data, the content component analysis covers all aspects presented in each unit. Researchers analyzed systematically according to the sequence in the textbook. To make the analysis easier, researchers have determined the indicators used in the research method. To get an in-depth understanding, pay attention to the following table:

Table 5. Feasibility of book contents for units 1-7 Volume 2

| Personal Information (Units 1-4) | | | | | | |
|----------------------------------|----------------------|--|---|---|---|---|
| No. | Component | Indicator | 1 | 2 | 3 | 4 |
| 1 | Material Suitability | 1) Completeness of material | | | | √ |
| | | 2) Breadth of Material | | | √ | |
| | | 3) Depth of Material | | √ | | |
| 2 | Accuracy of Material | 4) Procedure accuracy | | √ | | |
| | | 5) Accuracy of facts, examples and content | | | | √ |

| | | |
|---|---|---|
| | 6) Question accuracy | √ |
| 3 | Literacy and Culture Material | |
| | 7) Recency of features, examples and references | √ |
| | 8) Reasoning | √ |
| | 9) Implementation | √ |
| | 10) Attractiveness of the material | √ |
| Amount (f) = 29 | | |
| Maximum number of scores (N) = 40 | | |
| Eligibility percentage = $(29/40) \times 100\% = 72.00\%$ | | |

In Unit 1 "*Menawarkan Jasa dan Menanggapinya* or Offering Services and Responding Thereto", in cultural and literary material, the book has attempted to introduce the culture of friendliness of the Indonesian population through greetings and greetings dialogue, however, in the cultural insight in this unit no illustrations are shown. So the only information text is that service offerings in Indonesia are often carried out in public places and use the greeting "*Assalamualaikum*" because the majority of the population is Muslim.

In Unit 2 "*Beragumen* or Arguing" the material begins by showing an example of a suitable job interview. The introduction of identity in interviews is also introduced in this unit where there are cultural elements regarding ethics or manners during work interviews such as wearing polite and neat clothes. However, the connection between the theme of unit 2 and cultural insight and the cultural texts presented in the book do not support cultural illustrations. such as using Batik cloth when working. This insight is considered not comprehensive, because it does not include work culture in Indonesia. But for literature itself

Furthermore, in Unit 3 "*Deskripsi Tempat dan Kegiatan* or Discussion of places and activities", the author seems to be trying to provide a theme that seems more specific to the places of activity in Indonesia. The content of the material in unit 3 is mostly descriptions accompanied by illustrations which are quite helpful in describing the atmosphere and feelings. In terms of cultural insight material, the book displays pictures of the tradition of "Indonesian street vendors or street vendors, which is the right choice to introduce cultural elements by presenting conversational dialogues discussing typical Indonesian foods such as Surabi from Java, Batagor from Bandung so that it can attract readers' interest.

Meanwhile, Unit 4 "*Laporan* or Report" aims to learn how to report using

Indonesian. The breadth of material regarding social issues is quite good because there are terms explained such as regional financial expenditure figures. Meanwhile, the cultural insight material in this unit is delivered using the reporting culture in Indonesia which is currently viral, namely reporting via social media to relevant officials. Ideally, in Indonesian insight, the compiler can present something that is more typical of Indonesia in terms of social issues, for example what problems related to finance because in this unit the paragraphs only explain and describe.

In Unit 5 "*Berita* or News", completeness of the material, in this aspect the author provides several examples of conveying news via radio. In the cultural insight section, the presenter presented a text regarding Indonesian slang expressions, for example 'nyokap' which means mother, 'bokap' which means father. Through examples of activities shown in vocabulary and examples in paragraphs, the theme in the paragraph is related to "News" material, but unfortunately there are still very few cultural illustrations in unit 5.

Meanwhile in Unit 6 "*Perintah dan Saran* or Commands and Suggestions" the appropriate material content in Unit 6 is daily activities which can be related to "Commands and suggestions." In general, in unit 6 the material is disproportionate compared to other units. In this unit, there is a narrative consisting of several paragraphs, there are two long dialogues, there are pictures accompanied by descriptions, while in other units there seems to be minimal narration and dialogue. Cultural insight in this unit is quite adequate, with cultural information when giving suggestions and orders, to prioritize the word 'sorry' before uttering orders or suggestions. However, the lack of illustrations in the presentation of images will make it difficult for readers to understand and describe the information.

In Unit 7 "*Menelaah Karya Sastra* or examining literary works" the material explains the stages of composing literary works such as short story structure, featuring poetry texts from the famous Indonesian poet, Chairil Anwar, which in this unit is related to literary elements. Not only vocabulary, the compiler includes clear pictures of each example of literary work, such as reading a poem entitled "Aku" with the Angklung musical instrument in the background behind the reader of the poem. Therefore, this illustration adds to the cultural and literary attachment to the

material. The weakness of this unit is that the compiler actually includes the context of cultural insight regarding lower class jobs such as household assistants. In fact, in the unit theme the questions are given as if students will be asked how to read literary works, not read non-scientific works.

From the results of the assessment using the indicators set out above, the overall results obtained were that the book had a score of 72%. This means that only 72% of the book's content is Quite Suitable or deemed appropriate to students' needs in terms of suitability, depth and breadth of material, as well as accuracy and cultural and literary content shown. From the analysis of the two textbooks, it can be seen that volume C2 has more literary and cultural content than volume C1.

DISCUSSION

In the BIPA book, literature and culture are presented in the TISOL book at levels C1 and C2. Especially in Unit 7 Examining Literary Works which aims to analyze text structure, social function and linguistic elements of cultural literature. One of the materials available is story texts at level C2 unit 7 which not only teaches literature but also culture. In other hand, with parts of literary works, according to (Danandjaja, 1997) folk prose stories can be divided into three large groups, namely: 1) myth), 2) legend, and (Naufalia & Fajrideani, 2022). Futhermore, research by (Septia Rahaya et al., 2022), teaching literature such as legendary stories that tell the origins of a place will increase BIPA students' insight and curiosity and enable them to explore an area with local wisdom based on the place being told.

However, apart from aiming to achieve Indonesian language learning material, the TISOL book also aims to introduce culture and Indonesia. This is in line with (Marlini, 2020: Septriani, 2021) BIPA textbooks that are aligned with the curriculum build high Indonesian language skills and educate international students about Indonesian culture and local wisdom. In the book 'My Indonesian Friend' level C1, cultural insight is displayed from units 1 to 9. Cultural diversity will make foreign students interested in learning Indonesian. Apart from that, the objectives based on (Syafryadin, 2021) are 1) Cultural material taught regarding behavior, habits, customs and traditions, such as giving greetings; 2) greeting Knowledge of values, beliefs and

norms, such as introducing the value of cooperation, 3) introducing the value of politeness Objects: batik, wayang, gamelan, traditional houses. Furthermore (Yusril Hermansya, 2022) regarding cultural diversity, namely what exists and occurs in Indonesia, including the customs inherent in Indonesian society. Based on this, in the TISOL textbook there are 7 elements of cultural literature by Koentjaraningrat in (Goziyah et al., 2022; Yusril Hermansya, 2022), which include language, knowledge systems, economic systems, social organizations, technological systems, religion and art. Based on several of these confirmations and the results of the analysis of the two textbooks, it can be seen that volume C2 has more literary and cultural content than volume C1, and that volume C1 should contain more cultural insight complete with cultural illustrations.

CONCLUSION

This conclusion has two points based on the results of the research findings and discussion. Firstly, in the BIPA book entitled '*Sahabatku Indonesia*', level C1 is only 65% , and for volume II, the percentage is 72% f, included in the Nurgiyantoro scale percentage classification; this is included in the "Quite Suitable" category. The book's content is considered appropriate to students' needs in terms of consistency, depth, and breadth of material, as well as accuracy and cultural and literary content displayed. From the textbook analysis that has been carried out, researchers will focus on cultural and literary aspects, as well as the suitability of students' language. If included in the Nurgiyantoro scale percentage classification, this is included in the "Quite Suitable" category. The meaning of the BIPA textbook is considered quite suitable for use by Indonesian language learners for international students or in TISOL subjects. From the analysis of the two textbooks, it can be seen that level C2 has more literary and cultural content than volume C1. These two books are designed for foreign-speaking students studying Indonesian so that teachers can use these two books in teaching BIPA through sufficient cultural and literary approaches. As for the development of these two books, the researcher suggests that the relationship between

cultural and literary content be readjusted according to the theme of each unit or chapter. In conclusion, the BIPA C1 and C2 books published by the Ministry of Education and Culture are quite in accordance with literary and cultural content both in terms of the up-to-dateness of the material, selection of material, examples containing literary and cultural content, grammar, vocabulary and exercises.

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