

**THE REPRESENTATION OF INFORMATION AND COMMUNICATION  
TECHNOLOGY (ICT) COMPETENCIES IN ELEMENTARY  
SCHOOL SIXTH GRADE ENGLISH TEXTBOOKS**



***A Skripsi Submitted in Partial Fullfillment of the Requirements for the Degree of  
Sarjana Pendidikan***

**Lisna Dwi Setyorianti  
2215163443**

**ENGLISH EDUCATION STUDY PROGRAMM  
FACULTY OF LANGUAGES AND ARTS  
UNIVERSITAS NEGERI JAKARTA**

**2020**

## LEMBAR PENGESAHAN

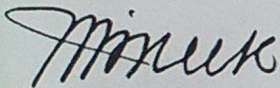
Skripsi ini diajukan oleh:

Nama : Lisna Dwi Setyorianti  
No. Registrasi : 2215163443  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Seni  
Judul Skripsi : **The Representation of ICT Competencies in Elementary School Sixth Grade English Textbooks**

Telah berhasil dipertahankan di hadapan dewan penguji, dan diterima sebagai persyaratan yang diperlukan untuk memperoleh gelar Sarjana Pendidikan pada Fakultas Bahasa dan Seni Universitas Negeri Jakarta.

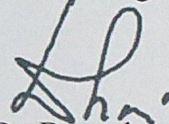
### Dewan Penguji

Ketua Penguji



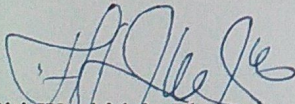
Dr. Sri Sumarni, M.Pd  
NIP.196005201985032001

Pembimbing



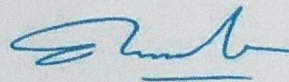
Dr. Darmahusni, M.A.  
NIP. 195807251987032001

Penguji Ahli Materi



Siti Wachidah, Ph.D.  
NIP.195710041989032001


Penguji Ahli Metodologi



Dr. Ifan Iskandar, M.Hum  
NIP.197205141999031003



Jakarta, 28 Agustus 2020  
Dekan Fakultas Bahasa dan Seni

  
Dr. Liliانا Muliastuti, M.Pd  
NIP.19680529199203

## LEMBAR PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama : Lisna Dwi Setyorianti

No. Registrasi : 2215163443

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Judul Skripsi : **The Representation of ICT Competencies in Elementary School Sixth Grade English Textbooks**

Menyatakan bahwa benar skripsi ini adalah hasil karya saya sendiri. Apabila saya mengutip karya dari orang lain, maka saya mencantumkan sumbernya sesuai dengan ketentuan yang berlaku. Saya bersedia menerima sanksi dari Fakultas Bahasa dan Seni, Universitas Negeri Jakarta apabila saya terbukti melakukan tindakan plagiarisme.

Demikian saya membuat pernyataan ini dengan sebenarnya.

Jakarta, 28 Agustus 2020



Lisna Dwi Setyorianti  
No Reg. 2215163443



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI JAKARTA  
UPT PERPUSTAKAAN

Jalan Rawamangun Muka Jakarta 13220  
Telepon/Faksimili: 021-4894221  
Laman: [lib.unj.ac.id](http://lib.unj.ac.id)

**LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI  
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS**

Sebagai sivitas akademika Universitas Negeri Jakarta, yang bertanda tangan di bawah ini, saya:

Nama : Lisna Dwi Setyorianti  
NIM : 2215163443  
Fakultas/Prodi : Bahasa dan Seni/ Pendidikan Bahasa Inggris  
Alamat email : [lisna.dwirianti@gmail.com](mailto:lisna.dwirianti@gmail.com)

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada UPT Perpustakaan Universitas Negeri Jakarta, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah:

Skripsi     Tesis     Disertasi     Lain-lain (.....)

yang berjudul :

***The Representation of ICT Competencies in Elementary School Sixth Grade English Textbooks***

Dengan Hak Bebas Royalti Non-Eksklusif ini UPT Perpustakaan Universitas Negeri Jakarta berhak menyimpan, mengalihmediakan, mengelolanya dalam bentuk pangkalan data (*database*), mendistribusikannya, dan menampilkan/mempublikasikannya di internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan Universitas Negeri Jakarta, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini saya buat dengan sebenarnya.

Jakarta, 28 Agustus 2020

Penulis,

(Lisna Dwi Setyorianti)

## ABSTRACT

**Lisna Dwi Setyorianti.** 2020. *The Representation of ICT Competencies in Elementary School Sixth Grade English Textbooks.* Skripsi, Jakarta: English Education Study Programme. Faculty Languages and Arts. Universitas Negeri Jakarta, August 2020.

The widespread use of ICT has influenced various aspects of human life. ICT Competencies have become inseparable human competencies in the 21st Century. These facts have influenced the planning and implementation of the educational program. This research aimed at investigating the representation of ICT competencies in two English textbooks for six graders of Elementary School. Qualitative content analysis was employed in this study. The data were in the form of electronic materials and digital activities which representing the ICT competencies covered in the two English textbooks. Stairway 6 presented a higher number of ICT competencies representation than I Love Jakarta with a total number of 35 with more than 70% gap. The result found that the digital literacy component skill focus in *I Love Jakarta* is *creating information* while in *Stairway 6* is *accessing information*. Both books also have a different focus on the knowledge dimension. *I Love Jakarta* focus on the level of *knowledge deepening* while *Stairway 6* focus on the *knowledge acquisition* competency. None of these books portrayed ICT competencies in the level of *knowledge creation* by UNESCO ICT-CFT framework. Based on the findings, ICT competencies that have been the focus of the English textbooks is in the core competency of digital literacy (Unesco, 2002).

**Key Words:** *Information and Communication Technology (ICT), English Textbooks, Qualitative Content Analysis, UNESCO ICT CFT, Digital literacy*

## ABSTRAK

**Lisna Dwi Setyorianti.** 2020. *Representasi Kompetensi TIK pada Buku Ajar Bahasa Inggris untuk SD kelas 6.* Skripsi, Jakarta: English Education Study Programme. Faculty Languages and Arts. Universitas Negeri Jakarta, August 2020.

Penggunaan TIK yang meluas telah mempengaruhi berbagai aspek kehidupan manusia. Kompetensi TIK telah menjadi kompetensi manusia yang tidak dapat dipisahkan di abad 21 ini. Jelas bahwa fakta-fakta tersebut telah mempengaruhi perencanaan dan pelaksanaan program pendidikan. Penelitian ini bertujuan untuk mengetahui representasi kompetensi TIK dalam dua buku bahasa Inggris untuk siswa kelas enam Sekolah Dasar. Analisis isi kualitatif digunakan dalam penelitian ini. Data berupa materi elektronik dan kegiatan digital yang merepresentasikan kompetensi TIK yang tercakup dalam dua buku teks bahasa Inggris. *Stairway 6* menghadirkan representasi kompetensi TIK yang lebih banyak dibandingkan *I Love Jakarta* dengan jumlah total 35 dengan perbedaan lebih dari 70%. Hasil penelitian menemukan bahwa fokus keterampilan literasi digital di *I Love Jakarta* adalah menciptakan informasi sedangkan di *Stairway 6* adalah mengakses informasi. Kedua buku tersebut memiliki fokus yang berbeda pada dimensi pengetahuan. *I Love Jakarta* fokus pada level pendalaman pengetahuan sedangkan *Stairway 6* fokus pada kompetensi akuisisi pengetahuan. Tak satu pun dari buku-buku ini yang menggambarkan kompetensi TIK di tingkat *penciptaan pengetahuan* oleh kerangka ICT-CFT UNESCO. Berdasarkan temuan tersebut, kompetensi TIK yang selama ini menjadi fokus buku teks bahasa Inggris berada pada kompetensi inti literasi digital (Unesco, 2002).

**Kata Kunci:** *Kompetensi Teknologi informasi dan komunikasi (TIK), Buku ajar bahasa inggris, Analisis isi kualitatif, Literasi digital, UNESCO ICT-CFT*

## ACKNOWLEDGEMENT

First and foremost, praises and thanks to Allah SWT, the Almighty, for His showers of blessings and mercy throughout my life especially during the research work so I could complete the research successfully. I would like to thank the last prophet Muhammad SAW who brought the light to our lives.

I would like to express my deep and sincere gratitude to my research supervisor, Dr. Sri Sumarni, M.Pd for allowing me to do research and providing invaluable guidance throughout this research. I am extremely grateful for the research topic she has given to me. I would be lost if she didn't give me the topic. She also has taught me the methodology to carry out the research and to present the research works as clearly as possible. It was a great privilege and honor to work and study under her guidance. I also want to thank my second supervisor Dr. Darmahusni, M.A. for giving me permission to do this research study. I am very much thankful to my examiners Siti Wachidah, Ph.D. and Dr. Ifan Iskandar, M.Hum for their valuable feedback and useful resources so I could make my research work more perfect.

I am extremely grateful to my father Drs. Padmono Setyo and my mother Diyanti for their love, prayers, caring and sacrifices for educating and preparing me to finish my study. Thanks to my one and only sister Dewi Saraswati for her support and prayer. Also, I express my thanks to my uncle, aunt, cousin, and all of my big family for their love, help, support and prayers.

I am so thankful to all my friends Rindu, Isti, Agnes, Muthi, and Kak Nun for their love, understanding, prayers and continuing support to complete this research work. It such a grateful to have you all as my friends. My special thank goes to my beloved friend Rika Dwi Yani for her kindness to let me borrow her laptop during my research work, without her laptop I will not be able to finish this research. I would like also to say thanks to my friends and research colleagues, Jody, Dhea, Sespia, and Maria for their valuable help and genuine support throughout this research work.

Finally, my thanks go to all the people who have been my motivation and my pain reliever. Their appearance, works and songs have become my strength to keep working and finally can complete this skripsi.

Jakarta, 28 August 2020

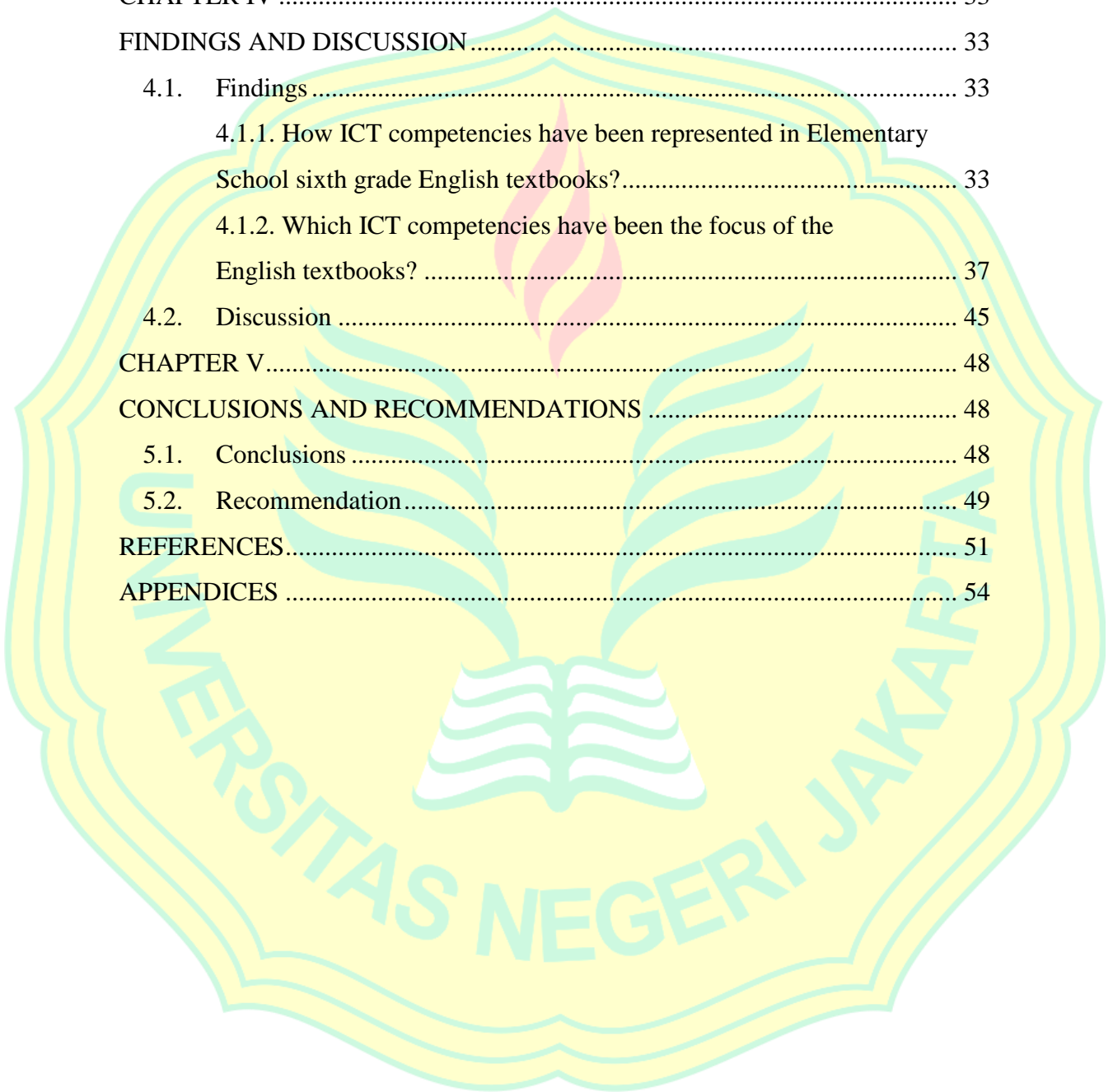
Lisna Dwi Setyorianti



## TABLE OF CONTENTS

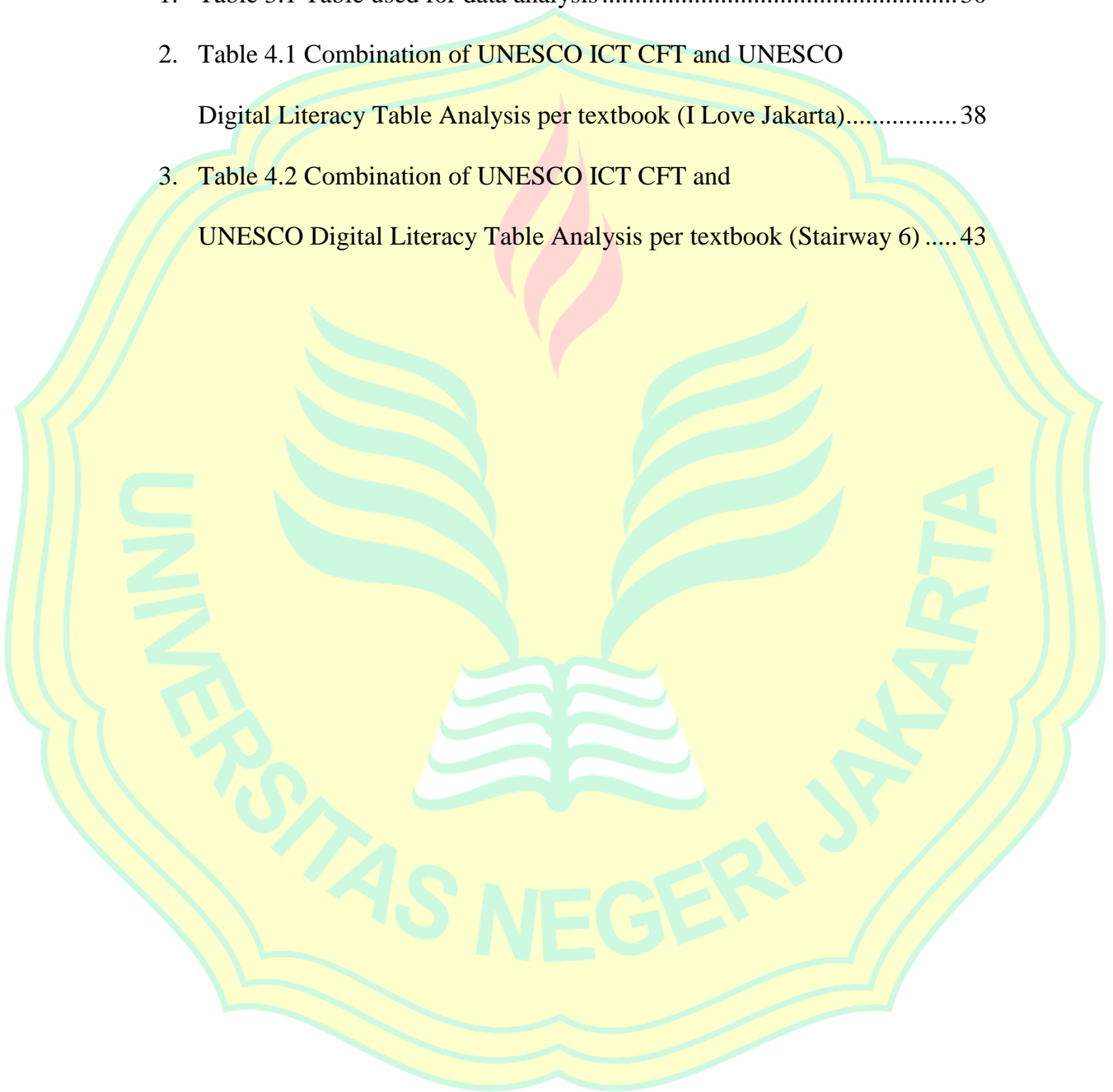
ABSTRACT .....	v
ABSTRAK .....	vi
ACKNOWLEDGEMENT .....	vii
TABLE OF CONTENTS .....	ix
LIST OF TABLES .....	xi
LIST OF FIGURES .....	xii
LIST OF APPENDICES .....	xiii
CHAPTER 1 .....	1
INTRODUCTION .....	1
1.1 Background of the Study .....	1
1.2 Research Questions .....	4
1.3 Purpose of the Study .....	5
1.4 Scope of The Study .....	5
1.5 Significance of Study .....	5
CHAPTER II .....	7
LITERATURE REVIEW .....	7
2.1 Introduction .....	7
2.2 ICT Competencies in Education .....	7
2.2.1 ICT Competencies for Students .....	13
2.3 Textbook as English Learning Material Resources .....	15
2.4 Content Analysis .....	20
2.5 Previous Related Study .....	22
2.6 Conceptual Framework .....	24
CHAPTER III .....	28
METHODOLOGY .....	28
3.1. Data and Data Source .....	28
3.2. Research Design .....	28
3.3. Research Instrument .....	29

3.4. Time and Place of Study .....	30
3.5. Methods of Data Collection .....	30
3.6. Methods of Data Analysis .....	32
CHAPTER IV .....	33
FINDINGS AND DISCUSSION .....	33
4.1. Findings .....	33
4.1.1. How ICT competencies have been represented in Elementary School sixth grade English textbooks?.....	33
4.1.2. Which ICT competencies have been the focus of the English textbooks? .....	37
4.2. Discussion .....	45
CHAPTER V.....	48
CONCLUSIONS AND RECOMMENDATIONS .....	48
5.1. Conclusions .....	48
5.2. Recommendation.....	49
REFERENCES.....	51
APPENDICES .....	54



## LIST OF TABLES

1. Table 3.1 Table used for data analysis .....30
2. Table 4.1 Combination of UNESCO ICT CFT and UNESCO  
Digital Literacy Table Analysis per textbook (I Love Jakarta).....38
3. Table 4.2 Combination of UNESCO ICT CFT and  
UNESCO Digital Literacy Table Analysis per textbook (Stairway 6) .....43



## LIST OF FIGURES

1. Figure 2.1 ICT competency framework for teachers .....	11
2. Figure 2.2 The Concept of the Research .....	26
3. Figure 2.3 Textbook Components .....	26
4. Figure 4.1 Extract Multimedia from I love Jakarta book .....	34
5. Figure 4.2 Extract Digital Activity 1 from I love Jakarta book .....	35
6. Figure 4.3 Extract Digital Activity 2 from I love Jakarta book .....	36
7. Figure 4.4 Extract Digital Activity 3 from I love Jakarta book .....	36
8. Figure 4.5 Extract QR Code from Stairway 6 .....	37
9. Figure 4.6 Extract Accessing, Knowledge acquisition .....	39
10. Figure 4.7 Extract Creating, Knowledge deepening 1 .....	41
11. Figure 4.8 Extract Creating, Knowledge deepening 2 .....	41
12. Figure 4.9 Extract Creating, Knowledge deepening 1 .....	42
13. Figure 4.10 Extract Accessing, QR Code .....	44
14. Figure 4.11 Extract Integrating, Knowledge acquisition .....	45

## LIST OF APPENDICES

1. APPENDIX A Tables Analysis of I Love Jakarta English Textbook..... 54
2. APPENDIX B Table Analysis of Stairway 6 English Textbook ..... 56

