

RESEARCH ARTICLE

THE ANALYSIS OF GEN Z CHARACTERS IN THE *ENGLISH FOR NUSANTARA* (A SEMIOTIC STUDY)

Tubagus Muhammad Agung Prawira Satya¹,

MTs N 26

Kepulauan Seribu

Supeno²,

Universitas Indraprasta PGRI

Jalan Nangka No. 58 Jakarta Selatan

Rifari Baron³,

Universitas Indraprasta PGRI

Jalan Nangka No. 58 Jakarta Selatan

e-mail: tbagung05@gmail.com¹

e-mail: tufbsunindra@gmail.com²

e-mail: baronshy03@yahoo.com³

Vol. 7, Issue 1,
April 2024
p-ISSN: 2615-8671
e-ISSN: 2615-868X

Received: 1 January 2024

Revised: 1 February 2024

Accepted: 15 April 2024

Corresponding Author:

tbagung05@gmail.com

Handling Editor:

Juhana

DOI:

<https://doi.org/>

Published by:
Universitas Indraprasta PGRI



Licensed under a Creative
Commons Attribution-
NonCommercial-NoDerivatives
4.0 International License

Abstract: This research aims to find out the character of Gen Z presented in the *English For Nusantara* textbook, an English textbook for grade VII junior high school, and to find out the signifiers and signified which represent the character of Gen Z's life. This research was a descriptive qualitative and used semiotic Ferdinand De Saussure's theory. The research found that according to David Stillman, the characters of Gen Z in the analyzed textbook were 6 characters (85.71%) contained in the pictures of the book, namely Phygital, Hyper-costumization, Realistic, Fomo, Do it Yourself (DIY), and Motivated. Moreover, there were 42 pictures or 57.53% of the total 73 pictures in the textbook containing elements of Gen Z characters. DIY (Do IT Your Self) character is the most dominant character because it appears the most, which is 19 pictures (45.24%).

Keywords: Textbook Analysis; Gen Z; Semiotics; English for Nusantara

ANALISIS KARAKTER GEN Z DALAM BAHASA INGGRIS NUSANTARA (STUDI SEMIOTIKA)

Abstrak: Penelitian ini bertujuan untuk mengetahui karakter Gen Z yang tersaji dalam buku teks *English For Nusantara*, buku teks bahasa Inggris untuk SMP kelas VII, dan untuk mengetahui penanda dan signified yang merepresentasikan karakter kehidupan Gen Z. Penelitian ini merupakan penelitian kualitatif deskriptif dan menggunakan teori semiotika Ferdinand De Saussure. Hasil penelitian menemukan bahwa menurut David Stillman, karakter Gen Z dalam buku teks yang dianalisis ada 6 karakter (85,71%) yang terdapat dalam gambar buku tersebut, yaitu Phygital, Hyper-costumization, Realistic, Fomo, Do it Yourself (DIY), dan Motivated. Selain itu, ada 42 gambar atau 57,53% dari total 73 gambar dalam buku teks yang mengandung unsur karakter Gen Z. Karakter DIY (Do IT Your Self) merupakan karakter yang paling dominan karena paling banyak muncul, yaitu 19 gambar (45,24%).

Kata kunci: Analisis Buku Ajar; Gen Z; Semiotika, Bahasa Inggris untuk Nusantara

INTRODUCTION

Textbooks are essential tools for teaching and learning, providing students with the knowledge and skills necessary to succeed in their academic pursuits. However, not all textbooks are created equal. Some are more engaging, interesting, and effective than others in capturing the attention of students and encouraging them to learn. A textbook is very important in the process of teaching and learning. With good textbook, students are able to understand the subject materials easily. For teachers, a good textbook helps teachers to teach easily, attractively, and actively, written in general framework of curriculum. There are some teachers don't use textbooks at all. But they look at textbooks as guidance in arranging their own materials. Tomlinson (2008) remarks that a textbook is a guide for teacher and students and a map of what they will do and what they have done. Good English textbook can provide students opportunity to apply English in real life.

According to experts, there are many definitions of textbooks. According to Bacon, as explained in Tarigan and Tarigan (2009), a textbook is a book that is designed, prepared, and compiled by experts in their fields and equipped with appropriate teaching tools for use in the classroom. A textbook is a text on a particular subject that is used as a map. Ways for teaching and learning, especially in schools or universities, according to Richards and Schmidt (2002), foreign language textbooks are often part of a graded series covering a number of skills (listening, writing, reading and speaking) or just one skill (such as reading). Based on the definitions given above, it can be said that a textbook is a collection of knowledge, sources of information, and types of instruction designed to capitalize on students' potential. Textbooks have long been a fundamental component of classroom teaching, providing students with organized and structured content that supports learning objectives. Textbooks serve as comprehensive guides for teachers and students, offering a systematic presentation of subject matter, concepts, theories, and practical applications. Textbooks are commonly used in schools, colleges, and universities, and they play an important role in shaping the educational experience. According to experts, textbooks serve as syllabi in schools. According to Cunningsworth (1995), textbooks serve as a syllabus that specifies predetermined learning objectives. According to Richard (2001), textbooks serve as a carefully prepared and crafted syllabus. Furthermore, Tomlinson (2008) states that textbooks can serve as a guide and source of direction for teachers in the classroom. Furthermore, according to Richards (2001), textbooks can help standardize teaching by ensuring that students in different classes with different characteristics receive the same content and are evaluated in the same way. Books can also help keep the quality of teaching and learning high. Books, in terms of key content, tend to be contemporary materials that have been tried and proven based on learning concepts and are ideal for student characteristics.

As a result, a book contains ready-made teaching materials and learning activities (Ansary & Babaii, 2003). According to O'Neil (1982), the use of textbooks is very efficient because it can reduce the consumption of money and time. Textbooks can save time spent on material preparation, so educators can spend more time teaching. In addition, textbooks can help educators by including activities that are fun and do not require much preparation (Hutchinson & Torres, 1994). In addition, textbooks are considered as resources that students can use to improve their language competence and performance (Cunningsworth, 1995). Textbooks serve as the main source of language input for students to complement teachers' contributions. According to Ur (1998), textbooks can assist in autonomous learning or self-assessment as students can use them to learn new material as well as to review and monitor their progress in learning. The widespread use of textbooks is considered an educational failure (Swales, 1980). According to Richards (2001), if teachers use textbooks as the main guide in teaching, they are no more than a conveyor of material to students. Furthermore, Tomlinson (2008) argues that textbooks can be a source of dependency for teachers, which results in a lack of preparation for teaching. Eventually, teachers simply teach what is in the textbook, without any meaningful changes.

Textbooks serve as a valuable resource for students, supporting their learning and understanding of the subject matter. Content is presented in a clear and concise manner, often

accompanied by relevant examples, illustrations and exercises. This organization helps students understand complex concepts, reinforces learning, and develops a strong foundation of knowledge and skills. In addition, textbooks encourage independent learning. Students can refer to the textbook outside of class to review and reinforce their understanding of topics. This independent learning enhances critical thinking skills and encourages active engagement with the subject matter. Textbooks also serve as a reliable reference for students when preparing for exams or conducting research. Despite their advantages, textbooks are not without their limitations. One of the main criticisms is the potential for outdated information. As knowledge and research evolve, textbooks may struggle to keep up with the latest developments and discoveries. This requires regular updates and revisions to ensure the accuracy and relevance of the content. In addition, traditional textbooks often have limited interactivity, mainly offering static text and images. This can hinder student engagement and active learning. However, advances in digital technology have introduced digital textbooks that incorporate interactive features, multimedia elements and online resources, which overcome some of these limitations.

The use of images in textbooks has been widely researched and analyzed in the field of education. Visual elements, such as illustrations and diagrams, play an important role in enhancing students' learning experience and understanding. Research has shown that the complex relationship between visual and verbal texts can significantly contribute to the construction of knowledge offered in textbooks, making the learning process more effective (Primasari & Ningsih, 2023). In addition, the incorporation of visual aids, such as images, in teaching materials has been shown to play an important role in improving students' understanding and academic performance (Azis, 2022). It has been emphasized that images in textbooks can facilitate the delivery of easily understandable information, even when presented in a simple manner (Rosini & Darlis, 2019).

In addition, the relevance and appropriateness of content in textbooks, especially in relation to students' developmental standards, has become a focal point of investigation. Various studies have been conducted to assess the appropriateness of learning content in textbooks to students' developmental standards, indicating the importance of tailoring educational materials to students' specific needs and capacities (Safitri & Arie, 2022). Moreover, the evolution of educational technology has led to the integration of multimedia elements, including images, in learning materials. Augmented reality, animation and interactive applications have been developed to enhance the learning experience and student engagement (Aprilinda et al., 2020; Karmila, 202). These technological advances have expanded the possibilities for creating dynamic and interactive educational resources, going beyond traditional text-based learning materials.

To reach learning goals, the government try to release new fresh-looking textbooks. The textbooks are arranged to attract the teenagers of the latest era, or what we usually call it as *Gen Z generation*. We often hear the term Gen Z or generation Z in our lives these days. The generation was born after generation Y, or those born around 1995 – 2010. They have different or special characters compared to previous generations, because they were born in an era where the easy accessibilities in various fields of life have been realized. In Gen Z era, the internet or information and communication technology, which is able to change life to be easier, has experienced a very significant development. Even lately, the invention of artificial intelligence (AI) which is able to make machines work like humans is on the rise. Gen-Z characters are called boundary-less generation, because they tend to be technologically literate, and significantly getting influenced by foreign life. They imitate foreign life from how to dress, how to speak, language style, work ethic, and also their expectations when they grow up. They absorb information and influence their life from outside country, through social media, movies, and music. The K-pop culture that has much influenced Indonesian Gen-Z lately, is an example of how Indonesian young generation imitate the culture through movies or music on social media, or streaming sites. They imitate the way of K-poppers dress up, the way they speak, or even their taste in choosing a partner of the opposite sex. *The*

Jaksel English used by Gen-Z teenagers is also influenced by American youth culture, which uses a *valley girl accent*, which is often used by young American celebrities.

The Ministry of education, culture, research and higher Education through the 7th grade English student textbook, with the theme "English For Nusantara" by Ika Lestari Damayanti and friends, represent a "contemporary" textbook, which represents how a book should raise themes based from the lives of young people / adolescents according to their age. Unlike English textbooks in the previous curriculum which tend to be rigid, uninteresting, and tend to be boring to read. This textbook is more eye-catching for teenagers. Starting from the appearance of the illustrations presented, featuring millennial characters with a Japanese comic-style presentation (manga), which is inserted with stories and dialogs that are appropriate and not rigid, making this book very "eye catching". The author presents dialogues about the lives of today's teenagers, such as the hobby of playing online games, the trendy fashion of clothing, the trendy food, and also the social life of Gen-Z who like to hang out in groups. Books like this can attract students to read more. Because with this kind of display, students do not feel like reading a textbook, but they feel like reading a comic. Starting with the cover of the book that is attractive to teenage students, will make readers interested to read and learn. It is the right step from The Ministry of education, culture, research and higher Education to present student textbooks with this theme, in its efforts to improve the culture of literacy for students.

The author was interested in analyzing the image or visualization of comics in this book. To analyze these images, the author uses semiotic analysis which is part of linguistics. The exploration of semiotics as a method of study into various branches of science is possible because there is a tendency to see various social discourses as language phenomena. In other words, language is used as a model in various social discourses. Based on the semiotic view, if all social practices can be considered as language phenomena, then they can also be viewed as signs. This is possible because of the broad meaning of the sign itself. Semiotics is the study of signs, sign functions, and the production of meaning. A sign is something that has another meaning to someone. Anything that can be observed or made observable can be called a sign. Therefore, signs are not limited to objects and language. The existence of an event, the absence of an event, created structures and habits can all be called signs. A sign signifies something other than itself, and meaning is the relationship between the object or idea and the sign. These basic concepts bring together a broad set of theories dealing with symbols, language, discourse, and nonverbal forms, theories that explain how signs are organized. In general, the study of signs refers to semiotics. Etymologically, the term semiotics comes from the Greek word *semeion* which means "sign". A sign itself is defined as something that on the basis of previously established social conventions can be taken to represent something else. For example, smoke signifies the presence of fire. There are several experts who study semiotics in their studies and create semiotic theories. One of them is Ferdinand De Saussure. Saussure used the term *semiology*. In his semiotic studies, he used a linguistic approach, as Saussure had a background in linguistics. Saussure was born in 1857 and began to love the field of language and literature since childhood, even at the age of 15 Saussure had written an essay entitled *sure les langue*. Semiotics according to Saussure is the study of signs in social life, including what is signified and what laws govern the formation of signs. De Saussure (2004) only really paid attention to symbols because words are symbols. However, his followers recognize that the physical form of the sign is called the signifier by Saussure, the mental concept associated with it is called the signified. Saussure was particularly interested in the relationship of signifier to signified and one sign to another. Saussure's interest in the relationship of signifier and signified has developed into a major concern in the European semiotic tradition. Saussure himself focused his attention on articulating linguistic theory and making it exclusively into a field of study that could be called *semiology*.

In this research, the author analyzes the *signifier* and *signified* of the images contained in the English textbook for grade 7 entitled "English For Nusantara" by Ika Lestari Damayanti and friends. The images that contain Gen Z life on each page will be examined by the author using the analysis

of signifiers and signified to show what Gen Z life characters are displayed in this book. The generation known as Generation Z was born between the mid-1990s and the early 2010s; exact dates vary depending on the source, but most often between 1995 and 2010. Because Gen Z was born and raised in a digital and technological environment, they are considered the first true "digital native" generation (Lanier, 2017). They have grown up using technology, learning how to use it, and interacting on social media from an early age. They even show some signs of technology addiction. "Gen Zers," "post-Millennials," or "iGen" are some of the designations for members of this generation (Magano et al., 2020). This generation's identity has been shaped by the digital age, climate anxiety, shifting financial landscapes, and COVID-19 (McKinsey, 2023).

Generation Z is considered to be very ambitious and confident. At the same time, they are believed to be practical and take whatever is offered to them. Generation Z is more entrepreneurial than Generation Y. This generation seems to be motivated to find their dream job and opportunities to develop their skills which leads to the belief that they will change jobs more often than previous generations, and if they don't like something, they are willing to change jobs immediately. Other motivators for this group include promotion opportunities, higher salaries, meaningful work, and a decent team. In analyzing the semiotics of comic strips in *English for Nusantara*, a seventh-grade English textbook, the author explores how the visual representations of comic strips in the textbook function as signifiers conveying Gen Z life traits based on David Stillman's Seven Life Traits of Generation Z. The signifiers in this context can include ideas of what it means to be a Gen Z person. The signifiers in this context may include the concepts of David Stillman's Gen Z characters, they are phigital, hyper-Customization, realistic, fomo, weconomist, DIY (Do It Yourself), and encouraged (Stillman, et al., 2018).

In previous research, there are several studies that analyze Saussure's semiotic theory. As written by Qois (2019) entitled *Visual Study of Tahilalats Comic Episode 622 Using Saussure's Semiotics*. From the literature, we know that there has been limited research particularly analyzing the characters of Gen Z guided by semiotic analysis framework. Therefore, this current textbook evaluation tried to explore the characters of Gen Z in English for Nusantara Textbook for SMP. In relation to the background and focus of the research, the research questions are: (1) How is the characters of Gen Z presented in *English For Nusantara*, an English textbook for grade VII in junior high school? (2) What are the signifiers and signified of the images that represent the character of Gen Z in the *English For Nusantara textbook*, an English textbook for grade VII in junior high school? In the Introduction section of a research article, authors should provide several key elements to set the stage for their study. First, they should introduce the topic of their research and provide relevant background information to contextualize the study, aiding readers in understanding its significance and relevance within the broader field. Second, authors need to identify the gap or problem in the existing literature that their study aims to address, highlighting the novelty and importance of their research. Third, authors should clearly state the objectives or research questions that their study seeks to answer, helping focus the reader's attention and providing a roadmap for the study. Fourth, they should explain why their research is important and how it contributes to the existing body of knowledge, justifying the relevance of the study and its potential impact. Finally, authors should outline the scope of their study, including any specific aspects or boundaries to be addressed, and acknowledge any limitations or constraints of their research.

RESEARCH METHOD

This research uses descriptive qualitative research. The subject of this research is an English textbook for seventh grade students, entitled English for Nusantara, written by Ika Lestari Damayanti. The author selects comic strips in the book that have relevance to the life of Gen Z and is treated as a sign, then describes the signifier and signified. The subject of this research is an English textbook for seventh grade students, entitled English for Nusantara, written by Ika Lestari Damayanti. The author selects comic strips in the book that have relevance to the life of Gen Z and is treated as a

sign, then describes the signifier and signified. The researcher used document analysis method in this study. The document analyzed in this study is a textbook for grade seven entitled English for Nusantara, by Ika Lestari Damayanti, et al. The stages are: (1) read and observe pictures to be used as data in the English for Nusantara book, (2) select images that have meaning related to Gen Z characters, (3) coding (labeling) the selected images into the research table according to the Gen Z characters contained in the images., (4) analyze the semantic meaning of images related to Gen Z characters based on David Stillman's theory, (5) draw conclusions on the data that has been analyzed. The data analysis technique used in this research is content analysis. Content analysis is research that is an in-depth discussion of the content of written or printed information in this study is an in-depth discussion of the content of written or printed information in the mass media. The content analysis process usually involves several steps. First, researchers select relevant material to analyze, such as documents, interviews, or media texts. Then, they develop a coding scheme or set of categories that will be used to classify and organize the data. This coding scheme can be deductive, based on pre-existing theories or concepts, or inductive, emerging from the data itself (Elo & Kyngäs, 2008). The semiotic *content* analysis in this study uses Ferdinand De Saussure's semiotic theory, which analyzes the signifiers and signs in the data.

RESULTS AND DISCUSSION

The author takes several pieces of images as signs in comic strips or illustrations in the *English for Nusantara* book that can be categorized as seven characters of Gen Z life according to David Stillman's theories. If there is the same picture on several pages, the author will take the picture on the page that first contains the picture. The description of the *signifier* and *signified* obtained will be used as a conclusion whether in this book there are all 7 characters of Gen Z life, which can determine whether this book represents the life of Gen Z or not.

The *Phygital* character was contained in several pictures in *English for Nusantara* book, it is dominated by Gen Z activities that are described as doing physical activities and accessing digital content on the Internet. The picture on page 28 shows some Gen Z doing activities in the park with a variety of physical and digital activities. Physical activities such as running and playing badminton, while activities accessing digital content such as playing online games and listening to digital music. The Gen Z group is characterized by its extensive engagement with digital content, including online gaming and digital music consumption.

However, excessive engagement in online gaming among Gen Z individuals has raised concerns about potential negative impacts. Various studies have highlighted issues such as decreased social engagement, loss of control over time, decreased academic performance, compromised social relationships, financial implications, and adverse effects on important life functions due to excessive online gaming. In addition, the addictive nature of online gaming has been linked to high levels of aggression, low social skills and reduced academic performance among adolescents.

On page 141, online learning activities are shown. This activity is widely used by educational institutions that combine face-to-face and online learning. The shift to online learning, brought about by the COVID-19 pandemic, has significantly impacted students and educators. Gen Z tends to use various digital platforms such as Google Classroom, Zoom, or Microsoft Teams to participate in online classes. They are familiar with various interactive learning tools such as online quizzes, forum discussions, and multimedia learning materials. Gen Z tends to have good self-learning ability. They can find educational resources online and learn independently. Creativity is also often favored, with many of them creating their own content. Social media is not only used for social interaction, but also as a source of information and learning. Gen Z may utilize platforms such as YouTube, Instagram or TikTok to acquire new knowledge or skills through available educational content. Gen Z often engages in online communities that focus on specific interests or subjects. They can discuss, exchange ideas and provide mutual support within these communities.

In the Hyper-costumization character, on pages 77, 126, and 140, it is shown how Gen Z makes something that is a work that is modified in such a way according to their own desires and tastes, such as making cakes, stickers, and pencil cases. Whereas page 176 shows online learning tips from a student, and page 181, shows tips from a Gen Z teenager on how to study well according to one Gen Z teenager named Galang. Hypercostumization reflects Gen Z's drive to have control over their experiences and express their personal identity.

The Realistic character, on page 215 a clue paper is shown. The picture is part of a search game that stimulates students' realism. Research conducted by McKinsey (2018) revealed that Gen Z is very realistic and analytical in making decisions compared to previous generations. In addition, Gen Z also enjoys independence in the process of learning and seeking information, so they like to be in control of the decisions they choose. The Fomo character, represented in the image on page 43, is a picture of a group of teenagers posing for a group photo. Gen Zers try to follow trends to look happy and cool. They are afraid of losing precious moments and afraid of losing information. Gen Z tries to look the hippest and *updated*. They don't want to miss out on trends, news, or anything that is being talked about. And one of the activities that reflect the Fomo nature is that Gen Z often takes photos at important events. The Fomo character is also seen in the picture on page 222 which shows two students chatting about pencak silat extracurricular activities, with a female student listening with an envious expression, and wanting to join the pencak silat extracurricular activity. In the next Gen Z character, *Weconomist*, there is no picture that represents the character in the *English for Nusantara* book.

In *Do It Yourself* (DIY) character, many pictures are raised showing how Gen Z does homework activities independently, such as washing clothes, washing shoes, cleaning the bed, and others. And on page 87, a recipe for fried rice is shown. Gen Z often shows a high level of creativity and a desire to express themselves through works that they make themselves. This can include art, graphic design, music and other forms of creative expression. Gen Z often creates their own clothing styles. They may recycle old clothes, make accessories, or create their own unique style that reflects their personality. The DIY character among Gen Z reflects their creative and independent spirit, which allows them to tackle challenges in innovative ways and produce unique pieces.

In Encouraged characters, there are many pictures about Gen Z activities that have extra-curricular activities, such as dancing, scouting, playing music, and others. In the picture on page 45, it shows a teenager with special needs doing basketball with enthusiasm even though he has a physical disability. The picture on page 133 shows two teenagers chatting. From the chat text in the picture, it shows a teenager inviting his friend to clean the field, and his friend agrees by giving a thumbs-up gesture. In the picture on page 231, a school festival event is shown with various activities carried out by students such as sports, music festivals, and food bazaars. The driven character of Gen Z is reflected in their drive to achieve, whether in education, work or other fields. They often challenge themselves to achieve excellence. Gen Z's driven character reflects initiative and independence. They often take proactive steps to achieve their goals without the need to be coerced or directed by others. The driven spirit of Gen Z demonstrates their desire to grow, develop, and succeed in various aspects of life. This trait can be a powerful resource when used positively to accomplish goals and achieve success. From the description of the research results above, it can be detailed into a table below.

Table 1. Details of Research Results on Gen Z Life Character in *English for Nusantara* Book

No.	Gen Z Character According to David Stillman	Number of Images according to Gen Z characters	Percentage
1	Phygital	3	7,14%
2	Hyper-Customization	6	14,29%
3	Realistic	1	2,38%
4	Fomo	2	4,76%
5	Weconomist	0	0,00%
6	<i>Do It Yourself</i> (DIY)	19	45,24%
7	Spurred	11	26,19%

From the detailed table of research results above, it is found that of the seven Gen Z characters according to David Stillman, there are six characters contained in the pictures in the *English For Nusantara* book, or when converted into a percentage is.

Percentage = Number of data presented x 100%

$$\begin{aligned} &\text{Total number of data} \\ &= 67 \times 100 \% = 85,71 \% \end{aligned}$$

So, it was concluded that in the English for Nusantara book for grade 7 junior high school, there are 85.71% elements of Gen Z characters in illustrations or pictures that contain seven Gen Z characters in the book. Of the total number of images in the *English for Nusantara* book, which is 73 images, there are a total of 42 images that contain Gen Z characters, or if in percentage.

Percentage = Number of data presented x 100%

$$\begin{aligned} &\text{Total number of data} \\ &= 4273 \times 100 \% = 57,53\% \end{aligned}$$

There are 57.53% images that represent Gen Z characters in the English textbook for grade 7, *English for Nusantara*. From the image data of Gen Z characters that have been analyzed, it is found that *DIY (Do IT Your Self)* characters or "do it yourself" characters are the characters that appear most in *English for Nusantara* books, specifically 19 images, or 45.24%. While the lowest, Fomo characters display two images or 4.76%, and Realistic characters only display one image, or 2.38%. The following is a diagram of the percentage of research results.

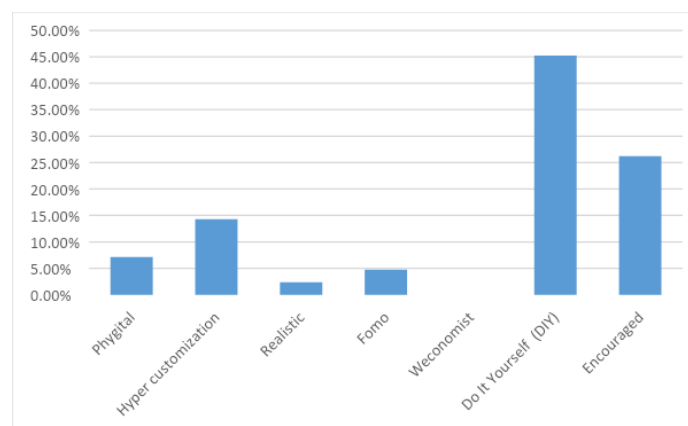


Figure 1. Diagram of Gen Z Characters Appearance in *English For Nusantara* Book

CONCLUSIONS

Based on the results of content analysis research on the *English for Nusantara* book, the following conclusions can be drawn: (1) of the 7 Gen Z characters proposed by David Stillman, there are only 6 Gen Z characters (85.71%) contained in the pictures in the *English for Nusantara* book. The six characters are Phygital, Hyper-costumized, Realistic, Fomo, Do It Yourself (DIY), and driven/encouraged. While the Weconomist character is not found in the book. (2) Of the total 73 images in the *English for Nusantara* book, there are 42 images or 57.53% of the total images, which represent Gen Z characters according to David Stillman. From the markers and signs that have been

analyzed, the *DIY (Do It Your Self)* character or the "do it yourself" character is the most dominant character encountered, because this character appears the most in the *English for Nusantara* book, which is 19 images, or 45.24%. This shows that Gen Z is a generation that is always innovating and dynamic in living their lives. The lowest or least characters found are Fomo characters with two pictures (4.76%) and Realistic characters with one picture (2.38%). Meanwhile, Weconomist is not found in the book (0%). DIY (Do It Yourself) characters that dominantly appear, describe a lot about Gen Z characters who are able to do homework independently.

REFERENCES

- Ansary, H., & Babaii, E. (2003). Subliminal sexism in current ESL/EFL textbooks. *Asian EFL Journal*, 5(1), 1-15.
- Aprilinda, Y., Endra, R. Y., Afandi, F. N., Ariani, F., Cucus, A., & Lusi, D. S. (2020). Implementasi augmented reality untuk media pembelajaran biologi di sekolah menengah pertama. *Explore: Jurnal Sistem Informasi Dan Telematika*, 11(2), 124. <https://doi.org/10.36448/jsit.v1i2.1591>
- Azis, M. M. (2022). Manajemen pembelajaran fiqih dengan media gambar di madrasah aliyah kulliyatul mu'allimin al-islamiyah assalam desa bahoro kecamatan bangilan tuban. *Ar-Rosikhun: Jurnal Manajemen Pendidikan Islam*, 1(3). <https://doi.org/10.18860/rosikhun.v1i3.15810>
- Cunningsworth, A. (1995). *Memilih buku kursus Anda*. Heinemann.
- De Saussure, F. (2004). Course in general linguistics. In *Literary theory: An anthology* (2nd ed., pp. 59-71).
- Karmila, S. (2021). Perancangan aplikasi pembelajaran interaktif berbasis augmented reality pada modul pembelajaran teknik digital: Studi kasus: Laboratorium teknik digital institut teknologi-PLN. *Jurnal Informatika dan Komputasi: Media Bahasan, Analisa dan Aplikasi*, 15(1), 44-53.
- Lanier, K. (2017). 5 things HR professionals need to know about generation Z: Thought leaders share their views on the HR profession and its direction for the future. *Strategic HR Review*, 16(6), 288-290.
- Magano, J., Silva, C., Figueiredo, C., Vitória, A., Nogueira, T., & Pimenta Dinis, M. A. (2020). Generation Z: Fitting project management soft skills competencies—A mixed-method approach. *Education Sciences*, 10(7), 187.
- McKinsey & Company. (2018). *True Gen: Generation Z and its implications for companies*. <https://www.mckinsey.com/industries/consumer-packaged-goods/our-insights/true-generation-z-and-its-implications-for-companies>
- O'Neill, R. (1982). Mengapa menggunakan buku teks? *Jurnal ELT*, 36(2), 104-111.
- Primasari, T. W., & Ningsih, H. K. (2023). Analisis teks visual pada bahan ajar bahasa Indonesia bagi penutur asing (BIPA) sahabatku Indonesia tingkat mahir. *Jurnal Basicedu*, 7(1), 1032-1040. <https://doi.org/10.31004/basicedu.v7i1.4813>
- Hutchinson, T., & Torres, E. (1994). Buku teks sebagai agen perubahan. *Jurnal ELT*, 48(4), 315-328.
- Qois, F. N. (2019). *Kajian visual komik strip Tahilalats episode 622 menggunakan semiotika Saussure* (Doctoral dissertation, Universitas Komputer Indonesia).
- Rosini, R., & Darlis, S. (2019). Peningkatan pengetahuan "mencuci tangan" pada siswa sekolah dasar menggunakan media edukomik. *Bibliotech: Jurnal Ilmu Perpustakaan Dan Informasi*.
- Richards, J. C. (2001). *Pengembangan kurikulum dalam pengajaran bahasa*. Cambridge University Press.
- Richards, J. C., & Schmidt, R. (2002). *Longman dictionary of language teaching and applied linguistics* (3rd ed.). Pearson Education Limited.
- Safitri, A., & Arie, R. M. (2022). Pembelajaran bahasa Arab menggunakan buku *Al-Arabiyyatu Bayna Yadai Aulaadinaa* dalam perspektif perkembangan anak. *Jurnal Ihtimam*, 5(2), 119-135. <https://doi.org/10.36668/jih.v5i2.405>

- Stillman, D., & Stillman, J. (2018). *Generasi Z: Memahami karakter generasi baru yang akan mengubah dunia kerja*. Gramedia Pustaka Utama.
- Tomlinson, B. (2018). Making typical coursebook activities more beneficial for the learner. In *Creative concerns in ELT materials development: Looking beyond the current design* (pp. xx-xx). Multilingual Matters.
- Ur, P. (2012). *A course in English language teaching*. Cambridge University Press.