# AN UNDERGRADUATE THESIS

# AN ANALYSIS ON MULTICULTURAL DIMENSION IN INSTRUCTIONAL MATERIALS OF ENGLISH TEXTBOOKS FOR 11th GRADE STUDENTS OF SENIOR HIGH SCHOOL



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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**
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# AN ANALYSIS ON MULTICULTURAL DIMENSION IN INSTRUCTIONAL MATERIALS OF ENGLISH TEXTBOOKS FOR 11th GRADE STUDENTS OF SENIOR HIGH SCHOOL

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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Title : AN ANALYSIS ON MULTICULTURAL DIMENSION IN INSTRUCTIONAL MATERIALS OF ENGLISH TEXTBOOKS FOR 11th GRADE STUDENTS OF SENIOR HIGH SCHOOL

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*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to research thesis script which is written by:

Name              : Rachmad Susilo

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Title             : AN ANALYSIS ON MULTICULTURAL DIMENSION IN INSTRUCTIONAL MATERIALS OF ENGLISH TEXTBOOKS FOR 11th GRADE STUDENTS OF SENIOR HIGH SCHOOL

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

*Wassalmu'alaikum Wr.Wb*

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*Assalamualaikum Wr.Wb.*

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Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

                                        Metro,  Februari 2018

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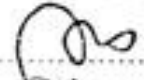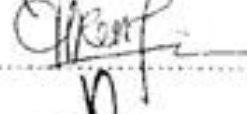NIP. 19611221 199603 1 001              NIP. 19760814 200912 2 004

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Written by Rachmad Susilo, student number. 13108097, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on February 09, 2018 at 09.00-11.00.

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**ABSTRACT**

**AN ANALYSIS ON MULTICULTURAL DIMENSION IN INSTRUCTIONAL MATERIALS OF ENGLISH TEXTBOOKS FOR 11th GRADE STUDENTS OF SENIOR HIGH SCHOOL**

**By:**
**RACHMAD SUSILO**

Multicultural education emphasizes a viewpoint of plurality in the education system. Thus, it is closely related among cultural learning and language learning. On the other side, pluralism evokes contradictive effect. This case is assumed by different ideology, culture, idea, and ethnic. Moreover, an unexpected fact of these incidents involves the students on this conflict. Many factors can be submitted as a cause of it, but the most essential factor is the failure to respond the diversity or pluralism wisely. Therefore, the main purpose of this research is to figure out the multicultural dimension which presents in instructional materials of English textbooks for 11th grade students of Senior High School and to describe feasibility of content in the textbooks.

In this research, the researcher conducted a descriptive-qualitative. The first data of this research were taken from *Bahasa Inggris Textbook, Pathway to English Textbook, and Bahasa Inggris Textbook*. The data were collected by documentation. While, the second data were collected from a questionnaire and interview administrated to 4 English teachers of Senior High School. In addition, Cresswell model was used to analyze the data which had been collected.

The result of the research shows that, from the five multicultural dimensions, the dimension of content integration is dominant found in all of the English textbooks. The findings show that there are 118 items (86%) of content integration, 15 items (11%) of knowledge construction process, and 4 items (3%) of prejudice reduction. Related to the feasibility of content in the textbook, from the recapitulation 4 respondents of questionnaire and interview, shows that the most respondents agree with the feasibility of content in the textbook is influenced by several aspects: the importance of textbook, types of textbook, function of textbook, instructional aspect of textbook, the concept of multicultural education, and the dimension of multicultural education. Few teachers disagree that the textbook may be used regardless of the competence of student's knowledge (75%), the textbook basically only help teacher in the learning process (50%), and teacher may use textbook without teaching multicultural insights (75%).

**Keywords:** Multicultural dimension, instructional materials, textbook.

**ABSTRAK**

**ANALISIS PADA DIMENSI MULTIKULTURAL DALAM MATERI BAHAN AJAR BUKU TEKS BAHASA INGGRIS UNTUK KELAS 11 SMA**

Oleh:
**RACHMAD SUSILO**

Pendidikan multikultural menekankan sudut pandang pluralitas dalam sistem pendidikan. Dengan demikian, sangat erat kaitannya antara pembelajaran budaya dan pembelajaran bahasa. Disisi lain, pluralisme menimbulkan dampak yang kontradiktif. Kasus ini diasumsikan oleh ideologi, budaya, gagasan, dan etnis yang berbeda. Banyak faktor yang dapat diajukan sebagai penyebabnya, namun faktor yang paling penting adalah kegagalan untuk menanggapi keberagaman atau pluralisme secara bijak. Oleh sebab itu, tujuan utama dari penelitian ini adalah untuk menganalisis dimensi multikultural yang terdapat pada materi bahan ajar buku teks Bahasa Inggris untuk kelas 11 Sekolah Menengah Atas (SMA) dan menjabarkan kelayakan isi pada buku teks tersebut.

Dalam penelitian ini, peneliti melaksanakan penelitian deskriptif kualitatif. Data pertama dari penelitian ini diperoleh dari buku teks *Bahasa Inggris, Pathway to English,* dan *Bahasa Inggris.* Data tersebut dikumpulkan melalui dokumentasi. Sementara itu, data kedua dikumpulkan melalui angket dan wawancara yang diberikan kepada 4 guru Bahasa Inggris SMA. Kemudian, penelitian ini dianalisa menggunakan teknik analisis data yang dikembangkan oleh Creswell.

Hasil penelitian menunjukan bahwa, dari kelima dimensi multikultural, dimensi integrasi isi dominan ditemukan di seluruh buku teks Bahasa Inggris. Hasil penelitian tersebut menunjukan bahwa terdapat 118 item (86%) dari integrasi konten, 15 (11%) dari proses konstruksi pengetahuan, dan 4 item (3%) dari pengurangan prasangka. Sehubungan dengan kelayakan isi dalam buku teks, dari rekapitulasi 4 responden angket dan wawancara menunjukan bahwa sebagian besar responden setuju bahwa kelayakan isi buku teks dipengaruhi oleh beberapa aspek: pentingnya sebuah buku teks, jenis buku teks, fungsi buku teks, aspek instruksional buku teks, konsep pendidikan multikultural, dan dimensi pendidikan multikultural. Beberapa guru tidak setuju bahwa buku teks dapat digunakan terlepas dari kompetensi pengetahuan siswa (75%), buku teks pada dasarnya hanya membantu guru dalam proses pembelajaran (50%), dan guru dapat menggunakan buku teks tanpa mengajarkan wawasan multikultural (75%).

**Kata kunci:** Dimensi multikultural, materi bahan ajar, buku teks.

# STATE OF RESEARCH ORIGINALITY

The undersigned:

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State that this undergraduate thesis is oroginaly the result of the writer's research, unless the certain parts are the paraphrases which refer to the bibliography mentioned.

Metro, February 2018

The Writer

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**MOTTO**

وَقُل رَّبِّ زِدْنِي عِلْمًا ﴿١١٤﴾ ...

*"O my Lord! Advance me in knowledge."*
*(Q.S. Thaahaa: 114)*


*"Come, seek, for search is the foundation of fortune: every success depends upon focusing the heart."*
*(Maulana Jalaluddin Rumi Muhammad)*

**DEDICATION PAGE**

This undergraduate thesis is dedicated to:

➢ My beloved parents, for giving their endless love and protecting me since I was born

➢ Rector of IAIN Metro, Prof. Dr. Hj. Enizar, M.Ag

➢ The Head of English Education Department, Ahmad Subhan Roza, M.Pd

➢ The Sponsor, Dr. Mahrus As'ad, M.Ag, and co-sponsor, Syahreni Siregar, M.Hum for guiding me during the research

➢ My Brothers and Sisters in UKM JS-EC, may Allah SWT always keep our relationship ever after

➢ My beloved friends who always accompany me to study.

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In the name of Allah, The Most Gracious, The Most Merciful, who has given His mercies and blessing to the writer so that he is able to accomplish this research proposal. Shalawat and salaam may always be upon The Prophet Muhammad SAW, the holy world leader who has bring us from the darkness of Jahiliyah into the rightness of Islamiyah.

The writer would like to thank to the principle of State Institute for Islamic Studies of Metro, the head of English Education Department, Ahmad Subhan Roza, M.Pd and extend his gratitude to the sponsor, Dr. Mahrus As'ad, M.Ag and co-sponsor Syahreni Siregar, M.Hum who have constantly given their endorsement, time, and guidance so that the writer could finish the undergraduate thesis.

The credits also go to the English lectures of English Education Department of State Institute for Islamic Studies of Metro who have sincerely shared their knowledge to lead their students to a better future.

Last but not least, may this writing be of some benefits for all the readers in general and for all the knowledge seekers in particular.

Metro,   February, 2018
The writer

**RACHMAD SUSILO**
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# CHAPTER I

# INTRODUCTION

## A. Background of the Study

Education is one of the most effective media to build the generation that has a broad view. It is universally acknowledged as inseparable part in human life. Education includes not only intellectual development, but more emphasis on process of personality development as a whole.

The nation's character, as one of the goals of education, is built from the core ethical values derived from the values of religion, philosophy, and culture of the state. Indonesia is one of the biggest nations in the world which can be seen from the sociocultural condition or the geographical region. Hence, Indonesia consists of many ethnics, cultures, religions, wisdoms, and languages.

Due to its diversity, Indonesia becomes a plural country. Pluralism is one of the local richness of Indonesia which cannot be valued with anything. Each ethnic group have customs and cultures which are being the identities of them in every region. This state has many tribes, religions, and traditions. Even though they are different, but they are same, connected with their languages, tribes, and cultures. Then, an existence of pluralism on ethnics, religions, cultures or languages happen in the society, it can be stated as multiculturalism.

In actual fact, the pluralism evokes another contradictive effect. These cases are assumed by different ideology, culture, idea, and ethnic. The ideological conflict is occurred among the interfaith and fellowship of the same religion. Moreover, an unexpected fact of these incidents involves the students on this conflict. Many factors can be submitted as a cause of it, but the most essential factor is the failure to respond the diversity or pluralism wisely. To solve and anticipate the conflict problem, one of the ways is an education that focuses on how important to respect the pluralism. This type of education is known as a multicultural education.

Multicultural education is a process of development in humans to able to appreciate plurality as a consequence of cultural, ethnic, tribe, and religious diversity. Multicultural education emphasizes a viewpoint of plurality in the education system. Thus, it is closely related among cultural learning and language learning. As it is well known that culture and language are interconnected one another.

In modern-day civilization, international understanding plays an essential part of English use as a lingua franca. The fact that English has been the world language, English teaching and learning process have numerous aspects that could affect the result of learning for students. These aspects emerge from the pre-teaching preparations, while the teaching and learning are on progress, or after the teaching and learning take place. Furthermore, teachers' roles are obviously important in teaching and learning process. They

plan the syllabus, prepare materials, teaching in classroom and so on. As the result, the media of prepared teaching materials is needed.

The textbook, as one of the media, is learning material commonly used in the teaching and learning process. This fact happens for several reasons. First, textbooks are relatively easy to find and are commercially provided. Second, textbooks help teachers to prepare the lesson. Third, they can also become a flexible syllabus for teaching process in which teacher can easily modify based on the students' needs.

Textbook is not only provided the basic skills of English such as reading, writing, listening, and speaking, but it also combines with multicultural awareness which involves a greater understanding, sensitivity, and appreciation of the histories, values, norms, experiences, and lifestyles of groups that includes race, ethnicity, gender, religious affiliation, socio-economic status and mental or physical abilities as the multicultural phenomenon. As the result, it can be used as a reference in applying of multicultural values in teaching materials, especially in English textbooks.

Based on the above explanation, the writer interests to analyze the instructional materials of English textbooks which concerns with multicultural dimension. Thus, the writer proposes a study entitled "An Analysis on Multicultural Dimension in Instructional Materials of English Textbooks for 11th Grade Students of Senior High School".

**B. Focus of the Study**

The main goal of the research proposed by the writer is to focus on analyzing multicultural dimension in instructional materials of English textbooks for 11$^{th}$ grade students of Senior High School which are found in *Bahasa Inggris Textbook, Pathway to English Textbook, and Bahasa Inggris textbook*. Moreover, the writer also analyzes the feasibility of content of the mentioned textbooks.

**C. Problem Formulation**

Due to the background of study, the writer formulates the problem in this research.

1. How is the multicultural dimension presented in the textbook?
2. How is the feasibility of content in the textbooks?

**D. Objectives and Benefits of the Study**

1. Objectives of the study

   This research is aimed to analyze the multicultural dimension in instructional materials of English textbooks for 11$^{th}$ grade students of Senior High School which are occured in *Bahasa Inggris Textbook, Pathway to English Textbook, and Bahasa Inggris Textbook.* Moreover, this research is attempted to describe the feasibility of content of the mentioned textbooks.

2. Benefit of the study

   Overall, this research is expected to have the benefit for:

   a. Theoretically, this research may give new paradigm of how important multicultural knowledge in the education system and contribution related to multicultural education.

   b. Practically, this research can encourage cultural pluralism in education practice and reconstruct some education programs through modifying curricula, syllabus, and learning materials with multicultural concepts on English subject.

## E. Prior Research

Based on the research that was conducted by Esmail Mostafazadeh et.al entitled "Analysis of Multi-Cultural Education Concept in Order to Explain Its Components" in 2015. This research was qualitative and content analysis. Mostafazadeh had analyzed the reasons for considering the multicultural curriculum and identify its components. The result of this research showed that the main reasoning emphasize that multicultural education was necessary for its implementation, including multicultural society characterized by the existence of different races, different cultures and different languages. In this study, formulation and implementation of multicultural education needs were

identified the component in section of the content and methods of teaching-learning and also had introduced the component.[1]

Another study was by Dedi Irwansyah with the title "Pendidikan Multikultural dan Pengajaran Bahasa Asing". The research was conducted in 2013. This research discussed the influence spectrum of language contact, language and culture ambivalence, cross-cultural competency in foreign language instruction, and relationship between the foreign language instruction and multicultural education. The result of this research showed that the presence of foreign language had made the contact of language and culture with the spectrum ranges that couldnot be positively responded. Therefore, multicultural education which was inserted into the teaching of a foreign language and it was expected to overcome the negative reactions that may arise due to cultural differences.[2]

Furthermore, a study by Sugiarti entitled "Moral message analysis on narrative text found in English textbooks of Senior High School Kosgoro Sekampung, East lampung". This study was conducted in 2013 that was aimed to investigating the moral message commonly found on narrative text in student's English textbooks. English textbooks collected from the library and the data resources selected from all those books. The finding of this research showed that among the narrative text found in English textbooks of senior high school Kosgoro Sekampung, East Lampung elevated the morality

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[1]Esmail Mostafazadeh et.al, "Analysis of Multi-Cultural Education Concept in Order to ExplainIts Components", *Journal of Education and Practice*, 2015, Vol. 6.

[2]Dedi Iranwansyah, "Pendidikan Multikultural dan Pengajaran Bahasa Asing", *ADDIN*, 2015, Vol. 7.

namely *honesty, modesty, hard work, courage, resourcefulness, and carefulness.* These were the five noble acts which are elevated on the narrative text.[3]

Considering the researches above, it was shown that the multicultural education were crucial on educational system particularly in the foreign language teaching. However, the researches above did not yet concern about multicultural dimension. Therefore, the writer aimed to analyze the multicultural phenomenon, especially multicultural dimension, in three textbooks that uses in education field. The writer proposed to analyze the multicultural dimension and feasibility of content found in *Bahasa Inggris Textbook, Pathway to English Textbook, and Bahasa dan Sastra Inggris Textbook*, which are the most frequently used and most recommended textbooks for 11th grade students of Senior High School.

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[3]Sugiarti, "Moral message analysis on narrative text found in English textbooks of Senior Hish School Kosgoro Sekampung, East lampung", *Undergraduate Thesis*, (Metro: State Islamic College (STAIN) Jurai Siwo, 2013), p. 3.

# CHAPTER II

# REVIEW OF THE RELATED THEORIES

## A. Theoretical Review

This chapter entails several related theories on multicultural education and English textbook. This chapter is explained into several parts; those are Textbook, The Concept of Multicultural Education, and Instructional material of "Bahasa Inggris Textbook, Pathway to English Textbook, and Bahasa Inggris Textbook".

### 1. Textbook

#### a. The Definition of Textbook

One of the important media in language learning is textbook. The textbook has a significant role in the realm of language teaching and learning, they are seen as an indispensable medium for foreign language teaching.[4] Textbook serves as an important role in the teaching and learning activities. As stated by Andi, textbook is a resource created by an author or team of author compiled based on curriculum or interpretation of the applicable curriculum.[5] Likewise, Richards argues that a textbook is a book that is used as teaching and

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[4]Elham Naji Meidani and Reza Pishghadam, "Analysis of English Language Textbooks in the light of English as an International Language (EIL): A comparative study", *International Journal of Research Studies in Language Learning*, 2013, Vol. 2, p. 84.

[5]Andi Prastowo, *Panduan Kreatif Membuat Bahan Ajar Inovatif*, (Jogjakarta: DIVA Press, 2011), p. 167.

learning guide for a specific subject, especially in a school or college.[6] So, textbook is a book that contains material descriptions of subjects or specific areas, organized systematically and has been selected based on specific goals, learning orientations and student progress to be assimilated. In fact, it is used to help the teacher to deliver the materials in the classroom.

The standard of students' works in a textbook or course book are usually suitable with the students' knowledge competence, as O'neill describes that textbooks, like any other medium, have inherent limitation. Moreover, the authors of textbooks have to be explained transparently what those limitations are; such as, whether or not the textbook is intend as a self-study tool or aid, or for classroom used by teacher and a group and a group of learners.[7]

From the definitions about textbook, it can be referred that a textbook is a book which serves as a standard guideline for students and teachers to support the teaching and learning process in the classroom. It is designed for a learner-centered to help the learners focus on learning and gives them role in decision making process in the classroom.

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[6]Jack C. Richards and Richard Schmidt, *Dictionary of Language Teaaching & Applied Linguistics*, (Longman: 2002), Third Edition, p. 550.

[7]Robert O'neill, "Why use textbooks?", *ELT Journal*, 1982, Vol. 36, p. 110.

### b. The Function of Textbook

As clearly defined above, the use of textbook in teaching and learning process is important. Textbook is a part of learning process.[8] The textbook becomes the most obvious and most common form of material support to conduct the language instruction.[9]

It also provides either inexperienced or experienced teachers with guidance on what students have to learn and what student wish to learn. According to Nasution, there are several functions of textbook which are:

1) As a reference and resource of material for the students.

2) As an evaluation material.

3) As a tool of students in implementing the curriculum.

4) As one of the determinants of teaching methods or techniques that educator will use.

5) As a means to improve career and position.[10]

The essence of a textbook is basically to help both teacher and students in some ways. For teacher, it helps them in preparing and developing the teaching materials. On the other hand, for the students, it helps them to maintain and trace back their input in learning.

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[8]Andi Prastowo, *Panduan Kreatif Membuat Bahan Ajar Inovatif*, p. 169.

[9]H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*, (San Francisco: Longman, 2000), p. 136.

[10]Andi Prastowo, *Panduan Kreatif Membuat Bahan Ajar Inovatif*, p.169.

### c. The Instructional Content of Textbook

In this part consists of some contents related to textbook. It begins with the language content. Then, it continues with English language skills, and the other contents are topic, subject content, and social values.

### 1) The Language Content

According to Cunningsworth, language content can be compared with what learners need and expect to learn. Therefore, he suggests that the language content as listed below should be analyzed for suitability.[11]

a) Language Form and Language Use

Textbooks are concerned with teaching and learning of the language. It is necessary to analyze the language use and divides it into small units for more effective language teaching and learning. However, the problem is that it is difficult to separate individual aspects of language from the whole and isolate them without losing authenticity and naturalness in the process because language is complex.

For instance, speakers express their meaning through grammatical, lexical and phonological systems. They also need to be careful about selecting the appropriate communicative method and do the reverse process when interpreting. Learners

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[11]Alan Cunningsworth, *Choosing Your Textbook*, (Thailand: Macmillan Heinemann, 1995), p. 31.

cannot handle several tasks of a new foreign language, so it is important to reduce the learning load by focusing on the different aspects of language separately and finish with some practice. Textbooks follow the same approach by focusing selectively on the different tasks. Language is analyzed and divided into small units.

b) Grammar

The first thing to consider is what grammatical items are included and how far they can correspond to learners' needs. Grammar is a main component in a language course. When presenting new grammar, it is possible to teach the form without its meaning as the grammatical form is already underlying the use, therefore when introducing new grammar items, textbooks should emphasize the use of its form.

c) Evaluating the Grammar Content

A case study was done by Cunningsworth in comparing two student's book. He suggests that the useful way to understand textbooks is to identify some grammatical points which are difficult to teach and pose problem for learners. The selected point will depend on the learners themselves and the teaching situation.

d) Vocabulary

Vocabulary has been an ignored area of foreign language teaching, but is has lately gained attention because language learning cannot be successful without small tasks like vocabulary. Textbooks can help the learners to handle with unfamiliar vocabulary that they might inevitably meet and assist them in developing vocabulary learning strategies. The vocabulary learning activities need to be analyzed to ensure that they will extend and develop learners' skills in a structured way.

Cunningsworth gives the idea of good vocabulary development activities as follow:

(1) Semantic relations means that the word groups according to meaning, synonyms, hyponyms, opposites.

(2) Situational relationships means that the word sets associated with particular situations, for example, sports, transports, politics.

(3) Collocations means that the words commonly found in association, for example, food and drink, for better or worse, also noun + preposition links and phrase verbs (verb + participle links).

(4) Relationship of form (often reffered to as "word building") such as, long, length, lengthen.

e) Phonology

Most courses nowadays include the articulation of individual sounds, word stress, sentence stress, and some aspects of intonation, so textbooks should be analysed at least as much on the global aspect of phonology – weak forms, stress, and rhythm. Each speaker produces different sentence stress and intonation, they should not be too strict on absolute correctness or the native speaker accent, rather, there should be awareness of areas where misunderstanding often occurs. One more important thing is the tape cassette/CD that accompanies textbooks should be a good pronunciation model. The weeak forms are used where they are supposed to be used. The sentence stress is natural and the intonation is appropriately used.

f) Integration of Pronunciation Teaching with Other Work

Each course is varied depending on how the English textbooks integrate pronunciation work with other work. The important areas of phonology are covered by a combination in the other exercises and activities. Spelling activities shoud be presented as it usually becomes a problem to many foreign learners who are left to sort out the spelling activities and exercise themselves.

g) Discourse

Discourse refers to the features of language such as the sequencing of sentences, cohesions, paragraphing, structuring text, and participation in conversations. So it is directly relevant to the communicative approach. Textbooks mostly present discourse through dialogues, reading texts, and listening passages which in the low intermediate level, will limit the range and complexity of language structure.

h) Style and Appropriacy

Language style can be changed depending on its context. Teachers should be aware of the appropriateness to see how they can prepare learners to use appropriate style in varying situations. The style of language can be noticed by aspects of grammar, choices of vocabulary, discourse structure, and aspects of phonology.

i) Varieties of English

Apart from formal and informal forms, there are two main varieties of English in the world which are British and American English. The standard forms of these two kinds of English differ to a small extent in grammar, vocabulary, and pronunciation.

Concerning on the above nine language contents, language form and language use, grammar, vocabulary and discourse tend to

be more applicable in language content of a textbook especially to gain the suitability. On the other hand, the varieties of English depend on the standard forms of two kinds of English applied by the author. However, all language contents obtain a lot of benefits when being applied in analyzing the suitability of textbook. Following an action taken by an author, if they consider all mentioned contents, a qualified textbook will be achieved.

2) **English Language Skills**

Learning a language means learning skills. The language does not always in form of speaking and creating sounds, or drawing sign and writes something down, but language is more than that. So, it means that language is a functional one in educational field, especially in conducting the learning process to deliver the materials.

Therefore, the textbooks deal with the four skills (listening, speaking, reading, and writing) and the skills dimension complete the dimension of grammatical/lexical/phonological knowledge and focuses on the ability of learners actually to operate in the language. [12] The brief explanations of the four skills are as follow:

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[12]*Ibid,* p. 64.

a) Listening

The textbook that focus on listening has two different ways. Firstly as a part of general oral work, including dialogues and roleplay, where in listening plays a secondary role compared with speaking. The second way in which textbooks handle listening is in its own right, with recorded listening passages for comprehension, for extraction of information, as a lead-in to discussion, in conjunction with a reading text, etc.

b) Speaking

Speaking is regarded as a separate skill in the same way as listening, reading and writing. It takes place through the oral presentation and practice of new language items, in dialogue work and in roleplay. The aspects of speaking is covered in pronunciation practice, where this forms is part of the course package, and these elements combined normally ensure that student receive good spoken model from their teachers and sufficient opportunity to practice themselves.

c) Reading

Reading becomes the one easily activity that can be done and without any equipment by students outside the classroom. All they need is access to suitable texts and reference material,

such as a dictionary or wordlist. Reading texts can be used for several different purposes and this is reflected in textbooks:

(1) Developing reading skills and strategies

(2) Presenting/recycling grammar items

(3) Extending vocabulary

(4) Providing models for writing

(5) Giving information of interest to students

(6) Stimulating oral work

d) Writing

The writing activities in textbooks are normally of the controlled or guided kind, where a model is given and the student's task is to produce something similar, usually based on additional information given. The types of writing task given can be quite varied and include writing factual accounts such as a report for a newspaper, filling in grids, writing notes to others, making lists, summarizing texts, and many others.

Based on the above explanation, in preparing the textbook must pay attention to some component. These four skills above begin the component to organize a textbook. Mostly, the textbooks combine the four skills in organizing the materials such as listening passage that usually on a matter of multiple choice exercises. Dialogue or conversation relates to speaking skill. Presenting/recycling grammar item, extending vocabulary, and others are related to

reading skill. Moreover, summarizing text, making list, or writing note is the writing materials.

### 3) Topic, Subject Content, and Social Values

According to Cunningsworth, topic, subject content, and social values deal with non-linguistic aspects of the textbook. It will also look at the cultural settings that are used in the textbook and what has something called the hidden curriculum. The contents are elaborated below:[13]

a) Topic and Subject Content

Although, the textbooks facilitate language learning, they cannot easily do, because language itself is used in real situations for real purposes. A study of language solely as an abstract system would not equip learners to use it in the real world. As a consequence, textbooks must and do represent language because they are actually used and contained subject matter and deal with topics of various kinds.

b) Social and Cultural Values

The textbook is regulated its materials in social and cultural contexts that are accomplishable and recognizeable the learners, in terms of location, social mores, age group, etc. In addition to the physical context, the relationships, modes of

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[13]*Ibid*, p. 86.

behaviour and intentions of the characters in the book should be interpretable by the students, so that they can relate the language used to its purpose in the social context.

c) Subject Content and Values in Textbooks

In this part, Cunningsworth makes some list of contents of the textbooks which relates to subject content and value in textbook. The list itself includes 6 contents. They are elaborated below:

(1) Range of topics

(2) Inclusion of sensitive social/cultural topics

(3) Characters depicted:

- Representation of women

- Portrayal of gender role

- Age

- Social class

- Ethnic origin

- Occupation/profession

- disability

(4) Social relationships

- Family make-up

- Social networks

(5) Expression of personal feelings

(6) Interactions

- Transactions (functional interaction)

- Personal interactions

The criteria of a textbook can be determined by many aspects, such as topic and subject content social which means that the textbooks have to represent the topic and subject content relate to social and cultural values. Moreover, social and cultural value is aimed to accomplish and recognize its values in regulated materials. Then, the textbook must represent the relationship of characters portrayed, gender, age, social class, and so on within the material of the textbook as listed above.

d.  **The Feasibility of Content of English Textbook**

Marsh and Willis argued that textbooks are such strongly important part of the curriculum and it becomes standardized.[14] Thus, textbook, as one of the learning material, plays its role toward the learning process. BSNP *(Badan Standar Nasional Pendidikan)* has released an evaluation process of a rubric assessment to evaluate the properness and also the suitability of a textbook.

The rubric assessment from BSNP is designed to qualitatively describe and assess any content related items and materials in a textbook then quantitatively coding it. Moreover, these are instruments

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[14]Allan C. Ornstein and Francis P. Hunkins, *Curriculum: Foundations, Principles, and Issues*, p. 330.

in evaluating a curriculum 2013 on English textbook for senior high school. They are elaborated below:[15]

The feasibility of content is a group of assessment about the content of the textbook. The feasibility of content includes three measurements which are compatibility of materials which they are usually called as first with *Kompetensi Inti* (core competence is the level of ability to achieve the graduate competency standard that all students must have at any given grade or program) and *Kompetensi Dasar* (basic competence is the ability to achieve the core competence that students must achieve through learning process). Second, the feasibility of content is accuracy of materials. Third, the supporting materials become the last measurement of the feasibility of content.

1) The Compatibility of materials with KI and KD

In this criteria which is compatible with KI and KD, the criteria divide into two sub criteria which are Material Completeness and Material In-Depth.

(a) Material Completeness (*Kelengkapan Materi*)

The textbook contains many texts and requires the students to explore it that commonly used in English communication. It provides the students to understand and produces the expressions in accomplishing interpersonal communication,

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[15]Badan Standar Nasional Pendidikan, "Deskripsi Instrumen I Bahasa Inggris SMA 2013 Baru Siswa", at http://www.bsnp-indonesia.org downloaded on June 31, 2017.

verbal communication, and written communication to interact with its environment based on the context of communication.

(b) Material In-depth (*Kedalaman Materi*)

The textbook are expected to fulfill several points of Material In-depth.

(1) Exposure (*Pajanan*) which means that the textbook are expected to expose student with as many kinds of text that relevant with students' daily life in order to help them get used to any kinds of texts as possible.

(2) Text Retention (*Retensi Pembentukan Teks*) means that textbook should guide the students in understanding the social function, structure of text, and linguistic features.

(3) Production (*Produksi*) means that textbook should be able to guide students in every step in producing both verbal and written text.

(4) Extension (Ekstensi), the textbook should be able to guide the students engage activities that develop verbal or written text whom they have mastered, and also concern both the elements and structure of meanings and linguistic features.

2) The accuracy of materials

In this part of the feasibility of content which is the accuracy of materials, the criteria divides into three sub criteria which are social function, generic structure, and linguistic feature.

(a) Social Function (*Fungsi sosial*)

The texts which provided in the textbook or the exploration results of the students are related to social functions on daily life such as interpersonal, transactional, and functional communication.

(b) Generic Structure (*Unsur dan Struktur Makna*)

The texts which provided in the textbook or the exploration results of the students are directed at developing coherent thinking ability and systematic.

(c) Linguistic Feature (Fitur Linguistik)

The texts which is provided in the textbook or the exploration results of the students are directed at developing the ability to communicate with an accurate and acceptable language quality.

3) Supporting materials

The supporting materials divide into three sub criteria which are Up-to-date, Development of life skills and Development of Diversity Insight.

(a) Up-to-date

In this part, every item in supporting the materials and exercise provided within the textbook (Tables, Pictures, Texts, References) should be taken from a relevance and newest sources available.

(b) Development of Life Skills

The texts, communicative exercise and task available within textbook should motivate students toward a good personalities that concern about social, academic and vocational life.

(c) Diversity Insight

The texts, communicative exercise and task available within textbook should motivate students toward a good citizen that concern, understand and appreciate the multicultural diversity.

The rubric assessment from BSNP is a whole book analysis. This rubric assessment assesses the accurateness and appropriateness of a content of textbook in delivering teaching materials, the technique of presenting, the relation of every chapter, and social benefits from a textbook.

Concerning the most criteria of textbook argued by the researcher above, the writer prefers to adapt the criteria of feasibility of contents from BSNP without neglecting the requirement of good textbook criteria from an expert, that is, Cunningsworth in order to

analyze "*Bahasa Inggris Textbook, Pathway to English Textbook, and Bahasa Inggris Textbook* ".

Thus, the writer is intended to conduct a research focusing only on the criteria of feasibility of content taken from Cunningsworth and BSNP bring about the formulation of criteria of good textbook that consider in several factors, namely: (1) The Compatibility of materials with KI and KD, (2) The accuracy of materials, (3) Supporting materials, (4) Language use and language form, (5) Discourse, (6) Language Skill, and (7) The Topic, Subject Content, and Social Values. These seven factors are used by the writer to analyze the feasibility of content of the mentioned textbooks.

e. **The Procedure to Analyze a Textbook**

In this research, the writer examines the procedure to analyze a textbook. Cunningswoth stated several guidelines in order to evaluates textbook or course book to be specified with what teacher or group of learner needs as follows:[16]

1. Textbook should correspond to learners' needs. They should match the aims and objectives of the language-learning programs.

The aims and objectives of learning or teaching program should determine which course materials are used, and not vice versa. It is very important that textbook should facilitate learner's

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[16] Alan Cunningsworth, *Choosing Your Textbook*, p. 15-17

progress and take them forward as effectively as possible towards their goals. Consequently, the content of the materials should correspond to what students need to learn, in terms of language items, skills and communicative strategies.

2. Textbook should reflect the uses (present and future) which learners will make the language effectively for their own purposes.

   The most suitable textbook for the learners will reflect as closely as possible the language content, language skills and patterns of language use that are needed. After obtaining the general information, the general information of the data are noted and recorded which is related to the materials, exercises, or content within the textbook.

3. Textbook should take account to students needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid 'method'.

   The approach to learning adopted by a textbook should not so much impose learning style as meet student needs by allowing them to use styles of learning which suits them, where possible encouraging the use of a range of styles so as offer students some choice in the way they learn.

4. Textbook should have a clear role as a support for learning, like teachers, they mediate between the target language and the learner.

Textbook facilitate learning, they bring the learner and the target language together, but in a controlled way. Textbook support the students in a numbers of way, but particularly by supplying models of English which are learnable at the student's level of proficiency. They also provide exercise and activities designed to promote fluency in the use of English and they often give explanations or contextualized examples which help learners to understand how the language works.

Based on these evaluations in analyzing a good and suitable textbook, the way to analyze a textbook is mainly to find a textbook that focused on the learners' needs and its implication on its usage in facilitating their needs for their necessity in either present or future needs. In addition, it seems that the rubric assessment from BSNP in textbook evaluation above is completely clear in its focus which is to analyze the suitability of a textbook that implements the current and latest curriculum 2013. In which in many points of its development, the curriculum 2013 mainly focus on learners' needs, learner centered in teaching and learning process. This is in line with Cunningsworth suggested in his guideline of analyzing and evaluating a textbook.

## 2. The Concept of Multicultural Educaiton

### a. The Definition of Multicultural Education

The term of multicultural education has been delineated in numerous ways. Many experts maintain that multicultural education as a concept of knowledge on teaching cultural diversity. As stated by Richard, multicultural education is an educational program aimed at developing cultural pluralism, such as a program designed to teach about different ethnic groups in a country.[17] It means, multicultural education is the recognition of cultural diversity, such as ethnic, racial, or religious diversity, and the diversity of life forms.

Furthermore, multicultural education teaches assumptions about culture that influences how we build knowledge.[18] It is obvious that multicultural education emphasizes an opinion of cultural pluralism in the educational system that is based on the principles of equality, mutual respect and acception.

Additionally, Banks argues that multicultural education includes three things, are an idea or concept, an educational reform movement, and a process. It combines the idea that all students regardless of their gender, social class, and ethnic, racial, or cultural characteristics should have equal opportunities to study in school. Also, he asserts that multicultural education involves changes in the total school or

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[17]Jack C. Richard Schmidt, *Dictionary of Language Teaching & Applied Linguistics*, (Longman: 2002), Third Edition, p. 138.

[18]Allan C. Ornstein and Francis P. Hunkins, *Curriculum: Foundations, Principles, and Issues,* (United State of America: Pearson, 2009), V Edition, p. 321.

educational environment, it is not limited to curricular changes. Likewise, multicultural education is considered as an ongoing process, not as something that we do and thereby solve the problems that are the targets of multicultural reform.[19]

From the above quotations, it can be concluded that multicultural education is a concept of knowledge made by the purpose to create equality of educational opportunities for all students of different racial, ethnic, social classes and cultural groups. And also to acquire knowledge and encourage multicultural awareness.

### b. Dimensions of Multicultural Education

As clearly defined above, multicultural education is related to several aspects. It is widely known that multicultural education is a broad concept with several different and important dimensions.[20] Then, it should totally include the dimensions which describe the field's major components and highlight important developments. The dimensions are: content integration, the knowledge construction process, prejudice reduction, an equity pedagogy, and an empowering school culture and social structure.[21] The brief explanations of these dimensions are as follow:

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[19]James A. Banks and Cherry A. McGee Banks, *Multicultural Education: Issues and Perspectives*, (Wiley: 2010), Seventh Edition, p. 3-4.

[20]*Ibid,* p. 20.

[21]*Ibid.*

1) Content Integration

        Content integration refers to examples, data, or information. It deals that teachers use a variety of information from diverse cultures and groups to convey the key concepts, principles, generalizations, and theories in their subject area or discipline. Moreover, the teachers augment some units or topics which are related to the multicultural materials.

2) The Knowledge Construction Process

        The knowledge construction process involves the implicit cultural assumptions, frames of reference, perspectives, and biases within a discipline affect the construction of knowledge. The teachers help students to understand how knowledge is created and how it is influenced by a variety of cultural and social-class groups.

3) Prejudice Reduction

        This dimension describes the lessons and activities in the learning process. The teachers create learning situation that enable the students to improve their attitudes. The teachers use to help them to develop positive attitudes toward different racial, ethnic, and cultural groups.

4) An Equity Pedagogy

        In this part, an equity pedagogy is related to the instructional techniques and methods of teaching strategies. It

challenges teachers to use a variety of teaching strategies that facilitate the academic achievement of student diverse racial, cultural, gender, and ethnic groups and social classes.

5) An Empowering School Culture and Social Structure

The last is about the restructuring and reorganizing culture of the school, includes experience of educational equity and sense of empowerment the students from diverse racial, ethnic, language, and social-class groups.

From those five multicultural dimensions proposed by Banks, the writer intends to conduct another research question focusing on all dimensions to know the materials and exercises presentation of the textbooks consist of multicultural dimension.

c. **Implication of Multicultural Education for English Education**

It is widely known that diversity adheres with Indonesian society. They consist of different tribes, languages, religions, traditions, capabilities, social-economic statue, and so on. Thus, the phenomenon gives some impacts on educational field particularly multicultural education. Related to the above aspects, there are some implications for multicultural education practice in Indonesia, as follow:[22]

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[22]Rochmat Wahab, *"Multicultural Education: Its Implication for General Education and Gifted Education in Indonesia"*., p.10-11.

1) To make effective and efficient learning processes, it is needed to adjust the curricula and learning materials for all subject matters, so that educational activities will be more meaningful.

2) To make more appropriate educational services to all students in Indonesia with different capabilities, it is needed Individualized Educational Programs (IEPs), so that they can develop optimally.

3) To eliminate the discriminative treatment in all steps of educational process, it is needed inclusive education, so that all students feel satisfied and comfortable during learning process because every student has the same opportunity to access educational services.

4) To realize about the students with different culture, learning process should be created by using national culture, like using Indonesian language during regular educational programs. This situation can bridge the cultural difference among student, so that the gap can be minimized.

5) To be able to help students with different potentials and social economic and mental backgrounds, it is needed the best strategy to build good relationship among students, so that they can understand and accept each other, especially related to their strength and weaknesses.

6) To encourage cultural pluralism in education practices, we should focus on the appreciation of the contributions of student personally or collectively to their communities.

7) To maintain and promote pluralism in the classroom or in the schools, it is needed a multicultural approaches by reconstructing all educational programs through modifying curricula, involving all personnel, and using the mother tongue.

8) To motivate all students be having life skills related to the social inequality, it is strongly needed every student should have abilities about social reconstruction, so that their life be more meaningful.

Based on the above explanation, the implication for the development of Multicultural Education is the introduction of teaching materials containing ideas from various cultural groups. Thus, it is necessary to have a free education to build the perspective and culture of others. By exploring it will be useful for students to learn about plurality. Moreover, education is already mature let alone its own

culture as well as the perspective and culture of others in other regions around the world. This can make the students aware on culture or also known as cultural literacy that is able to see various cultural viewpoints.

3. **The Description of "Bahasa Inggris Textbook, Pathway to English Textbook, and Bahasa Inggris Textbook"**

a. **Bahasa Inggris Textbook**

*Bahasa Inggris Textbook* is written by Mahrukh Bashir, Helena I.R Agustien and Emi Emilia. The first edition of this book is published by Ministry of Education and Culture (Kementerian Pendidikan dan Kebudayaan), Jakarta in 2014. This book is a student's book prepared by Government for the implementation of the Curriculum 2013. This student's book is prepared and reviewed by various teams under the coordination of Ministry of Education and Culture (Kementerian Pendidikan dan Kebudayaan), and is used in the early stages of applying the Curriculum 2013.

*Bahasa Inggris Textbook* is intended for second semesters of 11th grade students of Senior High School. Moreover, it contains 132 pages and 6 chapters with various themes. They are *The Story of Writing!, Natural Disasters, The Last Leaf, Father of Indonesian Education, Meaning Trough Music, and Man Made Disaster.*

The English language learning that presented in this book is structured to improve language skills. The presentations of this book use text-based learning approach, both oral and written, by placing English as a communication tool. Understanding the types, rules, and context of a text is more emphasized, thereby enabling the learners to capture the explicit and implicit meanings in a text. And, this book presents ideas in the form of text that is easy to understand the meaning of its content.[23]

**b. Pathway to English Textbook**

*Pathway to Textbook* is written by Th. M. Sudarwati and Eudia Grace. This book is published by Yrama Widya in 2017. This book is English course book for senior high school students. It aims to provide a framework for teaching and learning English based on Curriculum 2013.

*Pathway to English Textbook* is intended for second semesters of 11th grade students of Senior High School. Moreover, it contains 9 chapters with various themes. They are *You Should Keep Your Invironment Clean, I Think So, Too, We Cordinally Invite You, Why is*

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[23] Makhruk Basir, et.al. *Bahasa Inggris.* Jakarta: Kementerian Pendidikan dan Kebudayaan, 2014.

*It A Good Habit, It's Made of Glass, Dear Beloved Mother, Because of You, How does It Occur?, I'd Like to Teach The World to Sing.*[24]

c. **Bahasa Inggris Textbook**

This textbook has the same title with the mentioned textbook above, but it is written by different author and has different chapters. *Bahasa Inggris Textbook* is written by Otong Setiawan Dj and Supeni. This book is published by Yrama Widya in 2016. This book is English course book for senior high school students. It aims to provide a framework for teaching and learning English based on Curriculum 2013.

*Bahasa Inggris Textbook* is intended for second semesters of 11th grade students of Senior High School. This book contains basic English competence (listening, speaking, writing, and reading) that must mastered by students. Moreover, it contains 9 chapters with various themes. They are *Why don't You Come with Me, In My Opinion, You are Cordially Invited to, I Argue That, It is Made in Indonesia, Dear Mom and Dad, Because, In This Text The Concept Reveals That, and I Really Love This Song.*[25]

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[24] Th. M. Sudarwati dan Eudia Grace. *Pathway to English*. Jakarta: Penerbit Erlangga, 2017.

[25] Otong Setiawan Dj dan Supeni. *Bahasa Inggris*. Bandung : Yrama Widya, 2016.

# CHAPTER III

# RESEARCH METHODOLOGY

## A. Type and Characteristics of the Research

There are three types of research that can be used in education scope namely qualitative, quantitative, and classroom action research. This research is qualitative which reveals phenomenon by describing it with non-numeric language in scientific paradigm.[26] Furthermore, qualitative is conducted in its natural matter by naturalistic approach. In other words, this research attempts to make sense or interpret phenomenon in the way where it can be understood by people. Thus, it will have a different result when it applies in different subjects and places although it has same matter.

This research is quite different from quantitative which basically uses numeric language in describing the phenomenon. Moreover, qualitative is essentially interpretive. So, it means that the research constructs the interpretation of the data in order to be understood by people.[27]

The type of this research is case study. Creswell stated that case study is an activity in which the researcher investigates in depth a phenomenon, a program, an event, an activity, a process, or one or more individuals.[28] In addition, case study is a detailed analysis of a case with a bounded system. A bound system means that the case would be limited by place and time. In this

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[26]Pusat Penelitian dan Pengabdian Kepada Masyarakat (P3M). *Pedoman Penulisan Karya Ilmiah.*STAIN Jurai Siwo Metro, (Metro:STAIN Jurai Siwo Metro,2015), p. 23.

[27]John W. Creswel, *Research Design qualitative, quantitative, and mixed methods approaches second edition*, (California:Sage Publication, 2003), p. 208-209.

[28]*Ibid*, p.17.

research, the writer concentrated on the multicultural dimension in instructional materials of textbooks for 11th grade students of Senior High School.

Based on the research context propounded by the researcher, the researcher will analyze both multicultural dimension and feasibility of content in *Bahasa Inggris Textbooks, Pathway to English Textbook, and Bahasa Inggris Textbook.*

## B. Data Sources

As Anderson states that the data source can be primary and secondary data. The primary data is the data gathered directly by researcher. Most primary data comes from artifacts, documents, and observations. The secondary data is the data coming from ones who is not present and provides the research as a supporting data.[29]

The primary data of this sources was documents, the writer would be obtained by collecting three students' textbooks as the first textbook was entitled *Bahasa Inggris* which was written by Mahrukh Bashir, Helena I.R Agustien, and Emi Emilia and was published by Ministry of Education and Culture (Kementerian Pendidikan dan Kebudayaan), Jakarta in 2014. This textbook was included 6 chapters. Meanwhile, the second textbook was entitled *Pathway to English*. This textbook was authored by Th. M. Sudarwati and Eudia Grace. This textbook was published by Penerbit Erlangga, Jakarta

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[29]Gary Anderson, *Fundamentals of Educational Research*, (USA: Falmer Press, 2005), second edition, p.12.

in 2017 which had 9 chapters. Then, the third textbook was entitled *Bahasa Inggris* which is written by Otong Setiawan Dj and Supeni and was publish by Yrama Widya, Bandung in 2016. This textbook had 9 chapters. The mentioned textbooks were most frequently used and most recommended textbooks for 11th grade students of Senior High School and were based on the competencies listed in the curriculum 2013.

The secondary data sources, as it was collected from achival data, were gained from any books, encyclopedias, journals, and documents that discussed on textbook and multicultural education.

## C. Data Collection Technique

In conducting the research, the writer selected some English textbooks for 11th grade students of Senior High School as the object of the research. In many qualitative researches, the researcher collects multiple forms of data and spend a considerable time in the natural setting gathering information.[30] The writer used some instruments to gather the data which applies in the research technique as follows:

1. Documentation

During the process of research, the researcher collected several documents to be the data source. The data can be public documents such as newspaper, official reports or provate documents such as journal, e-

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[30]John W. Creswell, *Research Design*, p. 212-213.

mail, or letters.[31] For collecting data using documents, the writer performed the following procedures:

a. The writer determined the types of documents that were appropriate to answer the research questions. In this case, the documents covered the primary data that was data from instructional materials of textbooks for 11th grade students of senior high school entitled *Bahasa Inggris Textbook, Pathway to English Textbook, and Bahasa Inggris Textbook*.

b. After the data documented, the writer recorded the information from the documents. This process included taking notes about document or scanning them.

2. Quesionnaire

A qustionnaire permits the researcher to ask some questions that are closed-ended or open-ended to the respondent.[32] In order to seek the data for knowing the definition of textbook, function of textbook, and instructional aspects of textbook, researcher generated a quesionnaire. There were about 15 questions which were asked about the mentioned aspects. The respondents were as many as 4 English teachers of 11th grade of Senior High School from different school.

3. Interview

A qualitative interview occurs when the researchers ask one or more participants general, open-ended questions and record their

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[31]*Ibid,* p. 214.

[32] *Ibid*, p. 219.

answers.[33] To collect the data, especially about the feasibility of content of an English textbook and the procedure to analyze a textbook, the writer also conducted interview with the respondent as many as 4 English teachers which is consisted of 10 questions. The interviews were performed in the form of open-ended interview. The interviews were aimed at gaining any usefull information regarding to the primary data.

**D. Data Validity Procedures**

In qualitative, researchers had statistics media that is often used to gain the validity aspect of the data. In qualitative research, there is also method usually used to approve that what the researcher found is real and suitable with the fact. The method usually used is triangulation.

Sabina argued that triangulation is a step of authentication to increase the validity of the data by using several viewpoints and method.[34] The use of Triangulation is to enrich data and make a more accurate conclusion. According to Denzin, there are four forms of Triangulation, namely:[35]

1. Data Triangulation

   The Data Triangulation is used to retrieve the data from a number of different sources to form one body of data.

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[33]John W. Creswell, *Education Research: Planning,Conducting, and Evaluating Quntitative and Qualitative Research 4th Edition,* (Boston: Pearson Education Ltd, 2012), p. 217.

[34]Sabina Yeasmin, "Triangulation Research Method as the Tool of Social Science Research", *BUP JOURNAL*, Vol. 1/September 2012, p. 156.

[35] *Ibid*, p. 157.

2.  Investigator Triangulation

    To gather the same data, the researcher can use multiple observers instead of the single observer. By involving multiple observers, the research will have high value in the result.

3.  Theoretical Triangulation

    Gathering and analyzing the data of this research, the researcher uses same theories that are relevant. So, the result of this research can be tasted by theory.
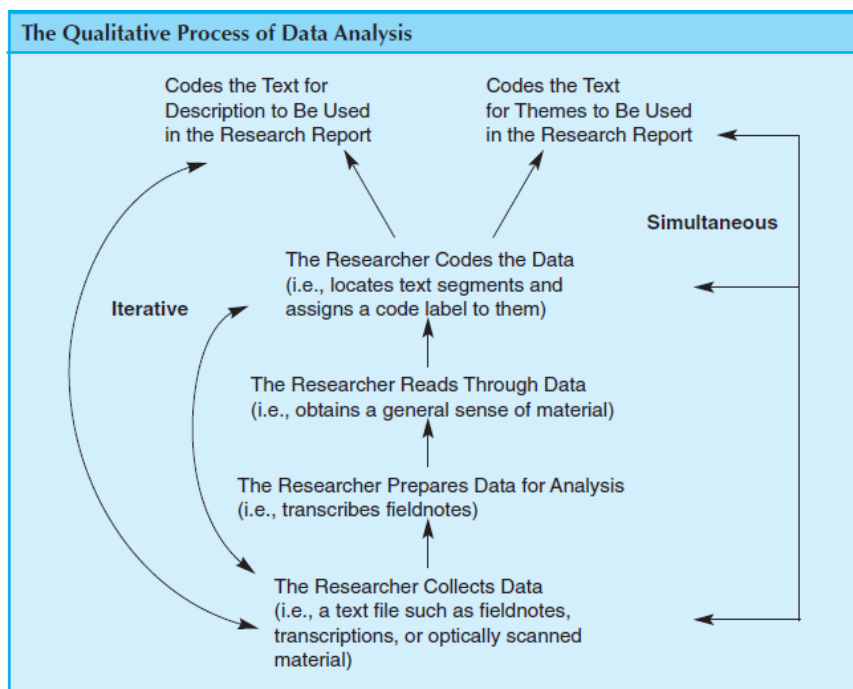
4.  Methodological Triangulation

    This triangulation, it used to gather the data by using different approach to get more accurate data.

    In this research, the writer applied theoretical and methodological triangulation to gather and enrich the data.

## E. Data Analysis Technique

There are several components in analyzing the data. This research applied Creswell model to analyze the data that had been collected. The procedure was shown in the following figure:

Figure 1.
*The Qualitative Process of Data Analysis* [36]

**The Qualitative Process of Data Analysis**

Codes the Text for
Description to Be Used
in the Research Report

Codes the Text
for Themes to Be Used
in the Research Report

Simultaneous

Iterative

The Researcher Codes the Data
(i.e., locates text segments and
assigns a code label to them)

The Researcher Reads Through Data
(i.e., obtains a general sense of material)

The Researcher Prepares Data for Analysis
(i.e., transcribes fieldnotes)

The Researcher Collects Data
(i.e., a text file such as fieldnotes,
transcriptions, or optically scanned
material)

Data analysis used this model is conducted as follows:

1. It involved a simultaneous process in which when the researcher was collecting the data, he was also analyzing the other information previously collected, looking for major ideas.

2. The phases were also iterative. The researcher cycled back and forth between data collection and analysis in order to gain more in-depth information.

3. The researcher analyzed the data by reading it several times and conducting an analysis in each time. Each time the database was read, the researcher developed a deeper understanding about the information.

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[36] Creswell, *Educational Research., p. 237*

4. As an interpretive research, qualitative research got the researcher to establish an interpretation that fits the situation or themes that capture the major categories of information.

# CHAPTER IV

# RESULT OF THE RESEARCH

## A. Description of the Research Setting

### 1. Bahasa Inggris Textbook

*Bahasa Inggris Textbook* is written by Mahrukh Bashir, Helena I.R Agustien and Emi Emilia. The first edition of this book is published by Ministry of Education and Culture (Kementerian Pendidikan dan Kebudayaan), Jakarta in 2014. This book is a learner's book prepared by Government for the implementation of the Curriculum 2013. This learner's book is prepared and reviewed by various teams under the coordination of Ministry of Education and Culture (Kementerian Pendidikan dan Kebudayaan), and is used in the early stages of applying the Curriculum 2013.

Moreover, *Bahasa Inggris Textbook* is intended for second semester of 11th grade learners of Senior High School. Moreover, it contains 132 pages and 6 chapters with various themes. They are *The Story of Writing, Natural Disasters, The Last Leaf, Father of Indonesian Education, Meaning Trough Music, and Man Made Disaster.*

The English language learning presented in this book is structured to improve language skills. The presentations of this book use text-based learning approach, both oral and written, by placing English as a communication tool. Understanding the types, rules, and context of a

text is more emphasized; thereby it can enable the learners to capture the explicit and implicit meanings in a text. And, this book presents ideas in the form of text that is easy to understand the meaning of its content.

2. **Pathway to English Textbook**

*Pathway to Textbook* is written by Th. M. Sudarwati and Eudia Grace. This book is published by Yrama Widya in 2017. This book is English course book for senior high school learners. It aims to provide a framework for teaching and learning English based on Curriculum 2013.

*Pathway to English Textbook* is intended for second semester of 11th grade learners of Senior High School. Moreover, it contains 178 pages and 9 chapters with various themes. They are *You Should Keep Your Invironment Clean, I Think So, Too, We Cordinally Invite You, Why is It A Good Habit, It's Made of Glass, Dear Beloved Mother, Because of You, How does It Occur?, I'd Like to Teach The World to Sing.*

*Pathway to English Textbook* includes a new-four-skills and three-level senior high series that offer stimulating and diverse language learning experiences. During the learning activities, learner will engage in stimulating activities that link to other subjects such as natural science and social science. Special cross-curricular materials in each

unit offer content-based readings and task-based activities related to these subject areas. This series provides the opportunity to apply English skills to the range of experiences and activities that will generate the use of English in real life. The features of this textbook consist of genre-based approach: stimulating learners to various text types, meaningful activities: motivating learners to use English in real life, extensive reading: stimulating discussion, and promoting communication in the classroom and character building: exposing learners to various moral values.

3. **Bahasa Inggris Textbook**

This textbook has the same title with the mentioned textbook above, but it is written by different researcher and has different chapters. *Bahasa Inggris Textbook* is written by Otong Setiawan Dj and Supeni. This book is published by Yrama Widya in 2016. This book is English course book for senior high school learners. It aims to provide a framework for teaching and learning English based on Curriculum 2013.

*Bahasa Inggris Textbook* is intended for second semester of 11<sup>th</sup> grade learners of Senior High School. This book contains four basic skills (listening, speaking, writing, and reading) that must be mastered by learners. Moreover, it contains 182 pages and 9 chapters with various themes. They are *Why don't You Come with Me, In My*

*Opinion, You are Cordially Invited to, I Argue That, It is Made in Indonesia, Dear Mom and Dad, Because, In This Text The Concept Reveals That, and I Really Love This Song.*

## B. General Description of Research Data

Multicultural education is the recognition of cultural diversity, such as ethnic, racial, or religious diversity, and the diversity of life forms. Multicultural education emphasizes a viewpoint of plurality in the education system. Due to its cases, multicultural education consists of five dimensions.

The first dimension is content integration in which refers to examples, data, or information related to the multicultural materials. The second one is the knowledge construction process. This dimension involves the implicit cultural assumptions, frames of reference, perspectives, and biases within a discipline affect the construction of knowledge. The third dimension is prejudice reduction that describes the lessons and activities in the learning process. The fourth dimension is an equity pedagogy, this dimension relates to the instructional techniques and methods of teaching strategies to facilitate the academic achievement of learners from diverse racial, cultural, gender, and social-class groups. And, the last dimension, an empowering school culture and social structure, is restructuring and reorganizing culture of the school, which includes experience of educational equity and sense of empowerment the learners from diverse racial, ethnic, language, and social-class groups.

Moreover, as one of the important media in language learning, textbook is a book which contains material descriptions of subjects or specific areas. Moreover, it is organized systematically and has been selected based on specific goals, learning orientations and learner progress to be assimilated. Textbook also includes the instructional contents, such as language content, English language skills, topic, subject content, social value, and the feasibility of contents.

The researcher specifically analyzed the phenomena of multicultural dimension and the feasibility of content. As the primary data, the data were taken through three English textbooks for 11th grade learners of senior high school, namely *Bahasa Inggris Textbook, Pathway to English Textbook, and Bahasa Inggris Textbook*. There were accumulated 118 phenomena of the multicultural education found in three textbooks which could be categorized into multicultural dimensions. Furthermore, the researcher also asked 4 participants in order to measure the feasibility of content in the textbook and the perception of multicultural education through questionnaire and interview.

## C. Description of Data Analysis

This description of data analysis presented the findings of the research which were concerned to answer the research questions. Firstly, this research discussed the way of investigating the multicultural dimension presented in three English textbooks for 11th grade students of Senior High School started
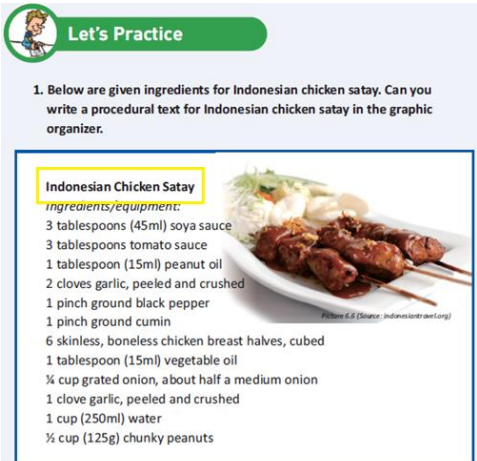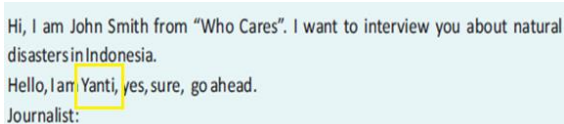
from *"Bahasa Inggris Textbook"* written by Mahrukh Bashir, Helena I.R Agustien and Emi Emilia, *"Pathway to English Textbook"* written by Th. M. Sudarwati and Eudia Grace, and *"Bahasa Inggris Textbook"* written by Otong Setiawan Dj and Supeni. Secondly, this research investigated the feasibility of content of the English textbook.
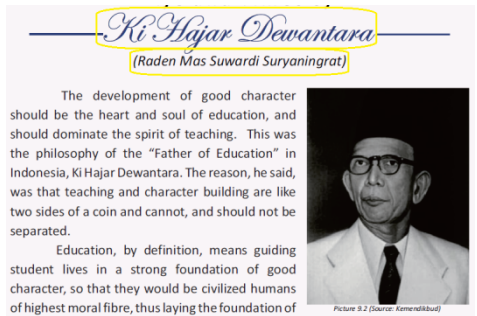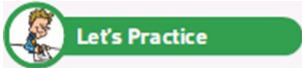
1. **Multicultural Dimension Presented in The Textbook**

   a. *Bahasa Inggris Textbook* **written by Mahrukh Bashir, Helena I.R Agustien, and Emi Emilia**

   The result of this analysis showed the phenomena of multicultural dimension within the textbook which were presented in the Table 4.1. This English textbook intended for second semester of 11th grade students and includes 6 chapters. The chapter began from chapter 6 until chapter 11. The researcher found 36 items related to multicultural phenomena. Here were some examples of multicultural dimension in Textbook 1:
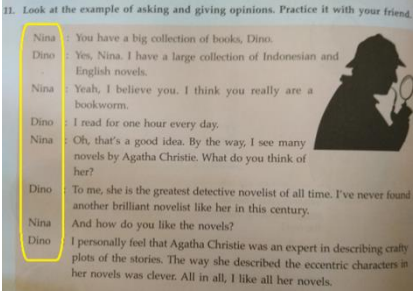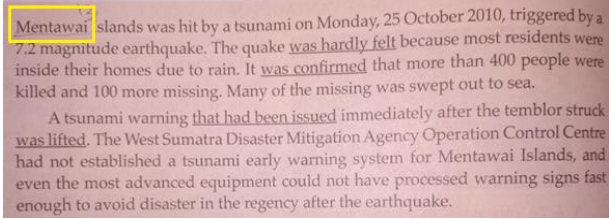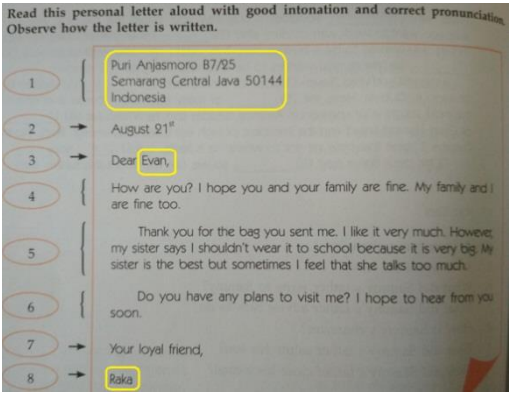
**Table 4. 1**
*Data Descriptions of Multicultural Dimension Presented in*
*Bahasa Inggris Textbook*
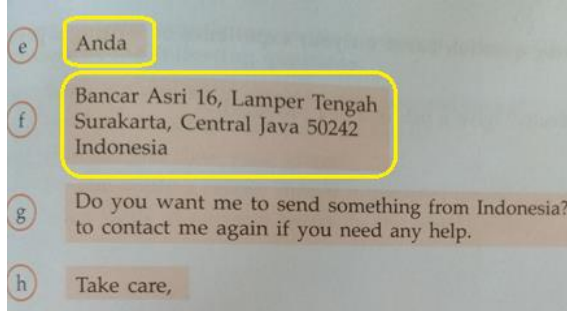
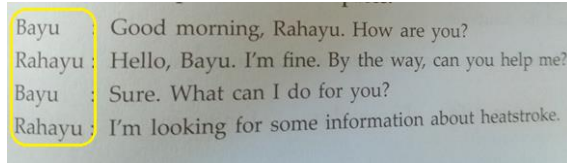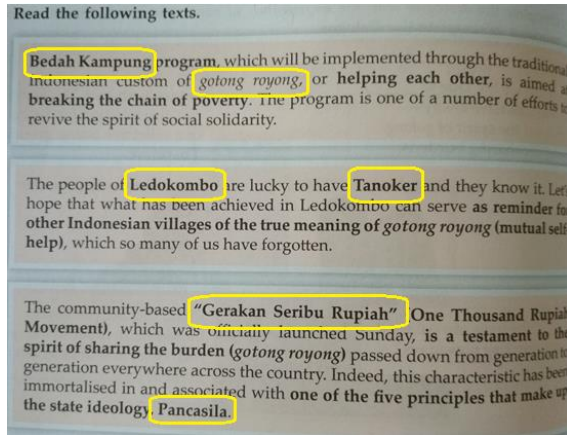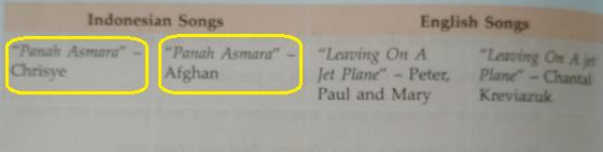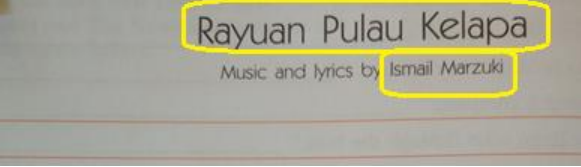| No | Chapter and Topic | Contents | Chategory of Multicultural Dimension |
|---|---|---|---|
| 1. | Chapter 6 The Story of Writing! | Pic. 1  The procedural text above gave an instruction to the students to write a procedural text for "*Indonesian Chicken Satay*". (p. 14) | Content Integration & Knowledge Construction Process |
| 2. | Chapter 7 Natural Disaster | Pic. 2  The conversation above was among two people. One of them used Indonesian Name that is "*Yanti*." (p. 40) | Content Integration |
| 3. | Chapter 8 The Last Leaf | Pic. 3  This picture showed the local culture | Content Integration & Knowledge Construction Process |

| | | "*Wayang*" in the beginning chapter 8. (p. 45) | |
|---|---|---|---|
| | | Pic. 4 | Content Integration |
| | |  | |
| | | This picture showed the exercise which is adopted Indonesian name namely "*Ajeng Kartini*". (p. 57) | |
| 4. | Chapter 9 Father of Indonesian Education | Pic. 5  This text showed the biography of Father of Indonesian Education, "*Raden Mas Suwardi Suryoningrat*" or also known as "*Ki Hajar Dewantara*". (p. 65) | Content Integration & Knowledge Construction Process |
| | | Pic. 6  This biographies was about Indonesian Hero, namely "*Cut Nyak Dhien or Tjoet Nja' Dhien*". Moreover, this content showed several region in Indonesia, they are "*Lampadang, Aceh, and Sumedang*". And, this content also showed several | Content Integration & Knowledge Construction Process |

| | | Indonesian name, as follow: "*Teuku Nanta Setia, Teuku Cek Ibrahim Lamnga, and Cut Gambang*". (p. 72) | |
|---|---|---|---|
| 5. | Chapter 10 Meaning Through Music | The multicultural content was not found in this chapter. | - |
| 6. | Chapter 11 Man Made Disaster | The multicultural content was not found in this chapter. | - |
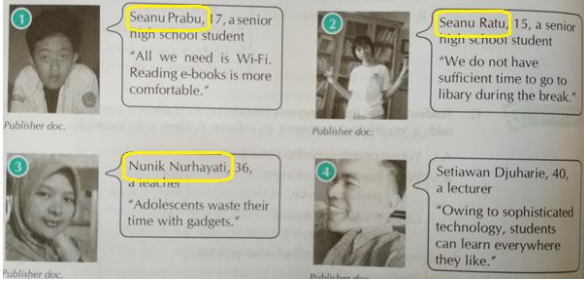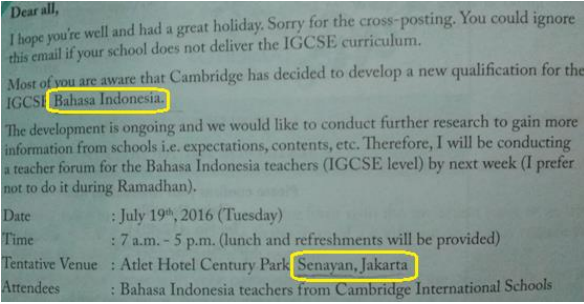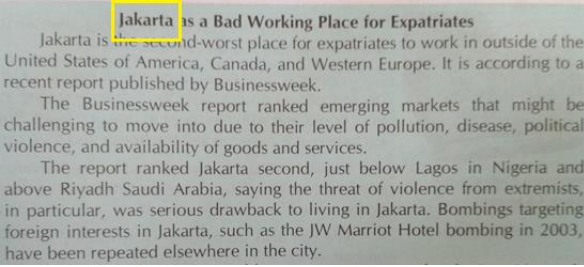
From the data above, it could be seen that multicultural phenomena consisted of *Indonesian names* (Yanti, Ajeng Kartini, Raden Mas Suwardi Suryoningrat/Ki Hajar Dewantara, Cut Nyak Dhien/Tjoet Nja' Dhien, Teuku Nanta Setia, Teuku Cek Ibrahim Lamnga, and Cut Gambang), *regions* (Lampadang, Aceh, and Sumedang), and *culture* (Wayang Kulit). The multicultural phenomena were found in chapter 6 until chapter 9. On the other side, in chapter 10 and chapter 11, the content related to multicultural phenomena were not found. Moreover, the instructional materials of this textbook presented the content integration, knowledge construction process, and prejudice reduction as the multicultural dimension.

b. *Pathway to English Textbook* **written by Th. M. Sudarwati and**

**Eudia Grace**

The research object was *Pathway to English Textbook,* which was intended for second semester of 11<sup>th</sup> grade students and included 9 chapters. The researcher found 56 items about multicultural phenomena. Some examples were seen in Table 4.2.

**Table 4. 2**
*Data Descriptions of Multicultural Dimension Presented in Pathway to English Textbook*

| No | Chapter and Topic | Contents | Chategory of Multicultural Dimension |
|---|---|---|---|
| 1. | Chapter 1 You Should Keep Your Environment Clean | Pic. 1 <br><br> a. Where do you think the talk show happens? <br> b. Are they in the same place? How do you know? <br> c. What are they talking about? <br> d. Do Sarah and Tuti have the same opinions about the topic? <br> e. What is Sarah's suggestion about the topic? <br> f. What is Tuti's suggestion about the topic? <br> g. How do they express their recommendation, in the past or present tense? <br> h. What is the purpose of offering their suggestions to the listeners? <br><br> The question above used Indonesian name. Those were *"Sarah and Tuti"*. (p. 9) <br><br> Pic. 2 <br><br> Garbage and flooding in Jakarta <br><br> This text entitled "*Garbage and flooding in Jakarta*". In this text there were phenomena which adopted Indonesia figure, such as "*Ali Sadikin, Fauzi Bowo, Soekarno-Hatta, and Joko Widodo*". (p. 14) | Content Integration <br><br><br><br><br><br><br><br><br><br><br><br><br> Content Integration |

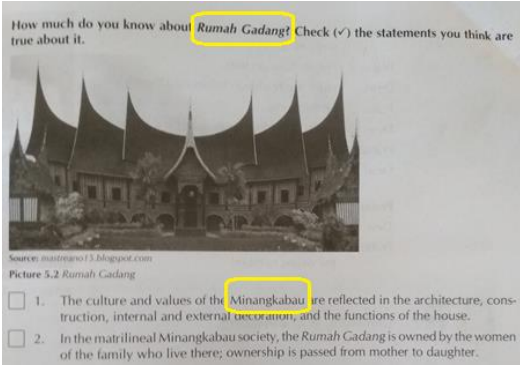| 2. | Chapter 2 I Think So, Too | Pic. 3  This example above showed conversation among two Indonesian people. They were "*Nina and Dino*". (p. 24) | Content Integration & Prejudice Reduction |
|----|----------|-------------------------------------------------|---------------------|
| 3. | Chapter 3 We Cordinally Invite You | The multicultural content was not found in this chapter. | - |
| 4. | Chapter 4 Why is It a Good Habit | The multicultural content was not found in this chapter. | - |
| 5. | Chapter 5 It's Made of Glass | Pic. 4  This text was about Tsunami in Mentawai. *"Mentawai"* was one of Indonesian region. (p.90) | Content Integration |
| 6. | Chapter 6 Dear Beloved Mother | Pic. 5  In the example of personal letter, there were some phenomena: "*Puri Anjasmoro,* | Content Integration |

| | | *Semarang, Evan, and Raka*". (p. 98) | |
|---|---|---|---|
| | | Pic. 6  This personal letter showed some phenomena. They were: *"Anda, Bamcar Asri, Lamper Tengah, and Surakarta"*. (p. 99) | Content Integration |
| 7. | Chapter 7 Because of You | Pic. 7  This dialogue was among Indonesian people. They were "*Bayu and Rahayu*". (p. 119) | Content Integration |
| | | Pic. 8  There were some phenomena in the text above, such as "*Bedah Kampung, Gotong-Royong, Ledokombo, Tanoker, Gerakan Seribu Rupiah, and Pancasila*". (p. 128) | Content Integration & Knowledge Construction Process |
| 8. | Chapter 8 How does It Occur? | The multicultural content was not found in this chapter. | - |

| 9. | Chapter 9 I'd Like to Teach the World to Song | Pic. 9<br><br>This content showed some phenomena, such as "*Panah Asmara, Chrisye, and Afghan*". (p.160)<br><br>Pic. 10<br><br>The content above showed two kond of phenomena. They were "*Rayuan Pulau Kelapa and Ismail Marzuki*". (p. 166) | Content Integration<br><br><br><br><br><br><br><br><br>Content Integration & Knowledge Construction Process |
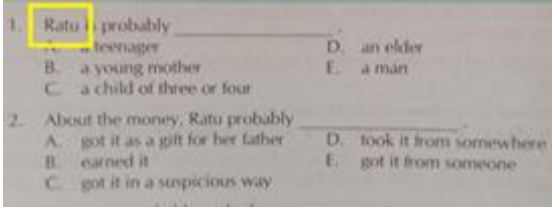
From the table above, it could be seen that the multicultural phenomena could be found in some chapters. The phenomena were found in chapter 1, chapter 2, chapter 5, chapter 6, chapter 7, and chapter 9. In other chapters, such as chapter 3, chapter 4, and chapter 8, the researcher did not find the related phenomena. The related phenomena found in the table above consisted of *Indonesian names* (Sarah, Tuti, Nina, Bayu, etc), *regions* (Jakarta, Semarang, Surakarta, and Ledokombo), *culture* (Gotong Royong), *Ideology of Indonesia* (Pancasila), *National song* (Rayuan Pulau Kelapa) and *Indonesian language* (Bedah Kampung, Gerakan Seribu Rupiah, and Panah Asmara). Moreover, the instructional materials of this textbook presented the content integration, knowledge construction process, and prejudice reduction as the multicultural dimension.

c. *Bahasa Inggris Textbook* **written by Otong Setiawan Dj and**

**Supeni**

The researcher found 45 items about multicultural phenomena.

Some examples were seen in Table 4.3 below:

**Table 4.3**
*Data Descriptions of Multicultural Dimension Presented in*
*Bahasa Inggris Textbook*

| No | Chapter and Topic | Contents | Chategory of Multicultural Dimension |
|----|-------------------|----------|--------------------------------------|
| 1. | Chapter 1 Why don't you come with me? | Pic. 1  This dialogue showed a conversation among Indonesian people. They were "*Jagat and Kadita*". (p. 3) Pic. 2  The sentences used Indonesian names, "*Perdana and Amelia*". (p. 12) | Content Integration<br><br><br><br>Content Integration |

| 2. | Chapter 2 In my opinion.. | Pic. 3  The article used Indonesian names. They were "*Seanu Prabu, Seanu Ratu, Nunik Nurhayati and Setiawan Djuharie*". (p. 36) | Content Integration |
|---|---|---|---|
| 3. | Chapter 3 You are cordially invited to.. | Pic.4  This letter showed phenomena such as "*Bahasa Indonesi, Senayan, and Jakarta*". (p. 63) | Content Integration |
| 4. | Chapter 4 I argue that.. | Pic. 5  This text showed The Capital Country of Indonesian, namely: "*Jakarta*". (p.77) | Content Integration |

| 5. | Chapter 5 It is made in Indonesia | Pic. 6  Picture 5.2 Rumah Gadang <br><br>This picture showed some phenomena in the text above, such as "*Rumah Gadang and Minangkabau*". (p. 89) <br><br> Pic. 7  <br><br>This exercise showed some phenomena in the sentence above, such as "*Karawang, Bekasi, Cianjur, Sumbawa, Bima, Tanjung Priok, Jakarta, and Rupiah*". (p.97) | Content Integration & Knowledge Construction Process <br><br><br><br><br><br> Content Integration |
| 6. | Chapter 6 Dear Mom and Dad | Pic. 8  <br><br>This picture showed phenomena such as "*Tebu Ireng, Bandung, Papua, and Dewi* ". (p. 109 ) | Content Integration |

| 7. | Chapter 7<br>Because... | Pic.9<br><br>This picture showed a conversation using Indonesian name, namely "*Prabu and Kadita*". (p.116) | Content Integration |
|---|---|---|---|
| 8. | Chapter 8<br>In this text the concept reveals that... | Pic. 11<br><br>This picture showed a sentence which used Indonesian name, *"Ratu".* (p.146) | Content Integration |
| 9. | I really love this song | The multicultural content was not found in this chapter. | - |

On the table above, multicultural phenomena were found in all chapters, except chapter 9. The related phenomena found in the table above consisted of *Indonesian names* (Perdana, Amelia, Seanu Prabu, etc), *regions* (Minangkabau, Jakarta, Bandung, Papua, and others), *culture* (Rumah Gadang), and *language* (Bahasa Indonesia and Tebu Ireng). Moreover, the instructional materials of this textbook presented the content integration and knowledge construction process as the multicultural dimension.

The following table illustrated the multicultural dimension found in the textbooks:

**Table 4.4**
*The Number of Multicultural Dimension Found in the Textbooks*

| Participant | Types of Multicultural Dimension | | | | | |
|---|---|---|---|---|---|---|
| | Content Integration | The Knowledge Construction Process | Prejudice Reduction | Equity Pedagogy | Empowering School Culture and Social Structure | **Total** |
| Textbook 1 *Bahasa Inggris* | 26 | 9 | 1 | - | - | 36 |
| Textbook 2 *Pathway to English* | 49 | 4 | 3 | - | - | 56 |
| Textbook 3 *Bahasa Inggris* | 43 | 2 | - | - | - | 45 |
| **Total** | **118** | **15** | **4** | **0** | **0** | **137** |
| **Percentage** | **86%** | **11%** | **3%** | **0** | **0** | **100%** |

From the result of data analysis above, the researcher found the multicultural dimension in each textbook. The dimensions found in the textbooks were content integration, knowledge construction process, and prejudice reduction. Meanwhile, other dimensions were not found in them.

Furthermore, an interview was conducted to complete the research. This interview aimed to know the teacher's perception about the other dimensions which were not found in the textbooks. The dimensions were the knowledge construction process, prejudice reduction, an equity

pedagogy, and empowering school culture and social structure. As the subject of the research, the respondents were English teachers of Senior High Schools. The respondents were coded into S1, S2, S3, and S4. Moreover, the questions of interview were related to the mentioned dimension. The findings of the interview were displayed in tables below.

1) Content Integration

To measure the data of content integration, the researcher conducted the interview. The data was displayed in Table 4.5 as follow:

**Table 4. 6**
**Content Integration**

| Respondent | Code |
|---|---|
| *In the textbook, sometimes there were some materials contained our culture, Indonesia. It helped us in explain cultural diversity easily.* | S1 |
| *Not only taught grammar and vocabulary, but I also taught a culture that the students might not know yet.* | S2 |
| *Cultural diversity was still used in our learning, for example we would introduce the culture of "Kasodo ceremony" then we explained it in descriptive text.* | S3 |
| *A teacher should give examples and learning materials related to students' life. The example was a text about culture.* | S4 |

It was clearly known that the respondents played the cultural diversity to integrate the learning process. The respondents used the issues about culture to measure the students' knowledge about cultural diversity. It could be concluded that the cultural diversity was adopted to English language teaching. This situation referred to

the content integration that teachers used a variety of information or example from diverse cultures to integrate the learning material which was related to cultural diversity.[37]

2) The Knowledge Construction Process

The data of the knowledge construction process was collected through interviews. The result was presented in Table 4. 6 below:

**Table 4. 6**
**The Knowledge Construction Process**

| Respondent | Code |
|---|---|
| *The teacher should have a lot of knowledge about cultural diversity. They should convey the cultural differences both in Indonesia or other countries. So, the students knew our culture was different than their culture. Thus, a teacher could convey that students should understand the meaning of this cultural diversity.* | S1 |
| *The teacher should have a teaching corridor. When they conveyed a cultural value, they should be careful that were inconsistent with our culture. I always explained to the students about cross culture understanding both Indonesian culture and Foreign culture.* | S2 |
| *To enrich the multicultural insight of the students, a teacher could explain or describe the materials in English textbook that had multicultural element.* | S3 |
| *The teacher strongly needed some examples of multicultural aspects that existed primarily in the students' life. I asked them to mention and explained what they knew about the culture around them.* | S4 |

Terminologically, based on the result of the data above, the respondents explained the cultural diversity using an example. The

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[37]James A. Banks and Cherry A. McGee Banks, *Multicultural Education: Issues and Perspectives*, (Wiley: 2010), Seventh Edition, p. 3-4.

respondents also conveyed the cultural diversity between Indonesian culture and foriegn culture to the students. This result indicated the knowledge construction process which proposed by Banks involved the implicit cultural assumptions, frames of reference, perspectives, and biases within a discipline affect the construction of knowledge. The teachers helped students to understand how knowledge was created and how it was influenced by a variety of cultural and social-class groups.[38]

3) Prejudice Reduction

In Table 4.7, it provided information from respondents' opinions about prejudice reduction. The data were displayed below:

**Table 4. 7**
**Prejudice Reduction**

| Respondent | Code |
|---|---|
| *As long as I taught, the different background found in this school was ethnic group, such as Chinese, Javanese, Lampungnese, etc. To encounter the students who had different background, I emphasized them to respect each other and did not blame one other cause their background.* | S1 |
| *If the different background was related to ethnic group, religion, and so on, we (the teacher and students) adopt the social norms. In the learning process, we used Bahasa Indonesia to communicate each other and to encounter the different background culture of the students.* | S2 |
| *To deal with the students who had different cultural backgrounds, in explaining the materials, a teacher should not discriminate a culture. It meant that we had to tolerate,* | S3 |

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[38]*Ibid.*

| | |
|---|---|
| *care, and respect inter-culturally.* | |
| *We could not focus on one or two students who had the same cultural background, such as language. So, there was Javanese language, Sundanese language, Lampungnese language, and so forth. We had to generalize to all the students we taught.* | S4 |

Based on the data above, all of the respondents had different ways to encounter the students who had different background culture. In sum up, the respondents emphasized the student to respect, tolerate, care, and do not blame one another. The diversity found in the students was ethnic group, religious, and language diversity. This situation referred to the teacher's role in improving the students' attitude toward different racial, ethnic group, or cultural group which was related to the dimension of prejudice reduction.[39]

4) An Equity Pedagogy

In this section referred to the effort made by teacher to create a good learning situation with the students who had different characters. The result of interview was displayed in Table 4.8 below.

**Table 4. 8**
**An Equity Pedagogy**

| Respondent | Code |
|---|---|
| *I always informed the students to appreciate one another.* | S1 |
| *In my opinion, the only one key to create a good learning situation was that we had to be aware of diversity and appreciate the diversity".* | S2 |
| *To handle the students, there must be intensive, persuasive, and individual handling.* | S3 |

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[39] *Ibid.*

| Respondent | Code |
|---|---|
| *At the beginning of the lesson, I told stories which contained local culture. So, the students were interested to learn.* | S4 |

Based on the answers above, it could be concluded that the teachers had different effort to create a good learning situation. The teachers applied some teaching strategies in order to facilitate the academic achievement of students. This phenomena referred to Dimension of Equity Pedagogy.[40]

5) An Empowering School Culture and Social Structure

The research data referred to the role of school in creating a school culture that consisted of across cultures. The data were displayed below:

**Table 4. 9**
**An Empowering School Culture and Social Structure**

| Respondent | Code |
|---|---|
| *In SMAN 1 Metro, we always held Language Festival which consists of some branches such as English Speech Competition, Indonesian Speech Competition, and Lampung Speech Competition. Moreover, we also held Students Got Talent which consists of several competition as follow: Traditional Fashion Parade, Cooking Competition, Pencak Silat Competition, etc.* | S1 |

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[40] *Ibid*

| | |
|---|---|
| *In this school, SMKN 2 Metro had a traditional musical instrument namely Musik Cethik which was from Lampung and also had Gamelan Jawa. Moreover, this school also celebrated National Days, such as Independence Day, Kartini's Day, and others.* | S2 |
| *In SMAK N Tanjung Sari held some events related to National Days, such as: ceremonial events, competitions, and others. For examples, the school also held ceremonies commemorating the Kartini's Day and held some competitions.* | S3 |
| *The effort of SMK N 1 Batanghari Nuban in creating school culture which consisted of cross culture was to hold an extracurricular, namely Pencak Silat. In addition, the school held events related to National Day, that was Teacher's Day and another agenda related to Indonesian culture.* | S4 |

From the result above, it could be seen that the role of school in creating a school culture consisted of across cultures was to facilitate the students with various activities. All of the schools had different ways in creating the school culture and social structure. However, all of them had the same goals in restructuring and reorganizing culture of the school which included the experiences of educational equity and sense of empowerment the students from diverse racial, ethnic, language, and so forth.[41] These phenomena corresponded to the notion of a multicultural dimension that was an empowering school culture and social structure.

Based on the data above, it could be inferred that the respondents had different strategies to conduct the learning processes which were

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[41] *Ibid*

focused on the multicultural education. The respondents provided a good understanding of the concept of cultural diversity to the students. In addition, the role of school in creating a school culture consisted of across cultures was to provide the flexibility to students by holding activities that aimed to appreciate cultural diversity.

On the other hand, from the data analysis about finding the multicultural dimension in textbook, the researcher got the frequency of the multicultural dimension commonly found in the textbook. The researcher, in addition, described the result of the research in a chart as followed:
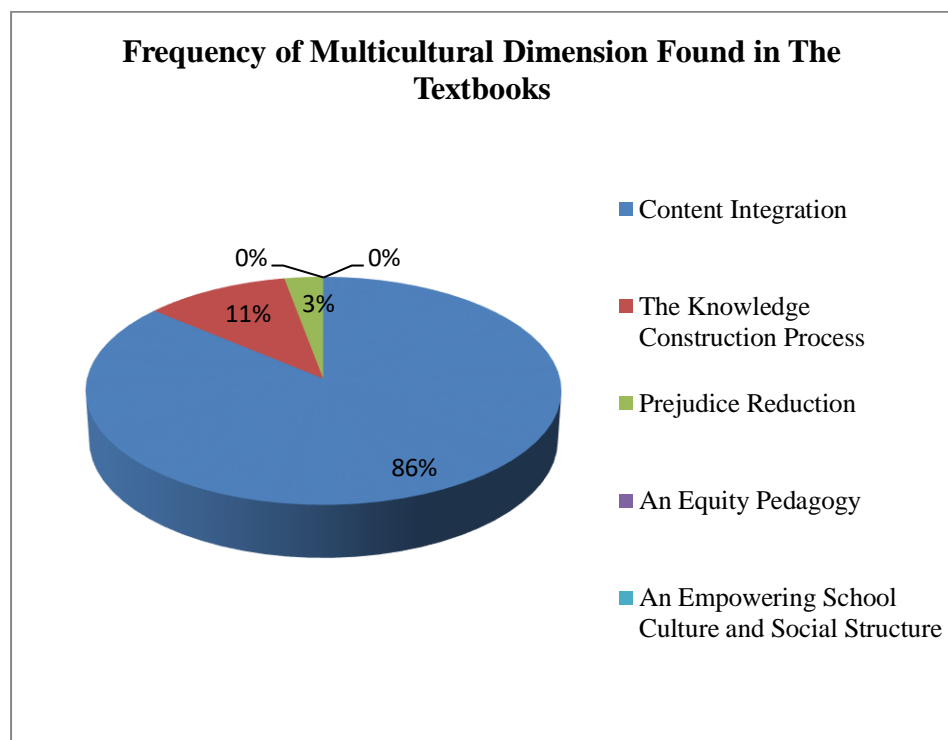


**Figure 4.1.** *The Frequency of Multicultural Dimension Found in the Textbooks*

The chart above showed that the multicultural dimension found in the textbooks. The contents were 118 items (86%) of Content Integration, 15 items (11%) of The Knowledge Construction Process, 4 items (3%) of Prejudice Reduction. The other dimension such as equity pedagogy and empowering school culture and social structure did not find in the textbook at all. Moreover, to enrich the data findings of multicultural dimensions in the textbook was explained on the result of interview above.

**2. The Feasibility of Content in the Textbooks**

This section provided an answer to research question number two related to how the feasibility of content in the textbook was. The feasibility of content referred to the importance of textbook, types of textbook, function of textbook, the instructional aspect of textbook, the concept of multicultural education and the dimension of multicultural education. The results of this research were a recapitulation of questionnaires from several respondents about the feasibility of content of textbook. The recapitulation was presented in the Table 4.10.

**Table 4. 10**
*Recapitulation of the Feasibility of Content in the Textbook*

| No | Aspect | Percentage | | | |
|---|---|---|---|---|---|
| | | SD | DA | A | SA |
| 1. | The Importance of Textbook | | | | |
| | - Teacher needed to teach using a textbook. | - | 25 | 50 | 25 |
| | - Teacher might teach without textbook. | - | 25 | 75 | - |

| | SD | DA | A | SA |
|---|---|---|---|---|
| - Textbook helped a teacher to deliver the materials. | - | - | 75 | 25 |
| **2. Types of Textbook** | | | | |
| - Textbook was used for study in the classroom and self-study tool for students at home. | - | - | 75 | 25 |
| - Textbook might be used regardless of the competence of students' knowledge. | 25 | 50 | 25 | - |
| **3. Function of Textbook** | | | | |
| - Students needed to use textbook in the learning process. | - | - | 100 | - |
| - Textbook was used to implement the learning curriculum. | - | - | 100 | - |
| **4. The Instructional Aspect of Textbook** | | | | |
| - Learning materials in textbook should be appropriate to the students' needs. | - | - | 75 | 25 |
| - Textbook basically only helped teacher in the learning process. | 25 | 25 | 50 | - |
| **5. The Concept of Multicultural Education** | | | | |
| - Teacher needed to use the concept of multicultural learning in the learning process. | - | - | 100 | - |
| - Multicultural education needed to be inserted in the learning materials of the textbook. | - | - | 100 | - |
| - Teacher could teach multicultural insights to the students. | - | - | 100 | - |
| **6. The Dimension of Multicultural Education** | | | | |
| - Teacher might use textbook without teaching multicultural insights. | - | 75 | 25 | - |
| - Students needed to understand the concept of multicultural education. | - | - | 75 | 25 |
| - Teacher needed to adjust the concept of multicultural education with the competence of students' knowledge. | - | - | 100 | - |

**SD = Strongly Disagree**

**DA = Disagree**

**A   = Agree**

**SA = Strongly Agree**

Based on the data above, the feasibility of content in the textbook should emphasize many aspects. The textbook as a media should help

both student and teacher in the learning process. Moreover, the textbook should adjust the concept of multicultural education in the instructional material.

Table 4.10 showed the most respondents agreed that the feasibility of content in the textbook was influenced by several aspects: the importance of textbook, types of textbook, function of textbook, instructional aspect of textbook, the concept of multicultural education, and the dimension of multicultural education. However, few teachers disagreed that the textbook might be used regardless of the competence of student's knowledge (75%), the textbook basically only help teacher in the learning process (50%), and teacher may use textbook without teaching multicultural insights (75%).

## D. Interpretation

The conclusion of data analysis described that the multicultural dimension found in all of the English textbooks. The researcher found 36 items in first textbook (*Bahasa Inggris Textbook* written by Mahrukh Bashir, Helena I.R Agustien, annd Emi Emilia). In *Pathway to English Textbook* written by Th. M. Sudarwati and Eudia Grace, the researcher found 56 items. And, in *Bahasa Inggris Textbook* written by Otong Setiawan Dj and Supeni, the researcher found 45 items. The findings showed that there were 118 items (86%) of content integration, 15 items (11%) of knowledge construction process, and 4 items (3%) of prejudice reduction. Moreover, based on the

interview conducted by the researcher, it could be seen that the content integration, knowledge construction process, prejudice reduction, an equity pedagogy, and an empowering school culture and social structure were related to the learning process. How the teachers transferred the knowledge about multicultural education to the students.

In addition, based on the questionnaire conducted by the researcher, it could be concluded that the most respondents agreed that the feasibility of content in the textbook was influenced by several aspects: the importance of textbook, types of textbook, function of textbook, instructional aspect of textbook, the concept of multicultural education, and the dimension of multicultural education.

## E. Limitation

However, it should be comprehended that this research was limited for administrating the analysis on multicultural dimension in instructional materials of English textbook for $11^{th}$ grade students: *Bahasa Inggris Textbook, Pathway to English Textbook, and Bahasa Inggris Textbook.* In line with, the researcher focused his research in analyzing the multicultural dimension presented in the textbooks and the feasibility of content in the textbook. Accordingly, the limitation of this analysis focused on the multicultural dimension which included content integration, the knowledge construction process, prejudice reduction, an equity pedagogy, and an empowering school culture and social structure.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

Based on the result of data analysis, the writer would like to conclude this research as follow:

1. Having thoroughly analyzed the findings, the phenomena of multicultural dimension are found in instructional materials of English textbooks, but the number of phenomena are still lacking. It is inversely proportional to the cultural diversity in Indonesia. In the instructional materials, there are only a few cultures thet serve as the material in the textbook. In line with the findings of multicultural dimension found in the textbook, the result of interview shows that all of the respondents apply the concept of multicultural insight in their learning process. In order to enrich the students' knowledge about multicultural insight, the teachers use the variety of teaching strategies to facilitate the academic achievement of students. The teachers help the students to understand, to aware, and to appreciate the cultural diversity. The last but not least, the schools have played their roles to empower the students from diverse racial, cultural, genders, and ethnic groups.

2. The feasibility of content in the textbooks is influenced by several aspects: the importance of textbook, types of textbook, function of textbook, instructional aspect of textbook, the concept of multicultural

education, and the dimension of multicultural education. It is shown from the recapitulation of the feasibility of content in textbook that the most respondents are agreed.

## B. Suggestion

This research inspires the writer to suggestively offer some point for:

1. For the teachers

   In order to improve the quality of teaching process, teachers should include more cultures in English learning so that the students become more motivated to improve their English skills. Teachers should also use a textbook that relevant to the learning curriculum and support the students' needs. Thus, the teacher can create a good learning situation in the classroom as well as help the students to develop multicultural insights.

2. For the publisher

   As for the publisher, in creating and developing English textbook are based on Core Competence (KI) and Basic Competence (KD) in the latest curriculum. The learning materials are presented based on the students' needs, the development of a strong national character, and the values of multicultural education.

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# CURRICULUM VITAE



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