Multicultural Issues in English Textbooks

(A Content Analysis of English Textbooks for SD, SMP, and SMA Students in Tangerang)

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the research questions, the limitations, the purpose of the study, and the significance of the study.

1.1. Background of The Study

Multiculturalism is a familiar concept for Asian people, especially Indonesian. Indonesian lived peacefully in a country enriched by many different cultures. It is in line with the spirit of unity that has been their ideology since the Majapahit era and the expression of *Bhinneka Tunggal Ika* which makes this nation solid. Otherwise, currently this perspective has been widely neglected and superficially understood. Conflicts based on racist, ethnical, and religious prejudices and hatred mostly end in loss, deaths, and disasters.

Racial violence has become a common phenomenon in Indonesia since the rise of the New Order regime 44 years ago. The big one happened in 1998 which ironically resulted on the *coup d'etat* of the government as well as the regime. At that time women of Chinese descend were targeted for rape and the rest of the ethnic Chinese community was assaulted, looted, and murdered. Such atrocities occurred in major cities such as Medan, Makassar, Jakarta, and Solo. Racial riots occurred also between the Dayaks, Malays, and Madura in Kalimantan in 1997. Further in Maluku, mass-killings occurred between civilians belonging to two different religious groups. On a smaller scale, anti-Christian violence also

occurred in Mataram and anti-Chinese riots in Pekalongan (http://www.gfbv.de/inhaltsDok.php?id=378).

In addition, racial conflicts not only happened in Indonesia but also in other countries in Asia as stated before that this continent has many cultures. In India, one of the countries in south Asia, there has long been discrimination against what is considered the lowest class in Hinduism, the Dalits, or untouchables, as well as sectarian and religious violence (http://www.globalissues.org/article/165/racism). Although it has been outlawed by the Indian Constitution, the existence of caste system makes it difficult to create equality.

Further, for a long time there has been resentment by many people in the Middle East at the policies of America in their region. For many of the more extremists factions, this has turned into a form of racism as well, where many things that are Western are hated or despised (http://www.globalissues.org/article/165/racism). The situation of Palestine and Israel is also very contentious. Technically Arabs and Jews do not belong to different races. Things that make them different are their religion, culture, and political history of the region. These differences have contributed to extremities and tensions resulting in prejudice on both sides.

Multiculturalism also exists outside Asia. It exists in Australia, Europe, Africa, and North America. Australia is a continent that widely known as a destination for immigration of many people from any cultures. It has also had a very racist past in which apartheid has been practiced and where indigenous

Aboriginal people have lost almost all their land and suffered many prejudices (http://www.globalissues.org/article/165/racism). The other continent is Europe. Europe that consists of many countries with many cultures in a relatively small area of land has been the place where racial conflicts happened. For example, it happened in Italy which is one of the country laid on south of Europe. A wave of violence against African farm workers in southern Italy caused some 70 people injured (http://www.globalissues.org/article/165/racism). This resulted in police having to evacuate over 300 workers from the region. The workers were easy targets being exploited as fruit pickers living in difficult conditions.

Next continent is Africa where a number of nations are at war or civil war, or have been very recently, just few years after they have gained their independence from former colonial countries. In Zimbabwe, as one of the country in Africa, there has been increasing racism against the white farmers, due to poverty and lack of land ownership by Africans (http://www.globalissues.org/article/165/racism). While in North America, especially in United States, racism is a popular issue. From racial profiling to other issues such as affirmative action, police brutality against minorities, the history of slavery and the rising resentment against immigrants are common there (http://www.globalissues.org/article/165/racism). Even since the horrific terrorist attacked on the United States on September 11, 2001, Security concerns have understandably increased as well as the racial profiling and discrimination. And the recent one is a historic moment for America when they voted for their first black president, Barack Obama, which has enriched America's history.

In a smaller scale, in Tangerang where this present study is conducted, there are some riots happened among students of different schools. One of the causes of these riots is fanatism about school identities. The students often feel their schools are superior to other schools. It is worrying that because of the difference of schools they feel that they are not the same. Even though they are different, they have to know that they live in the same city even the same country. If the difference of school could make them in hostile, it is inconceivable what would happen if the problem is about religious, racial, ethnical, or other aspects exist in multicultural society.

Actually, UNESCO (1998: 86) has recommended 4 pillars of education which one of the pillars intents on avoiding such conflicts. The 4 pillars of education are learning to know, learning to do, learning to be, and learning to live together. Indonesian curriculum also accommodates those pillars, with one additional pillar, as stated in *Prinsip Pelaksanaan Kurikulum* that *kurikulum dilaksanakan untuk menegakkan kelima pilar belajar, yaitu: belajar untuk beriman dan bertakwa kepada Tuhan Yang Maha Esa, belajar untuk memahami dan menghayati, belajar untuk mampu melaksanakan dan berbuat secara efektif, belajar untuk hidup bersama dan berguna bagi orang lain, dan belajar untuk membangun dan menemukan jati diri, melalui proses pembelajaran yang efektif, aktif, kreatif, dan menyenangkan*. With the existence of one of those pillars, learning to live together, it is clear that education should give a chance for learners to learn the way to live together.

Further, education in Indonesia nowadays needs to cover four life skills which are personal skill, social skill, intellectual skill, and vocational skill. Based on *Undang-undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional Pasal 26 Ayat (3), pendidikan kecakapan hidup (life skills) adalah pendidikan yang memberikan kecakapan personal, kecakapan sosial, kecakapan intelektual, dan kecakapan vokasional untuk bekerja atau usaha mandiri*. The skill that is related to the important of understanding multicultural issues is social skill. It is because social skill requires students to interact with local and global societies. The interaction can be well created, for example, by understanding the issues in multicultural societies. Thus, it can be concluded that education today is not only about a store of knowledge but more. It is about opportunities throughout life, both to broaden knowledge, skills, and attitudes; and to adapt to a complex and multicultural world.

Based on all the facts above, International Seminar on Multiculturalism and (Language and Art) Education was held in 2009 with the focus on generating students' understanding and skills related to multiculturalism. It proposes statements as follows: *Education and educational institutions have a responsibility to generate young people with good understanding and skills about living in harmony in diversity. Through education, the multicultural nation's character is established so that citizens have the ability to live in the international universe.* Students' understanding of multiculturalism is essential because as stated by Gates (1992) the only way to balance unity with diversity is to forge a civic culture that respects both differences and commonalties through education

that seeks to comprehend the diversity of human culture. It is because there is no tolerance without respect and no respect without knowledge.

One of the ways to generate students' understanding of multiculturalism is by presenting the multicultural issues in their textbook. By aiding textbook, students can be well exposed to the multicultural issues. It is because textbook has central role in the classroom as McGrath (2006: 171- 180) assumes that textbooks are a central element in teaching-learning activities. Most teachers of English use a textbook whether as guidance or an aid in the classroom. As Cunningsworth (1984:8) points out that textbooks are aids to the language-learning process which also depends upon individuals, their needs, and their relationships in the classroom. Further, textbook should contain not only grammar or other aspects of language but also some issues around the user of the language to be discussed about by using that language, the examples are the issues that will be raised by the writer in this present study, multicultural issues. As Gray (2000: 274) stated that ELT materials produced in Britain and the United States for use in classroom around the world are sources not only of grammar, lexis, and activities for language practice, but commodities which are imbued with cultural promise.

There have been some studies conducted in investigating multicultural issues in English textbooks. One of them is the study done by Jane Nicholls in Canada. She investigated the weak view of official textbooks and the strong view of local textbooks there. However, the writer is interested in analyzing the multicultural issues in textbooks from SD until SMA grade in Tangerang, and to see whether the content, especially the comprehension questions, of the textbooks

can generate students' understanding of multicultural issues. The research question, the purpose, the limitations, and the significance of the study are as following.

1.2. Research Question

This study covers two main research questions:

1. What multicultural issues are presented in the English Textbooks?

2. To what extent are the questions related to multicultural issues in the textbooks able to achieve Bloom's criteria in generating students' understanding?

1.3. Purpose of the Study

The purposes of this study are:

1. to investigate the existence of multicultural issues in some textbooks,

2. to figure out by employing Bloom's taxonomy whether the questions related to multicultural issues provided in the textbooks could generate students' understanding of multiculturalism.

1.4. Limitations

This study only deals with the treatment of multicultural issues presented in some textbooks employed in several schools in Tangerang and the analysis of the questions of the tasks in the textbooks by employing Bloom's taxonomy.

1.5. Significance of the Study

This study shows the readers to what extent the content of the textbooks related to multicultural issues, especially the comprehension questions, could generate students' understanding of multiculturalism. This study can expectantly give useful information in selecting appropriate textbook that contain multicultural issues. Further, this study hopefully can be useful as groundwork information for future exploration and discussion on development of ideal textbook.

CHAPTER II

LITERATURE REVIEW

This chapter discusses several points. First point is the studies on multicultural issues. It reviews a number of multicultural issues that exist nowadays and are commonly found in English textbooks. Second point is the studies on multicultural issues in the textbooks. It reviews the way multicultural issues presented in English textbooks and some researches which have been done to study the treatment of multicultural issues in several textbooks. The third is the studies of ideal textbook. It reviews the role of textbook in English teaching and learning process and in introducing multicultural issues, and also how these issues should be presented appropriately. The last is the studies on Bloom's taxonomy. It reviews the levels of taxonomy to be criteria on measuring the questions related to multicultural issues.

2.1 The Studies on Multicultural Issues

Kramsch (1998: 82) assumed that multicultural is more frequently used in two ways. In a societal sense, it indicates the coexistence of people originated from many different backgrounds and ethnicities. In an individual sense, it characterizes persons who belong to various discourse communities and have the linguistic resources and social strategies to affiliate with many different cultures. Because of those two different perspectives in defining multicultural, there is a need for the writer to make it clear for the reader about which perspective could

be best suited to this study. Since the purpose of this study is to generate students' understanding of multicultural issues which will arrive to the result that they can live in a harmony in a multicultural setting, the description that is appropriate is the first one.

The existence of multicultural will arrive to the concept of multiculturalism. As stated in the introduction part, multiculturalism is well known concept for Asian people but the lack of understanding arrives to the result of many conflict. One thing should be remembered that multiculturalism is not only about the existence of many different cultures but also about the equality of those cultures. It is in line with the definition of multiculturalism stated by Chris Barker in The Sage Dictionary of Cultural Studies. Barker (2004: 127) stated that the idea of multiculturalism represents a liberal democratic attempt to promote ethnic/racial equality. It will be better if the equality can be achieved and realized by any people as a basis of respecting others like a premise of "respect for all nations and people" (Barnhart & Metcalf, 1997 in Harris & Willis, 2003: 832).

The multicultural issues this study focuses on are cultural stereotypes, cultural prejudices, religious prejudices, racism, racial conflict, ethnocentrism, and terrorism. Those terms are going to be reviewed in the following paragraphs. It is based on the study done by John Gray (2002) who assumes that those issues are related to multiculturalism. His study is reviewed further in the following point in this chapter that is the studies on multicultural issues in the textbook. However, the issues are reviewed in the following paragraphs.

First is cultural identity. Kramsch (1998: 66) pointed out that cultural identity is characterized by focusing on physical features, general appearance, genetic descent, provenance, or nationality. He (1998: 67) stated that it is not a natural fact, but a cultural perception. In addition, Wallerstein (1983: 5) stated that a culture can be identified by behavior, speech, gestures, art, music, family, socio-economic systems, values, etc. Further, Luchtenberg (1998: 51) proposes two kinds of identity. They are social identity and personal identity. Social identity deals mainly with cultural, national, and family identity; while personal identity deals with age, sex, professional, cultural, ethnic, national, family, etc. identities. Hence, cultural identity belongs to both social and personal identity. In conclusion, cultural identity can be identified by physical features, general appearance, genetic descent, provenance, nationality, behavior, speech, gestures, art, music, family, socio-economic systems, or values.

Second is cultural stereotype. Cultural stereotype deals with opinions related to certain culture. Levine (1982: 180) stated that stereotype means overgeneralized beliefs that shape people's perceptions of each other. There was no correlation between these perceptions and the actual situation. It could be developed from jokes, textbooks, movies, and television. Movies about cowboys and Indians give an image that cowboys are civilized and Indians are primitive (Levine, 1982: 181). Another example is cultural stereotypes against Indonesian Chinese in Jakarta. They are stereotyped as people who are rich, arrogant, keeping to themselves, and thinking that money can buy anything (http://www.indonesiamatters.com/1807/stereotypes/).

Third is cultural prejudice. Prejudice comes in many forms. Racism, caste and class discrimination, and cultural prejudice are widespread. Levine (1982: 181) defines prejudice as the result of negative stereotype. It is shared by communities of people who regard themselves, or who are regarded by others, as having a distinct identity (http://everything2.com/title/Ancestralism+and+Cultural+Prejudice). Prejudice leads to suspicion, intolerance, or hatred of other cultural groups. It is because sometimes people do not use their rational thinking in their perception of others. Thus, sometimes prejudice is irrational perception.

Fourth is religious prejudice. It comes from the negative stereotype of other religions. The examples of religious prejudices are 1) Americans are generally prejudiced against non-Judeo-Christian religions; 2) prejudice against Catholics and Jews (at least as presidential candidates) has been essentially wiped out in recent years; and 3) prejudice against Atheists has dropped slightly, but remains extremely high (http://www.religioustolerance.org/amer_intol.htm). Prejudices can be caused by related events. More recently are prejudices against Moslem after the tragedy related to terrorism in United States on September 11, 2001. Moslems are prejudiced as terrorists because Osama bin Laden who is considered being responsible on the tragedy is Moslem. It also can be because the lack of understanding of other religious. The ignorance and misunderstanding have caused so much warfare just because prejudices without investigation of reality (http://www.core-curriculum.org/downloads/lpgs/LPG_REL3_topic3.pdf).

Fifth is terrorism. At the most basic level terrorism can be defined as the illegal use of political violence because it violates the conventional and international norms of what is acceptable engagement of political violence (http://www.alternativesjournal.net/volume6/number3&4/brown.pdf). One of the essential keys to conceptualize terrorism is the audience. Terrorist target is a large audience. What they want is the audience feels the fear of terrorism and the insecurity created by terrorism. As stated above the tragedy on September 11, 2001, in United States deals with terrorism. Another tragedy of terrorism happened in Indonesia. The big one is bombing tragedy in Bali that gives last drop of blood from many people not only Indonesian but also Australian. It creates the fear and insecurity within Indonesian and other people who stays or just visits Indonesia.

Sixth is racism. Racism has always been both an instrument of discrimination and a tool of exploitation but it appears as a cultural phenomenon that exists in multicultural society. Racism is conditioned by economic imperatives, but negotiated through culture, religion, literature, art, science, and the media (http://www.globalissues.org/article/165/racism). Racism comes from the base word race. In a point of view of cultural studies, race is a signifier indicating categories of people based on alleged biological characteristics, including skin pigmentation (Barker, 2004: 170). Skin pigmentation frequently becomes the cause of racial conflict, especially in America where the White people feel superior to the Black people. Bhanot and Alibhai (1998: 31) stated that racism can be eliminated if people understand what it is.

Seventh is racial conflict. The potential for racial conflict always exists in multicultural society and periodically results in serious racial incidents (http://www.ericdigests.org/pre-9217/racial.htm). The examples of the racial conflict have been presented in the introduction part in this study. The conflict often caused by racism where one group of race feels superior to other groups of race. It also can be the effect of government programs to decrease the economic and the social power differentials among the races (Kinder, 1986 in http://www.ericdigests.org/pre-9217/racial.htm). It can be denied that government has influence on the people of its country, including the cultural influence.

Eighth is ethnocentrism. Before the review of ethnocentrism, the review of ethnicity is required as a term related to the concept of ethnocentrism. Ethnicity is a term that suggests cultural boundary formation between groups of people who have been discursively constructed as sharing values, norms, practices, symbols, and artifacts and are seen as such by themselves and others (Barker, 2004: 62). The concept of ethnicity is connected to the concept of race but ethnicity is more cultural in its connotations where race is more biological. Further, the existence of ethnicity will arrive to the concept of ethnocentrism. Ethnocentrism refers to the process where values and ways of seeing the world based on perspective exists in one culture are used to comprehend and judge another (Barker, 2004: 63-64). The judgment sometimes arrives in negative perspective where a certain group considers the other groups as an inferior. It is suggested to avoid negative perspective to prevent interethnic conflicts.

2.2 **The Studies on Multicultural Issues in the Textbook**

Textbooks take an important role in English language classroom. Although they are designed explicitly for the teaching and learning process of English language they are also highly wrought cultural constructs and carriers of cultural messages (Gray, 2002: 152). Hence textbooks contain not only all about language but also any issues about culture or further multiculturalism that should be understood by students as cultural people. The students' understanding can arrive to the result that they can appreciate others' culture and live in harmony in pluralistic society. Consequently, there has been any studies concerning in the presentation of multicultural issues in some textbooks.

As stated on previous chapter, Jane Nicholls has conducted the study of multiculturalism which is represented in the textbooks in Canada. She (1995: 113-114) found that there are two views of multiculturalism and English language textbook. First is the weak view and official textbooks, it can be said that the official textbooks in Canada had weaknesses in representing multiculturalism. One of the weaknesses was the absence of representation of conflict. Conflict should be put as one of the topic if we are talking about multiculturalism nowadays since it is one of the characteristic of modern pluralist societies. For example, he did not find any evidences of conflicting religious beliefs presented in the textbooks. The conflict itself should ideally be avoided in students' life. However, the presentation of it aims to get students know that the wrong perception of multiculturalism can result on conflict. Thus, the presentation of conflict should be in line with the presentation of good perception of

multiculturalism. Second is the strong view and local textbooks, it can be said that local textbooks in Canada had strength in representing multiculturalism. The representation can successfully achieved by using narratives or stories. It is because, for example, they can help to reveal that establishing equal status and gaining recognition in Canadian society often involves struggle and conflict for people from minority cultural backgrounds.

Further, Gray (2002: 159) found that some publishers of textbooks provide lists of proscribed topics which informally known as the acronym PARNSIP (politics, alcohol, religion, sex, narcotics, isms, and pork) as a rule of thumb. One publisher's list he saw contained some thirty items to be avoided or handled only with extreme care. These included alcohol, anarchy, Aids, Israel and six pointed stars, politics, religion, racism, sex, science when it involves altering nature, e.g. genetic engineering, terrorism, and violence. He took the example of *Headway/Pre-Intermediate* (1991) which includes several black characters and the comprehension questions which accompany the listening exercise avoid the issue of racism.

However, those studies hopefully could give the information of how multicultural issues are presented in some textbooks. The issues as the writer have presented the previous part also partly exist in those textbooks. They are racism, racial conflict, religious prejudices, and terrorism. Further, the presentation of those issues in textbooks will be analyzed in this study and will be discussed in the discussion part.

2.3 **The Studies on Ideal Textbooks**

As stated before, textbooks are essential for English language learning. Most of the classes of English language have their own textbooks. The textbooks themselves are used in teaching and learning process after the careful selection often done by the teachers who intent on using them. The careful selection done by the teachers is based on any considerations of ideality. The textbooks should be the ideal one. Cunningsworth (1995: 15-17) proposes four guidelines for choosing ideal textbooks.

First, textbooks should correspond to students' needs. They should match the aims and objectives of the language learning program. The aims and objectives usually include on the curriculum. Hence, teachers should refer to the curriculum to select the ideal textbooks. Besides, there are student's individual needs that are not similar among students, for example student's learning style. It is the teachers' task to correspond those needs by observing it in the classroom. Otherwise, those needs are not easy to be covered by a certain textbooks so that the teachers' task here is to select the possible ideal textbooks to correspond to students' needs.

Second, textbooks should reflect the uses, whether present or future, which learners will make of the language. It can be said that teachers are required to select textbooks which will help to equip students to use language effectively for their own purposes. The students' ability of using language is certainly not only for achieving their needs in present time as a student but also for accompanying them to be success in their life in future time where they should be more

independent. For example the ability of reading multicultural story, in their present time this ability can be used to past their exam and in their future time it can be used to help them survive in multicultural society. For sure, the development of this ability to use language depends not only on the textbooks but also on all the components of teaching and learning process.

Third, textbooks should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid "method". Learners' need, for example, is to be active participant in language classroom. Therefore, textbooks should accommodate the need by providing various tasks to make them participate actively. In addition, the facilitation of learning processes should also be given an attention. Facilitation, nowadays, becomes an important concern in language learning as a substitution of the term 'teaching'. It is because the ability of using language is best achieved by facilitating the students to use it rather than by teaching. In addition, the accommodation of needs and the facilitation should be trough the method that makes students enjoy learning not the rigid one. For example, the content of the textbooks could be designed from the familiar to the unfamiliar or from easier to more difficult.

The last, textbooks should have a clear role as a support for learning. A support could be by supplying any contents which suit to the learner's proficiency. In addition, it is suggested that textbooks should be supporters for teaching not masters that have to be obeyed anytime. It is based on Cunningsworth' assumption in Chandran (2003: 162) that textbooks are good servants but poor

masters and that teachers should use the textbooks to suit the needs of the learners rather than to let the textbooks decide on the needs of the learners.

From the guideline above, it is clear that one important thing should be covered in selecting textbooks is students' need. In this globalization era, students' need, especially Indonesian, is not only mastering English as a foreign language but also using it to participate in a global world. In that world, students will meet many cultures even in one certain place. Beside English, the understanding of multicultural issues is needed in facing the world. Furthermore, in related to the one of four pillars of education, which is learning to live together, the presentation of multicultural issues is important in achieving the need to live together. So that textbooks are the keys in achieving those needs.

For better achievement of such needs, it is necessary to choose ideal textbooks that can present multicultural issues trough its content in ideal way. The presentation should be on each levels of education whether on elementary school, junior high school, and senior high school as this study focus on. At elementary schools, for example, multicultural issues can be presented in the textbooks through texts from newspapers and magazines; relevant pictures, records, and poems; songs from different languages; and maps showing the origin of various groups (The Jakarta Post, January 5, 1999 in Alwasilah, 2001: 94). In higher levels of schools comprehension questions are needed to supplement the presentation of multicultural issues since it is widely known that understanding can be derived by asking such questions.

Comprehension question is one of the tools to bring out evidence from students' understanding. As Wiggins and McTighe (2005: 82) stated that understanding requires more than one achievement but several, and it is revealed through different kinds of evidence. Students can be said to understand a phenomenon if they can convince that they really understand about it by, for example, explaining, interpreting, and applying it. Further, Wiggins and McTighe (2005: 84-103) had developed a multifaceted view of what makes up a mature understanding. They are explanation, interpretation, application, perspective, empathy, and self knowledge. Explanation is when students truly understand, they can illustrate a phenomenon based on their knowledge of it. Interpretation is to convince their understanding, students have to transform a phenomenon from one event into another event that has relation each others based on knowledge of it. Application is that students who understand can us their knowledge of a phenomenon in new situations or contexts. Perspective requires an ability to see a phenomenon by using mature recognition based on knowledge of it. Empathy is getting inside a phenomenon which is felt by others based on knowledge of it. Self-knowledge is an ability to understand others whether of their positive thing or even problem; if it is problem, students who understand themselves can solve it by using their knowledge of it. It can be concluded that the students' understanding needs to be proven whether it has been generated or not by comprehension questions. In this study, it is proven by using Bloom's taxonomy. It is discussed in the following point in this chapter.

Further, in related to the curriculum, the comprehension question should refer to the present curriculum for English subject adopted in Indonesia which is genre based approach. Based on this approach textbooks should contain any certain genres for each level of education from SD until SMA. Hence, multicultural issues can be presented in Recount, Narrative, Descriptive, Analytical Exposition, and other form of genres. The genres consist of three typical features of development of text to be understood by the students. They are social purpose, generic structure, and lexicogrammatical features of the text. Social purpose is the intended purpose for developing particular genre used in social communication. Generic structure is a structure appropriate to the social purpose. Lexicogrammatical features are vocabulary and grammar appropriate to the genre. Thus, to be understood by the students, the questions of those typical features also should appear in the questions related to the reading text. It is to elicit students understanding of those typical features.

2.4 The Studies on Bloom's Taxonomy

As discussed previously, a kind of taxonomy is needed prove whether the comprehension questions could generate students' understanding of multicultural issues or not. The taxonomy that will be employed in this study is the taxonomy of educational objectives. According to Krathwohl (2002: 212), the taxonomy of educational objectives is a tool to classify statements of what the students should achieve as a result of teaching and learning process. Bloom published draft of taxonomy of educational objectives. It is separated among the levels of taxonomy

on the cognitive domain, affective domain, and psychomotor domain. In this study, the writer will review the level of taxonomy, the revision of the Bloom's taxonomy, on the cognitive domain since the focus of this study is about students' understanding. The levels of taxonomy as it has been revised in 2001 from the very low to the high level is 1) Remember, 2) Understand, 3) Apply, 4) Analyze, 5) Evaluate, and 6) Create. These levels and their sublevels will be presented below.

First level is *remember*. Remember represents retrieving relevant knowledge from long-term memory. It can be said that students can memorize kind of phenomena become knowledge in their mind. The sublevels are recognizing and recalling. Recognizing deals with locating knowledge in long-term memory that is consistent with presented material (e.g., Find the word that describes the writer's feeling). Recalling deals with retrieving relevant knowledge from long term memory (e.g., Recall the dates of important events in the recount text above). Examples of the cognitive processes in this level involved: define, duplicate, list, memorize, recall, repeat, and reproduce state.

Second level is *understand*. Understand represents constructing meaning from instructional messages, including oral, written, and graphic communication. The sublevels are interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. Interpreting deals with changing from one form of representation to another (e.g., Paraphrase the story of Cinderella). Exemplifying deals with finding a specific example or illustration of a concept or principle (e.g., Give examples of various genres of text). Classifying deals with determining that

something belongs to a category (e.g., Classify the texts into the genre based on their generic structure). Summarizing deals with abstracting a general theme or major point(s) (e.g., Write a short summary of events from the text below). Inferring deals with drawing a logical conclusion from presented information (e.g., Infer grammatical principles from examples). Comparing deals with detecting correspondences between two ideas, objects, and the like (e.g., Compare the events in Jane Eyre movie to contemporary situations). Explaining deals with constructing a cause-and-effect model of a system (e.g., Explain the causes of important 18th Century events in France). Examples of the cognitive processes in this level involved: classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, and paraphrase.

Third level is *apply*. Apply represents carrying out or using a procedure in a given situation. It can be said that after getting knowledge of phenomena, students can use it in new situations or contexts. The sublevels are executing and implementing. Executing deals with applying a procedure to a familiar task (e.g., Using the information given, draw a graph.). Implementing deals with applying a procedure to an unfamiliar task (e.g., Imagine that instead of Denmark, the travelers were in a desert. What would they do?). Examples of the cognitive processes in this level involved: choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, and write.

Fourth level is *analyze*. Analyze represents breaking material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose. The sublevels are differentiating, organizing, and

attributing. Differentiating deals with distinguishing relevant from irrelevant parts or important from unimportant parts of presented material (e.g., What are the similarities and difference between descriptive and report text). Organizing deals with determining how elements fit or function within a structure (e.g., Which of the arguments against smoking have nothing to do with health?). Attributing deals with determining a point of view, bias, values, or intent underlying presented material (e.g., Which of the things mentioned are useful to man, and which to animals?). Examples of the cognitive processes in this level involved: appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, and test.

Fifth level is *evaluate*. Evaluate represents making judgments based on criteria and standards. It can be said that students can put into their own point of view to such phenomena based on certain criteria. The sublevels are checking and critiquing. Checking deals with detecting inconsistencies or fallacies within a process or product; determining whether a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented (e.g., Determine if a scientist's conclusions follow from observed data). Critiquing deals with detecting inconsistencies between a product and external criteria, determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem (e.g., Judge which of two methods is the best way to solve a given problem). Examples of the cognitive processes in this level involved: appraise, argue, defend, judge, select, support, value, and evaluate.

Sixth level is *create*. Create represents putting elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure. The sublevels are generating, planning, and producing. Generating deals with coming up with alternative hypotheses based on criteria (e.g., Generate hypotheses to account for an observed phenomenon). Planning deals with devising a procedure for accomplishing some task (e.g., Plan a research paper on a given historical topic). Producing deals with inventing a product (e.g., Compose a story about an old man and a dog). Examples of the cognitive processes in this level involved: assemble, construct, create, design, develop, formulate, and write.

The Bloom's taxonomy is used in this study to measure the students' understanding of multicultural issues. The levels of this taxonomy are considered relevance to the purpose of the study which is to figure out whether the questions related to multicultural issues provided in the textbooks could generate students' understanding of multiculturalism. It is because the levels are the criteria for good understanding of certain phenomena.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses this study's research method, the data collection technique, the data analysis technique, the time and place, the data and data source, and the instrument. In this chapter, content analysis method is discusses since it is a method employed to answer two research questions explained on the chapter one.

3.1 Research Method

This study aims to investigate the treatment of multicultural issues in some textbooks and to figure out by employing Bloom's taxonomy whether the questions related to multicultural issues provided in the textbooks could generate students' understanding of multiculturalism. In this process of investigating and figuring out, the writer will use content analysis method as a method of this study. *Content analysis is a research technique for making replicable and valid interference from texts (or other meaningful matter) to the contexts of their use* (Krippendorff, 2004: 18). It is a tool to determine a presentation of a certain text or a concept within a text by aiding some criteria. The examples of text that can be analyzed by using this method are books, book chapters, essays, interviews, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theater, informal conversation, or really any occurrence of communicative language

(http://writing.colostate.edu/guides/research/content/pop2a.cfm). As stated before, the focus of this study is the content of English textbooks. Hence, it will be analyzed to make replicable and valid interference between the content of the textbooks which are related to the concept of multicultural issues with the concept of understanding.

The procedure in implementing content analysis as proposed by Krippendorff (2004: 288) is as following: 1) Doing sampling with the criterion that samples are considered representative in relation with the reality. 2) Identifying and describing units of instrument that should be able to be reproduced and fulfill the criteria of the semantic validity. 3) Transforming the data into reliable data to be analyzed with keeping all the relevant information. 4) Applying analysis procedure that is related to the context to produce inferences. 5) Analyzing, identifying pattern inside the inferences, by examining the hypothesis related to the correlation between interferences, and the result gained from various method and validity to the finding. This procedure is implemented in the data collection technique and the data analysis technique of this study.

3.2 Data Collection Technique

In collecting the data, first, the writer decided purposively all the textbooks which are mostly used in several schools in Tangerang. They are *Integrated English Competence for Students at the Fourth Class*, *Integrated English Competence for Students at the Fifth Class*, *Integrated English Competence for Students at the Sixth Class*, *The Bridge English Competence I for SMP Grade VII*,

English in Focus for Grade VIII Junior High School, *English in Focus for Grade IX Junior High School*, *Look Ahead 1 for Senior High School Students Year X*, *Look Ahead 2 for Senior High School Students Year XI*, and *Look Ahead 3 for Senior High School Students Year XII*. Second, the writer decided the chapter, tasks, and activities which contain multicultural issues.

3.3 Data Analysis Technique

In analyzing the data, first, the writer found the existence of multicultural issues whether from the chapter, tasks, or activities then mention them in this study. Second, the writer related questions in the tasks with Bloom's taxonomy levels with the consideration of in which level of Bloom's taxonomy the questions are related. Finally, the writer discussed the findings related to the relevant theories presented in the literature review. From the theory of the level of taxonomy, the writer saw whether the questions are able to generate students' understanding of such issues or not.

3.4 Time and Place of the Study

The time for conducting this study is from March 2010 until June 2010 and it was conducted in Tangerang.

3.5 The Data and Data Source

The data of this study are the statements of the multicultural issues in the textbook whether it is explicit and implicit. The sources of the data are several

SD, SMP, and SMA English textbooks mostly used in several schools in Tangerang. They are *Integrated English Competence for Students at the Fourth Class*, *Integrated English Competence for Students at the Fifth Class*, *Integrated English Competence for Students at the Sixth Class*, *The Bridge English Competence I for SMP Grade VII*, *English in Focus for Grade VIII Junior High School*, *English in Focus for Grade IX Junior High School*, *Look Ahead 1 for Senior High School Students Year X*, *Look Ahead 2 for Senior High School Students Year XI*, and *Look Ahead 3 for Senior High School Students Year XII*. These are the description of them:

Table 1. The Description of the Nine Textbooks used in the Study

No.	Textbooks	Publisher	Authors	Schools
1	*Integrated English Competence for Students at The Fourth Class*	Alam Sakti Persada Global	Sriyeti, S. Pd, M. Hum	SDN Karawaci Baru 1 Tangerang, SDN Karawaci Baru 3 Tangerang, and SDN Karawaci 7 Tangerang
2	*Integrated English Competence for Students at The Fifth Class*	Alam Sakti Persada Global	Sriyeti, S. Pd, M. Hum	SDN Karawaci Baru 1 Tangerang, SDN Karawaci Baru 3 Tangerang, and SDN Karawaci 7 Tangerang
3	*Integrated English Competence for Students at The*	Alam Sakti Persada Global	Sriyeti, S. Pd, M. Hum	SDN Karawaci Baru 1 Tangerang, SDN Karawaci Baru 3

	Sixth Class			Tangerang, and SDN Karawaci 7 Tangerang
4	*The Bridge English Competence I for SMP Grade VII*	Yudhistira	Kristono, Ismukoco, Esti Tri Andayani, and Albert Tupan.	SMPN 1 Tangerang, SMPN 6 Tangerang, SMPN 9 Tangerang, and SMPN 19 Tangerang
5	*English in Focus for Grade VIII Junior High School*	Pusat Perbukuan Departemen Pendidikan Nasional	Artono Wardiman, Masduki B. Jahur, and M. Sukirman Djusma	SMPN 13 Tangerang, SMPN 16 Tangerang, SMPN 20 Tangerang, SMP Binong Permai, and SMP Gunung Jati
6	*English in Focus for Grade IX Junior High School*	Pusat Perbukuan Departemen Pendidikan Nasional	Artono Wardiman, Masduki B. Jahur, and M. Sukirman Djusma	SMPN 13 Tangerang, SMPN 16 Tangerang, and SMPN 20 Tangerang
7	*Look Ahead 1 for Senior High School Students Year X*	Erlangga	Th. M. Sudarwati and Eudia Grace	SMAN 5 Tangerang, SMAN 6 Tangerang, SMAN 8 Tangerang, and SMAN 11 Tangerang
8	*Look Ahead 2 for Senior High School Students Year XI*	Erlangga	Th. M. Sudarwati and Eudia Grace	SMAN 6 Tangerang, SMAN 11 Tangerang, and SMA Yuppentek
9	*Look Ahead 3 for Senior High School Students Year XII*	Erlangga	Th. M. Sudarwati and Eudia Grace	SMAN 6 Tangerang, SMAN 11 Tangerang, and SMAN 14 Tangerang

3.6 The Instrument

These are the instruments for the presentation of multicultural issues and the task analysis by using Bloom's taxonomy that will be used in this study.

1. The Presentation of Multicultural Issues

No.	The Grade	The Textbook	The Multicultural Issue	The Topic of The Issue

2. The Task Analysis by using Bloom's Taxonomy

Textbook	Task	Questions	Level of Bloom's Taxonomy					
			1	2	3	4	5	6

Note: The Level of Bloom's Taxonomy consists of remember level (1), understand level (2), apply level (3), analyze level (4), evaluate level (5), and create level (6).

CHAPTER IV

RESULT OF THE STUDY

This chapter discusses the findings of the study and the discussion of the result by employing Bloom's taxonomy.

4.1 Findings

4.1.1 Findings of Multicultural Issues

The data of this study are presented in three major points. The first point entitled Sekolah Dasar (SD), the second point is Sekolah Menengah Pertama (SMP), and the last point is Sekolah Menengah Atas (SMA). Each point contains the grade and the title of the textbook, the multicultural issues presented, and the topic of the issue (appendix 1). The following is the description of the data.

Sekolah Dasar (SD). *Integrated English Competence for Students at the Fourth Class*, *Integrated English Competence for Students at the Fifth Class*, and *Integrated English Competence for Students at the Sixth Class* are the textbooks mostly used at the schools in Tangerang. They do not include any statements related to multicultural issues. The theme or topic in those textbooks is only about the things related to the students' life at school and home.

Sekolah Menengah Pertama (SMP). *The Bridge English Competence I for SMP Grade VII*, *English in Focus for Grade VIII Junior High School I*, and *English in Focus for Grade IX Junior High School III* are the textbooks mostly used at the schools in Tangerang. *The Bridge English Competence I for SMP*

Grade VII has presented multicultural issue. The issue is cultural identity which is put in one of the tasks of the textbook. The topic of the issue is kimono. *English in Focus for Grade VIII Junior High School I* also contains cultural identity. The issue is presented in four different tasks of the textbook. The topic of the issue is famous places of interest. *English in Focus for Grade IX Junior High School III* also contains cultural identity. The issue is presented in eight different tasks of the textbook. The topics of the issues are traditional dances, the Chinese influence in Indonesian visual art, Indonesian art, puppets, percussion instruments, stories around us, Si Pungguk, folktale, stories from Indonesia, and way of organizing a letter of English-speaking people.

Sekolah Menengah Atas (SMA). *Look Ahead 1 for Senior High School Students Year X*, *Look Ahead 2 for Senior High School Students Year XI*, and *Look Ahead 3 for Senior High School Students Year XII* are the textbooks mostly used at the schools in Tangerang. *Look Ahead 1 for Senior High School Students Year X* deals with three kinds of multicultural issues. They are cultural identity, cultural stereotype, and cultural prejudice. The issues are presented in six tasks of the textbook. The topics of the issues are arranging time, tea time, giving compliments, foreigner's impression of Indonesia, Jakarta city, and the Borobudur temple. *Look Ahead 2 for Senior High School Students Year XI* deals with one kind of multicultural issues. It is cultural identity. The topics of the issues are Valentine's Day and body language. *Look Ahead 3 for Senior High School Students Year XII* deals with three kinds of multicultural issues. They are cultural identity, cultural stereotype, and cultural prejudice. The issues are presented in

four tasks of the textbook. The topics of the issues are Halloween, table manner, "breaking the ice" in Britain, and intercultural communication.

4.1.2 Findings of Questions in the Task

The questions of the tasks are analyzed by employing Bloom's taxonomy (see chapter 2). The following are the interpretations per textbook:

Table 2. The Findings of Questions of Reading Tasks in the Textbooks

Textbook	Task	Questions	Level of Bloom's Taxonomy					
			1	2	3	4	5	6
The Bridge English Competence I for SMP Grade VII	1	Where does kimono come from?	√					
	1	What is it made of?	√					
	1	Is it cheap?	√					
	1	Do Japanese people still wear kimono?	√					
	1	What make one kimono different from another?	√					
		Total	**5**					
English in Focus for Grade VIII Junior High School	1	Match the following famous places of interest with the countries where they are located.	√					
	2	Match the following pictures with the names of the places interest on the Practice 1.	√					
	2	Find articles and photos of an						√

		interesting place in Indonesia, such as Bali, Ancol, Borobudur, Bunaken, etc. You may find the articles and photos in the newspapers, magazines, or the Internet. Make the description as interesting as possible and give it to your teacher. You may suggest the class visit the place.						
	3	Complete the dialogues with suitable expressions provided.	√					
	Total		**3**					**1**
English in Focus for Grade IX Junior High School	1	Can you describe the pictures?		√				
	1	Where do the dances come from?	√					
	1	What do you think of the dancers' costumes?		√				
	1	Can you mention the names of the dances you know already?	√					
	2	What did the puppets use for centuries in Indonesia?	√					
	2	What are the famous tales of puppets in Indonesia?	√					
	2	What is *wayang kulit* also called?	√					
	2	Who are enjoying to collect characters of Indonesian puppets?	√					
	2	What can we found in traditional puppet forms?	√					

	3	Which one of the following musical instruments is not percussion?	√					
	3	What does percussion mean?	√					
	3	Bell is hollow, metal vessel, usually _____, which makes a ringing sound when struck with a hammer.	√					
	3	What is a *gong*? It's a saucer-shaped bell made of metal, struck to give a _____.	√					
	3	How are percussion instruments in Eastern orchestras? They are _____.	√					
	3	What kind of percussion instruments are always played in Western symphony orchestra?	√					
	3	Cymbals are brass plates. What is brass?	√					
	3	Timpani when struck can give a soft or loud tone. Why? Because it depends on what tone the player _____.	√					
	4	Do you know the story of Malin Kundang or Bawang Merah and Bawang Putih?	√					
	4	What other stories do you know?	√					

	4	What is your favorite story? Tell it to your friends briefly.		√				
	5	Do you know about the pictures above? If so, explain them.		√				
	5	Which kind of story do you prefer to read? A legend, a fable or a fairy tale?	√					
	5	Do you have a favorite story? What is it?	√					
	6	Do you know a story from your city / town?	√					
	6	Could you mention other stories from Indonesia?	√					
	6	What is your favorite one?	√					
	6	Could you give a short explanation about them?		√				
	7	Now, study the following form of letter. Then, complete each part based on the explanation in Practice 8.			√			
	8	Make a letter to your friend Ali in London. The following clues will help you.						√
		Total	**22**	**5**	**1**			**1**
Look Ahead 1 for Senior High School	1	What nationalities are the most and least punctual?	√					
	1	Why do the British think that	√					

Students *Year X*		everyone understands their customs?						
	1	What about the punctuality in your country?		√				
	1	What advice would you give to somebody coming to live and work in your country?	√					
	2	What is the passage about?	√					
	2	When do Chinese drink tea?	√					
	2	Where can we find a tea ceremony?	√					
	2	When is tea time in England?	√					
	2	What do English people do at tea time?	√					
	2	How do Americans make tea?	√					
	3	When do you usually give a compliment to others?	√					
	3	What is your response when people give you compliments? Are you pleased, proud, shy, or something else?	√					
	3	In the future, will you accept people's compliments and say thank you in return? Why / why not?		√				
	4	Does Menur know Billy well? How do you know?	√					

	4	Who's Menur? And who's Billy?	√					
	4	Where are they?	√					
	4	What are they talking about?	√					
	4	What does Billy think of Indonesia?	√					
	4	Why does he dislike driving in Indonesia?	√					
	5	What information can you get about Jakarta?	√					
	5	What information does the article give about Glodok?	√					
	5	Where is the National Monument located?	√					
	5	If the writer didn't mention the name of the city as Jakarta, could you have guessed it? Why?		√				
	6	What is the text talking about?	√					
	6	When was Borobudur temple built?	√					
	6	What makes Borobudur temple so well-known?	√					
	6	What specific parts does Borobudur have?	√					
		Total	**24**	**3**				
Look Ahead 2 for Senior High School	1	What is V-day?	√					
	1	Is it part of our culture? How come the feel of Valentine's day		√				

Students		is everywhere?						
Year XI	1	What is the symbol of Valentine's day?	√					
	1	What do people usually do on that day?	√					
	1	When did it become popular? Where?	√					
	1	For Americans, is V-day a holiday?	√					
	1	What is your opinion about V-day?		√				
	2	Do you always cover your smile with your hand? Why/why not?		√				
	2	Do you agree with the text above? Why/why not?		√				
	2	Which one is more important: to be grammatically or culturally correct? Explain.		√				
		Total	**5**	**5**				
Look Ahead 3 for Senior High School Students Year XII	1	'Samhain' was the original name of _____ to mark the end of the harvest season and the beginning of winter by celebrating a holiday in late autumn	√					
	1	The word 'annual' in the last sentence of paragraph 1 means		√				

		_____						
	1	The annual cycle of seasons in Europe is _____	√					
	1	According to the second paragraph, 'Samhain' was _____	√					
	1	What happened on 'Samhain evening'?	√					
	1	… the spirits of *those* who had died …. The word 'those' refers to _____		√				
	1	The Main idea of paragraph 3 is _____		√				
	1	Paragraph 4 tells us about _____	√					
	1	The story of symbols of Halloween had a close relationship with _____	√					
	1	What do you think about Halloween? Would you like to come to Halloween party? Why/why not?		√				
	2	Have you ever been invited to party?	√					
	2	Was it a wedding, birthday, or dinner party?	√					
	2	Were there napkins, forks, knives, and spoons on the table during meal? How about toothpicks?	√					

	2	Where do you usually place your napkin, fork, knife, and spoon during a meal? Is there a certain rule for this?	√					
	2	Can you start eating before everyone is served?	√					
	2	Can you talk freely during a meal?	√					
	2	Is it okay to make noise during a meal, such as 'slurping' your soup?	√					
	2	Now, discuss in groups of four what you should and shouldn't do if you invited to dinner by an American family. Complete the following table. See the example.				√		
	3	Why is it rather difficult to get close with British people for the first time?	√					
	3	Is it also difficult in your country if a foreigner tries to be friends? Why/why not?		√				
	3	Why is the pronunciation of British people often difficult to understand?		√				
	3	What topics are commonly talked in Britain to "break the ice"?	√					

	3	What topics are commonly talked in Indonesia to "break the ice"?	√					
	4	What is Rinda's problem?	√					
	4	Why is it difficult for Rinda to express her opinion?	√					
	4	What about you? Is it difficult for you to express your opinions frankly? Why/why not?		√				
	4	Complete the table below. Find the differences between an American-style discussion and an Indonesian-style discussion. See the examples.				√		
	4	Which one do you like better? An American-style or an Indonesian-style discussion? Why?		√				
		Total	**18**	**8**		**2**		

Note: The Level of Bloom's Taxonomy consists of remember level (1), understand level (2), apply
level (3), analyze level (4), evaluate level (5), and create level (6).

4.2 Discussion

The first research question deals with the kinds of multicultural issues presented in the textbooks. Based on the sample of the textbooks analyzed in this study, three of the eight multicultural issues exist nowadays are included on the content of those textbooks. They are cultural identity, cultural stereotype, and cultural prejudice. The second research question is about whether the questions in the reading tasks could generate students' understanding of multicultural issues.

1. *The Bridge English Competence I for SMP Grade VII*

There are seven units in this whole textbook with different topics. The multicultural issue is presented only in one of the units. The unit is Unit 6 which is separated into two cycles. The cycles are 'clothes' and 'transportation'. The issues exist in one of the ten tasks belongs to the 'clothes' cycle. The task is Task 10 where it includes kimono as a cultural identity of Japanese people. The other tasks of this unit do not related with multicultural issues at all. They only deal with things which likely exist around people as the title of this unit is 'Things around Us'. Hence, the only task to be analyzed is Task 10 in 'clothes' cycle. There are one reading text about kimono and five questions in this task. All the questions are classified into first level question of Bloom's taxonomy which is 'remember' level. It is because the answers of the question 1, 2, 3, and 5 are provided in the text and question 4 requires students to activate their knowledge about the culture of Japanese people in wearing kimono nowadays. All the questions require students to remember.

The total task in the 'clothes' cycle of this unit are 10 tasks. There is only one task which has correlation with multicultural issues while the other nine tasks have no correlation. That task consists of five questions. All those questions are related to multicultural issue. The percentage of the questions could be seen in the chart below:
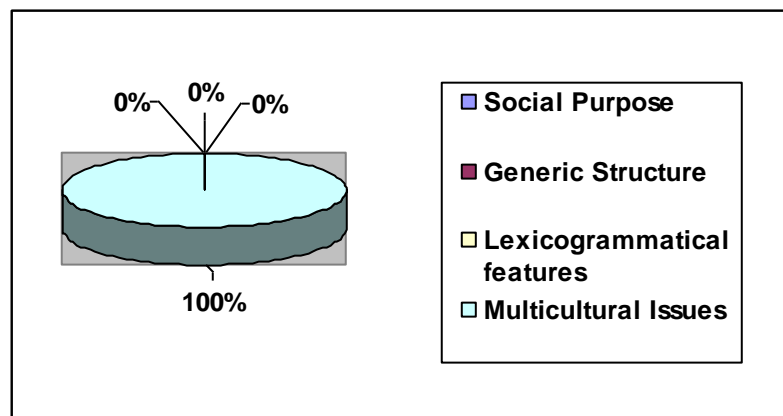
Figure 1. The Percentage of Questions in *the Bridge English Competence I for SMP Grade VII*

From those five questions related to multicultural issue, all the questions are in 'remember' level. The percentage of the questions could be seen in the chart below:
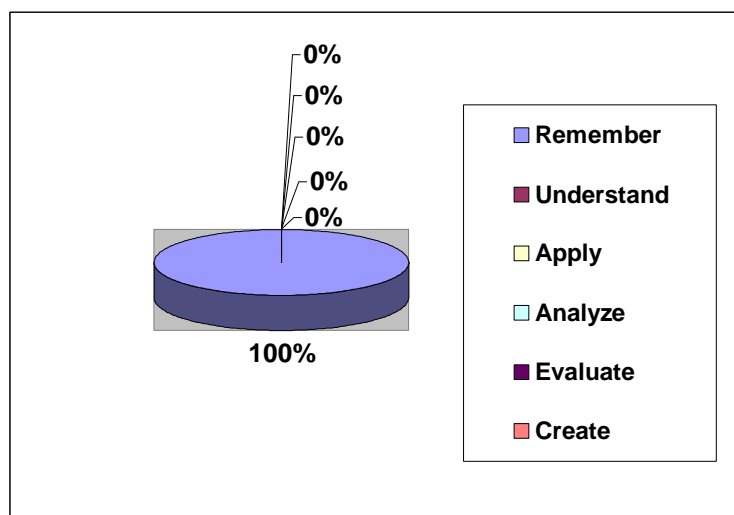
Figure 2. The Percentage of Questions Related to Multicultural Issue in *the Bridge English*

Competence I for SMP Grade VII

The questions that could generate students' understanding based on the Bloom's taxonomy do not exist at all in this textbook. As mentioned in the description

above, the questions are only in 'remember' level. This probably happens because the assumption that 7th grade students have not able yet to think more about multicultural issues. They are assumed just to start knowing English more in this lower grade of Junior High School with the familiar topic around their daily activity rather than less familiar topic about multicultural issues.

2. *English in Focus for Grade VIII Junior High School*

There are six chapters in this English textbook. One kind of the multicultural issues which is cultural identity exists in two of the chapters. They are Chapter 2 and Chapter 6. Each chapter is separated into 4 cycles which are listening, speaking, reading, and writing cycle. In Chapter 2, questions related to cultural identity exist in two of the seven tasks in writing cycle while the other five tasks have no correlation with cultural identity. The other tasks in listening, speaking, and reading cycle in this unit also have no correlation with cultural identity. They contain the things which have correlation with holiday since the title of this chapter is 'It's Time for Holiday'. Hence, the tasks to be analyzed are the two tasks related to cultural identity which are Task 1 and Task 2. There is only one question in Task 1. The question is classified into the first level of Bloom's taxonomy which is 'remember' level. It is because the question requires students to activate their knowledge about the location of the famous place of interest. Further, there are two questions in Task 2. Question 1 is classified into the 'remember' level of the taxonomy. It is because the question requires students to activate their knowledge about the appearance or illustration of the famous places

of interest and the countries they are located. Question 2 is classified into the 'create' level of the taxonomy. It is because the question requires students to create the description text of an interesting place in Indonesia.

In Chapter 6, there is one question related to multicultural issue in one of the nine tasks. The issue is cultural identity. The other tasks are not related to cultural identity. Like the previous chapter, this chapter also consists of four cycles. However, there is only one cycle containing the question about multicultural issue that is the speaking cycle. The other tasks in listening, reading, and writing cycle have no correlation with the issue. They contain the things which have correlation with some kinds of story since the title of this chapter is 'Share Your Story'. Hence the task to be analyzed is only one task that is Task 1 with one question. This task requires students to fill in the blank space in three dialogues related to famous places in each country with provided answers. The question is classified into the first level of Bloom's Taxonomy which is 'remember' level. It is because the answer of the question is already provided in the task accompanying the question.

The total of the tasks containing multicultural issue are two tasks with four questions. All the questions have correlation with multicultural issue. The percentage could be seen in the chart below:
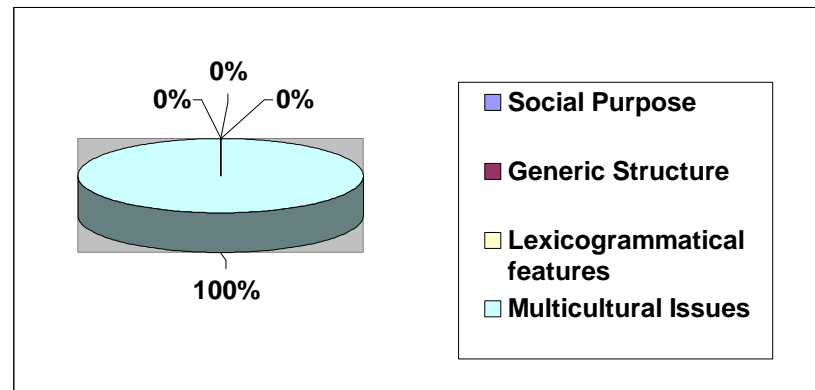
Figure 3. The Percentage of Questions in *English in Focus for Grade VIII Junior High School*

From those whole four questions related to multicultural issues, there are one question in 'remember' level, two questions in 'understand' level, and one question in 'create' level. The percentage could be seen in the chart below:
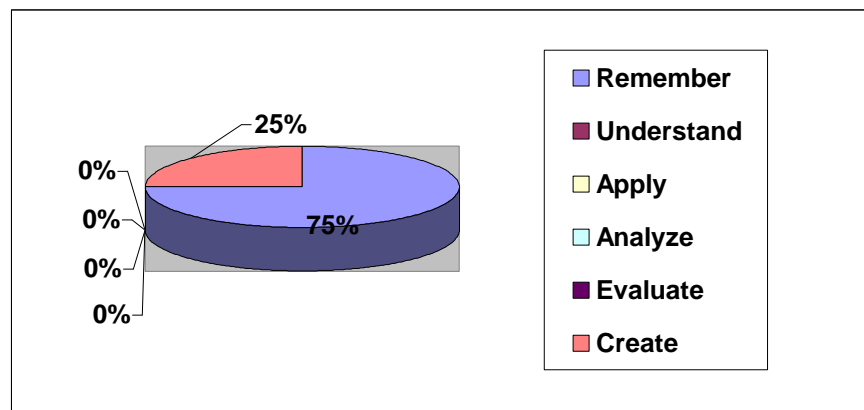

Figure 4. The Percentage of Questions Related to Multicultural Issue in *English in Focus for Grade VIII Junior High School*

There are two levels of Bloom's taxonomy existing in this textbook. As mentioned in the description above, the questions are classified into 'remember' and 'create' level. It is quite different with the result of the previous textbook

because there is 'create' level in this textbook. This level requires students to deeply understand the phenomena in answering the question. Hence, the questions in this textbook are considered good enough in generating students' understanding based on the Bloom's taxonomy. It is better to vary the questions for each level.

3. *English in Focus for Grade IX Junior High School*

There are five chapters with different topics in this English textbook. One kind of multicultural issues which is cultural identity is presented in three of the chapters and one of the exercise parts of the textbook. The three chapters containing the issue are Chapter 2, Chapter 4, and Chapter 5. The exercise part containing the issue is Exercise of Chapters 1-3. Chapter 2 contains five tasks related to cultural identity with eight questions. From the questions, there are four questions related to the issue in the first task named Practice 8 and four other questions related to generic structure of the text in the other tasks. Thus, the four questions to be analyzed are question 1, 2, 3, and 4. Question 1 is classified into 'understand' level since it requires students to describe the pictures. Question 3 is also classified into 'understand' level since it requires students to give kind of opinion about the dancers' costumes. Question 2 is classified into 'remember' level since it requires students to mention the original places of the dances. Question 4 is also classified into 'remember' level since it requires students to mention the names of the dances they know.

Chapter 4 contains five tasks related to cultural identity with twelve questions. From the questions, there are ten questions related to cultural identity and two

other questions related to lexicogrammatical features of the text. The ten questions are separated in three tasks. The first task is Practice 1 in listening section with three questions. Question 1 and 2 are classified into 'remember' level since question 1 is about 'yes or no' question and question 2 is about 'what' question. Question 3 is classified into 'understand' level since it requires students to briefly tell the story. The second task is Practice 8 in listening section with two pictures and three related questions. Question 1 is classified into 'understand' level since it requires students to explain the pictures. Question 2 and 3 are classified into 'remember' level since they only require students to mention kind of story and the title of favorite story. The third task is Practice 1 in reading section with four questions. Question 1, 2, and 3 are classified into 'remember' level since they only require students to answer 'yes or no' question and mention some titles of stories. Question 4 is classified into 'understand' level since it requires students to shortly explain some stories.

Chapter 5 contains three tasks related to cultural identity with two questions. All the questions are related to cultural identity. The first question is in Practice 9. It is classified into 'apply' level since it requires students to apply the way of organizing letter explained in Practice 8. The second question is in Practice 10. It is classified into 'create' level since it requires students to create a letter.

Exercise of Chapters 1-3 contains two tasks related to cultural identity with fifteen questions. From the questions, there are thirteen questions related to cultural identity and two questions related to lexicogrammatical features of the text. Five of the questions are related to a reading text named Text 2. All the

questions are classified into 'remember' level since they are multiple choice questions and the answers can be easily found in the reading text. Eight other questions are related to a reading text named Text 3. All the questions are classified into 'remember' level since they are multiple choice questions and the answers can be easily found in the reading text.

The total of the tasks containing multicultural issue is fifteen tasks with thirty seven questions. From the whole thirty seven questions, there are twenty nine questions related to multicultural issue, four questions related to generic structure of the text, and four questions related to lexicogrammatical of the text. The percentage could be seen in the chart below:
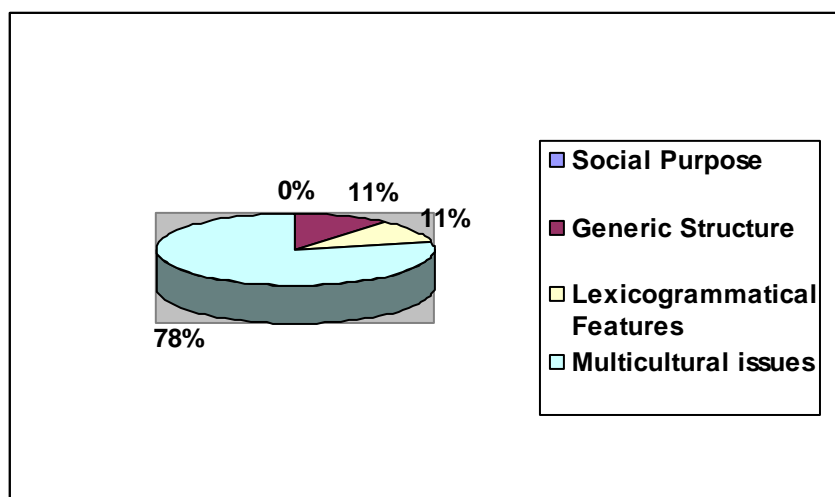
Figure 5. The Percentage of Questions in *English in Focus for Grade IX Junior High School*

From twenty nine questions related to multicultural issue, there are twenty two questions in 'remember' level, five questions in 'understand' level, one question in 'apply' level, and one question in 'create' level. The percentage could be seen in the chart below:
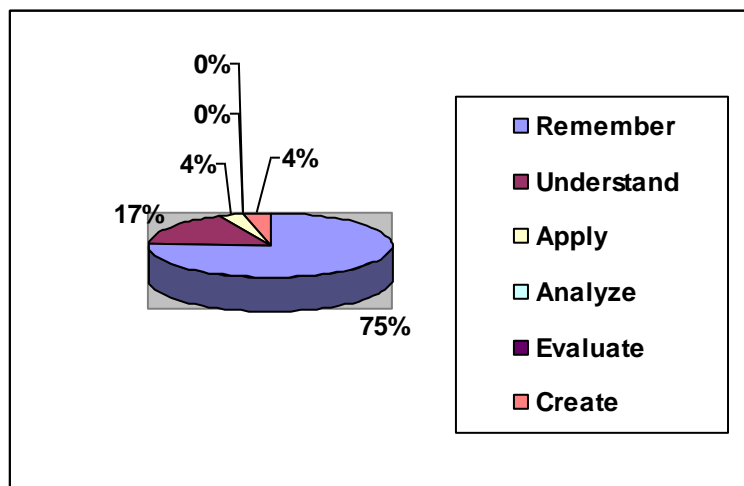
Figure 6. The Percentage of Questions Related to Multicultural Issue in *English in Focus for*

Grade IX Junior High School

There are four levels of Bloom's taxonomy existing in this textbook. As mentioned in the description above, the questions are classified into 'remember', 'understand', 'apply', and 'create' level. It is good that there are 'apply' and 'create' level which are rarely appear in other textbooks in this study. They require students to use their deeply understanding to answer the questions. In conclusion, the questions in this textbook are considered good in generating students' understanding of the multicultural issue.

4. *Look Ahead 1 for Senior High School Students Year X*

There are seven units with different topics in this English textbook. All of the units are divided into two stages. The stages have different titles in each unit. One of the stages in every unit typically contains one sub-stage about culture that is cultural awareness sub-stage, except in Unit 1, Unit 4, and Unit 6. There is no

cultural awareness sub-stage in those units. Nevertheless, there are three tasks related to multicultural issues in Unit 6. Further, from all the units containing cultural awareness sub-stage, Unit 7 has the cultural awareness sub-stage with no correlation to multicultural issues. Hence, units to be discussed are Unit 2, Unit 3, Unit 5, and Unit 6. They have cultural awareness sub-stage whether it is in the Stage 1 or Stage 2. The multicultural issues exist in those units are cultural identity, cultural stereotype, and cultural prejudice.

Unit 2 has cultural awareness sub-stage in Stage 1 entitled sharing stories. The sub-stage is about cultural stereotype. There is one task here consists of a reading text entitled Arranging Time and four related questions. All the questions have correlation with the issues so that they become the questions to be analyzed. Question 1 and 2 are classified into 'remember' level since the answers can be found in the reading text. Question 3 is classified into 'understand' level since the answers require students to describe the punctuality in their country. Question 4 is also classified into 'remember' level since it requires students to mention kind of advice they think appropriate to be given to somebody coming to live and work in their country.

Unit 3 has title how to make things in Stage 1 which contains cultural awareness sub-stage. The sub-stage is about cultural identity. There is one task here consists of a reading task entitled Tea Time and six related questions. All the questions have correlation with the issues. Hence, they become the questions to be analyzed. All of the questions are classified into 'remember' level since the answers can be easily found in the reading text.

Cultural awareness sub-stage exists in Stage 2 of Unit 5. The title of the Stage 2 is describing people. The multicultural issues presented in this unit are cultural identity and cultural stereotype. They are in the cultural awareness sub-stage entitled Giving Compliments. There is one task here consists of a reading text and three related questions. All the questions have correlation with the issues. Hence, question 1, 2, and 3 become the questions to be analyzed. Question 1 is classified into 'remember' level since it requires students to mention the time when they usually give a compliment to others. Question 2 is also classified into 'remember' level since it requires students to mention the response when people give them compliment. Question 3 is classified into 'understand' level since it requires students to describe the reason why or why not they accept people's compliments and say thank you in return.

Like the other units in this textbook, Unit 6 consists of two stages. Stage 1 entitled telling what you see consists of five sub-stages. They are getting started, get it right, moving forward, hand in hand, and show it of sub-stages. Cultural prejudice as one of the multicultural issues exists in 'get it right' sub-stage. This sub-stage contains four tasks that is Task A, B, C, and D. The task where cultural prejudice exists is Task C. Hence, task to be discussed is Task C. Task C contains a reading text presented in dialogue form and six related questions. All the questions have correlation with the issues so that they become the questions to be analyzed. All of the questions are classified into 'remember' level since all the answers are provided in the reading text. Further, Stage 2 entitled describing places consists of six sub-stages. They are getting started, grammar in action,

moving forward, hand in hand, show it off, and summary sub-stage. One kind of the multicultural issues which is cultural identity exists in getting started and moving forward sub-stage. Getting started sub-stage consists of one task. The task contains a reading task and five related questions. Four of the questions have correlation with the issue while one of the questions which is question 4 is about social purpose of the text. Question 1, 2, 3 are classified into 'remember' level since the answers are provided in the reading task. Question 5 is classified into 'understand' level. It is because it requires students to answer the question and give reason of the answer. Moving forward sub-stage consists of two tasks which are Task A and Task B. Task A becomes task to be discussed since it contains cultural identity. The task consists of a reading text and seven related questions. Four of the questions have correlation with the issue while three other questions are related to social purpose of the text which is question 2 and lexicogrammatical features which is question 6 and 7. Hence, questions to be analyzed are question 1, 3, 4, and 5. They are all classified into 'remember' level since the answers are provided in the reading text.

The total of the tasks related to multicultural issues in this textbook is six tasks with thirty one questions. From the whole thirty one questions, there are twenty seven questions related to multicultural issues, two questions related to social purpose of the text, and two questions related to lexicogrammatical features of the text. The percentage could be seen in the chart below:
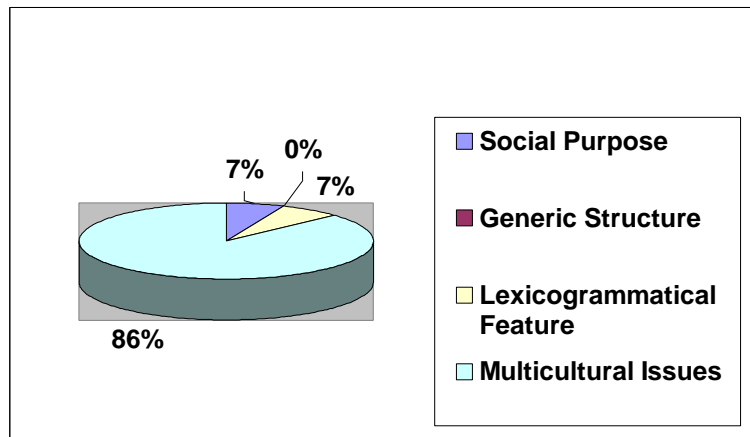
Figure 7. The Percentage of Questions in *Look Ahead 1 for Senior High School Students*

Year X

From those whole twenty seven questions related to multicultural issues, there are twenty four questions in 'remember' level and three questions in 'understand' level. The percentage could be seen in the chart below:
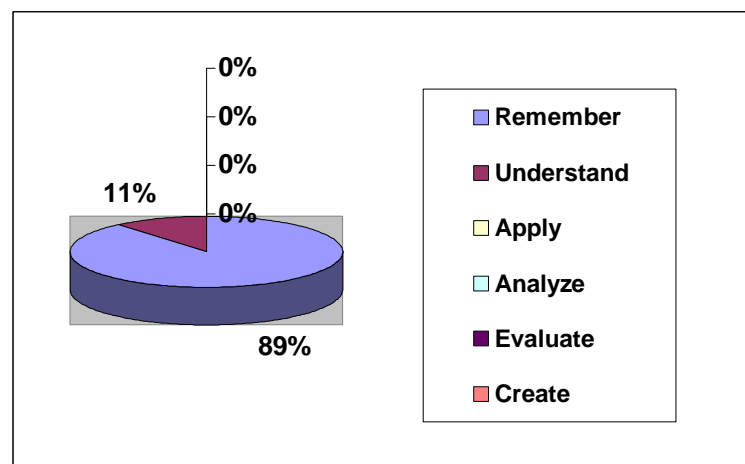
Figure 8. The Percentage of Questions Related to Multicultural Issues in *Look Ahead 1*

for Senior High School Students Year X

As mentioned in the description above, there are only two levels of Bloom's taxonomy existing in this textbook. It can be concluded that the questions that could generate students understanding do not exist at all in this textbook. Actually the 10th level students are potential to be provided with higher level of the taxonomy. It is pity that they are only provided with lower level of the taxonomy. It can cause their lack of understanding of multicultural issues.

5. *Look Ahead 2 for Senior High School Students Year XI*

There are six units with different topics in this English textbook. All of the units are divided into two stages. The stages have different titles in each unit. One of the stages in all units contains one sub-stage about culture that is cultural awareness sub-stage. The sub-stage typically exists in Stage 1. The units containing multicultural issue are Unit 4 and Unit 5. The issue is cultural identity. Hence, they become units to be analyzed.

Stage 1 of Unit 4 has title sharing folktales. This stage contains cultural awareness sub-stage about Valentine's Day. There is one task here consists of a reading text and seven related questions. All the questions have correlation with the issues which is cultural identity. Question 1, 3, 4, and 5 are classified into 'remember' level since they require students to answer WH-question related to Valentine's Day so that the students are required to remember. Question 6 is also classified into 'remember' level since it requires students to mention whether Valentine's Day is a holiday or not for Americans. Question 2 is classified into 'understand' level since it requires students to explain how the feel of Valentine's

Day is everywhere. Question 7 is also classified into 'understand' level since it requires students to give an opinion about Valentine's Day.

Stage 1 entitled sharing funny experience in Unit 5 contains cultural awareness sub-stage about Body Language. There is one task here consists of a reading text and three related questions. All the questions have correlation with the issues which is cultural identity. All the questions are classified into 'understand' level. It is because the answers of those questions can not be found in the reading text. They require students to find the answers by giving their opinion about the questions.

The total of the tasks related to multicultural issues in this textbook is two tasks with ten questions. All the questions are about multicultural issues. The percentage could be seen in the chart below:
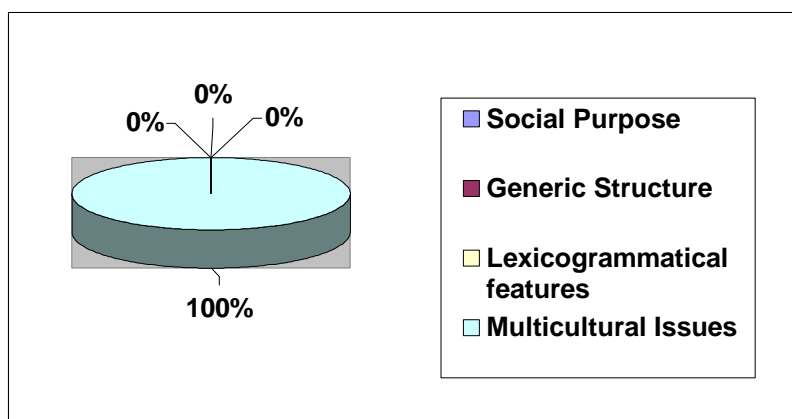
Figure 9. The Percentage of Questions in *Look Ahead 2 for Senior High School Students Year XI*

From the ten questions related to multicultural issue in this textbook, there are five questions in 'remember' level and five questions in 'understand' level. The percentage could be seen in the chart below:
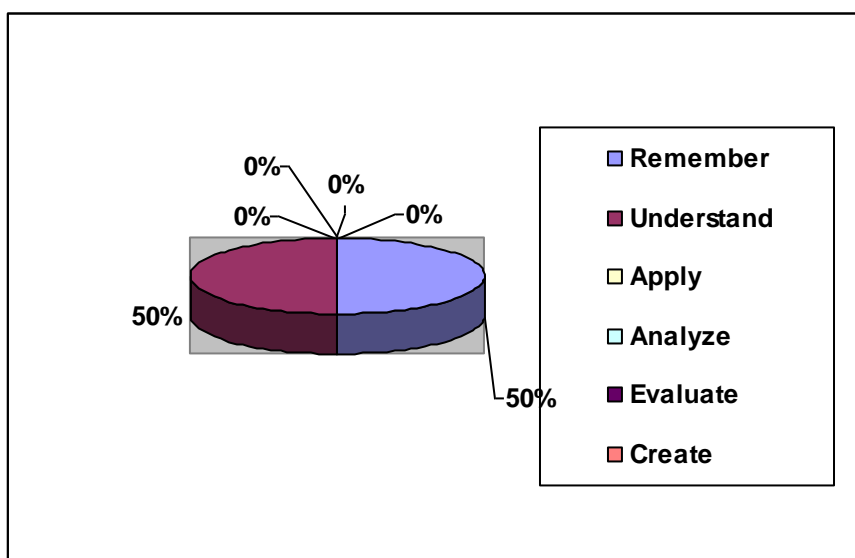
Figure 10. The Percentage of Questions Related to Multicultural Issues in *Look Ahead 2*

for Senior High School Students Year XI

As mentioned in the description above, there are only two level of Bloom's taxonomy existing in this textbook. It can be concluded that the questions that could generate students understanding do not exist at all in this textbook. Actually the 11th level students are potential to be provided with higher level of the taxonomy. It is pity that they are only provided with lower level of the taxonomy. It can cause their lack of understanding of multicultural issues.

6. *Look Ahead 3 for Senior High School Students Year XII*

There are five units with different topics in this English textbook. All of the units in this textbook are divided into two stages. The stages have different titles in each unit. One of the stages in every unit contains one sub-stage about culture that is cultural awareness sub-stage. The sub-stage typically exists in Stage 1. There is no multicultural issue found in cultural awareness sub-stage in Unit 4. Since Unit 1, Unit 2, Unit 3, and Unit 5 contain cultural awareness sub-stage which has correlation with multicultural issues, they become units to be discussed. The multicultural issues exist in those units are cultural identity, cultural stereotype, and cultural prejudice.

As described before, the stages in each unit have different titles. In Unit 1, the title for Stage 1 is 'getting in touch with stories'. Cultural awareness sub-stage exists here with one task and contains cultural identity. Hence, the task to be analyzed is the only task in 'cultural awareness' sub-stage entitled Halloween. There is a reading text followed by ten questions. All the questions have correlation with cultural identity. Consequently, those questions become the questions to be analyzed. Question 1, 4, 5, 8, and 9 are classified into the 'remember' level of Bloom's taxonomy. It is because the answers of those questions are provided on the reading text. Question 3 is also classified into 'remember' level since it requires students to mention the annual cycle of seasons in Europe. Question 2, 6, 7, and 10 are classified into 'understand' level since those questions required students to think more about the answers. Question 2, 6, and 7 requires students to find the meaning of word 'annual', the reference of

'those' word, and the main idea of the third paragraph which can be found in the reading text. Question 10 requires students to give their idea about Halloween and Halloween party.

Unit 2 also has different title of the Stage 1 which is giving reasons why something happens. Cultural awareness sub-stage exists here is about cultural identity entitled Table Manner. There is one task consists of a reading text followed by eight questions. All the questions have correlation with cultural identity. Hence, questions to be analyzed are questions 1, 2, 3, 4, 5, 6, 7, and 8. Question 1, 2, 3, 4, 5, 6, and 7 are classified into 'remember' level since they require students to recall their knowledge about their experience in being invited and attending the party. Question 8 is classified into 'analyze' level since it requires students to distinguish some manners in table manners into the manners should do or shouldn't do.

Unit 3 has Stage 1 entitled talking about it. The cultural awareness sub-stage is about cultural identity, cultural stereotype, and cultural prejudice entitled "Breaking the Ice" in Britain. The only one task here consists of a reading text followed by five questions. All the questions are related to the issues. Hence, questions to be analyzed are question 1, 2, 3, 4, and 5. Question 1 and 4 are classified into 'remember' level since the answers of the questions can be found in the reading text. Question 5 is also classified into 'remember' level since it requires students to mention the topics commonly talked in Indonesia to "break the ice". Question 2 and 3 are classified into 'understand' level since they require

students to answer by giving kind of opinions not by finding the answer in the reading text.

The title of Stage 1 in Unit 5 is saying what you think. The cultural awareness sub-stage is about cultural identity, cultural stereotype, and cultural prejudice. The sub-stage consists of two reading texts followed by five questions. All the questions are analyzed because they are related to the issues. Question 1 and 2 are classified into 'remember' level since the answers can be found in the one of the reading texts. Question 3 and 5 are classified into 'understand' level. It is because they require students to answer and give the reason of the answers about whether it is difficult to express their opinion followed by the reason of it in question 3 and about students' preference between an American-style discussion and an Indonesian-style discussion followed by the reason in question 5. Question 4 is classified into 'analyze' level since it needs an analysis to answer the question. It requires students to distinguish an American-style discussion and an Indonesian-style discussion.

The total of the tasks related to multicultural issues in this textbook is four tasks with twenty eight questions. All the questions are about multicultural issues. The percentage could be seen in the chart below:
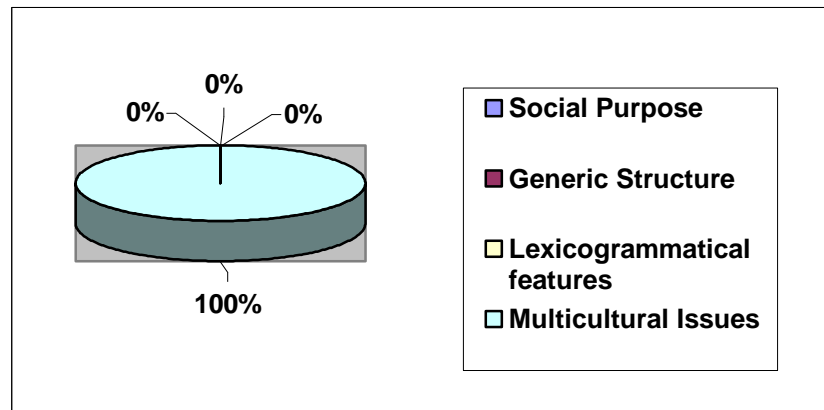
Figure 11. The Percentage of Questions in *Look Ahead 3 for Senior High School Students*

Year XII

From the questions, there are eighteen questions in 'remember' level, eight questions in 'understand' level, and two questions in 'analyze' level. The percentage could be seen in the chart below:
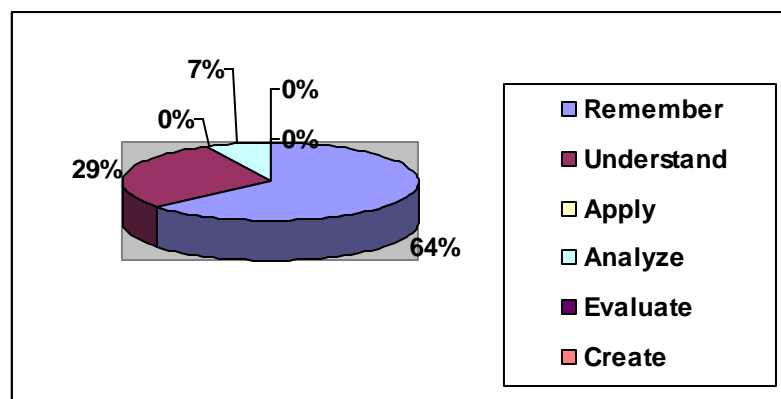
Figure 12. The Percentage of Questions Related to Multicultural Issues in *Look Ahead 3*

for Senior High School Students Year XII

There are three levels of Bloom's taxonomy existing in this textbook. As mentioned in the description above, the questions are classified into 'remember', 'understand', and 'analyze' level. There is 'analyze' level which is higher level of

the taxonomy. It requires students to do an analysis in understanding the issues presented. In conclusion, the questions in this textbook are considered good enough to generate students' understanding of the issues.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion of the whole study and the suggestion from the writer.

5.1 Conclusion

As the central element in teaching and learning activities, textbook should contain not only about grammar or other aspects of language but also some issues around the users of the language to be discussed about by using that language. One of the issues faced by students nowadays is multicultural issue. The lack of understanding of the issue results on some conflicts happened in some of the country in the world. The conflict also frequently happened around the students where this study conducted. As UNESCO proposed four pillars of education that one of the pillars is learning to live together, it is needed to generate students' understanding of the multicultural issues to create togetherness in a harmony. Textbook could be one of the tools to achieve the goal. It is could be seen in this study that some of the textbooks includes multicultural issues in their content.

From the six textbooks analyzed, widely known multicultural issues are partly presented. The issues are cultural identity presented in all of the textbooks, cultural stereotype presented in two of the textbooks (*Look Ahead 1 for Senior High School Students Year X* and *Look Ahead 3 for Senior High School Students Year XII*), and cultural prejudice presented in two of the textbooks (*Look Ahead 1*

for Senior High School Students Year X and *Look Ahead 3 for Senior High School Students Year XII*). They are three of the eight issues which this study focuses on. The issues are presented by a reading text and a number of related questions. Concerning the first research question of this study, the presentation of multicultural issues in the English textbooks analyzed is still limited. The presentation is limited only in the textbooks for higher level of students (SMP and SMA). The textbooks for lower level of students (SD) do not present the multicultural issues at all.

In related to the analysis of the questions by using Bloom's taxonomy that is the focus of the second research question in this study, there is still lack of the questions that could generate students' understanding of the issues. Most of the questions are in 'remember' and 'understand' level as in the two textbooks (*The Bridge English Competence I for SMP Grade VII*, *Look Ahead 1 for Senior High School Students Year X*, and *Look Ahead 2 for Senior High School Students Year XI*). The other textbooks also includes those levels as basic level questions but they completed the questions by including higher level questions which are 'apply' level as in one of the textbook (*English in Focus for Grade IX Junior High School*), 'analyze' level as in one of the textbooks (*Look Ahead 3 for Senior High School Students Year XII*), and 'create' level as in two of the textbooks (*English in Focus for Grade VIII Junior High School* and *English in Focus for Grade IX Junior High School*). However, it is concluded that the questions related to multicultural issues in the textbooks are not able to achieve Bloom's criteria in generating students' understanding.

5.2 Suggestion

Based on the conclusion above, it is suggested that textbook should provide topics, themes, and tasks related to multicultural issues with comprehension question to generate students' understanding of the issues. The government, in this case *Kementerian Pendidikan Nasional* as the policy maker related to education in this country, should make a policy for the schools to provide an ideal textbook which contain multicultural issues for their students. The questions in the textbook should consist of questions with appropriate level for the grades of students. Higher level of the grades should be provided with higher level of the questions. Lower level students such as elementary school students could be provided with a picture, a song, or a story from other countries. Further, the issues should be more varied since this study only found three of the eight multicultural issues have been focused.

The writer hopes that there is further study or exploration related to multicultural issues in the textbook. The writer also would like to suggest students of UNJ who are now probably already English teachers, graduates of UNJ who are now taking their career in education field, especially as English teachers, to select ideal textbooks containing multicultural issues. It is also suggested that authors of English textbooks put multicultural issues in textbooks for every level of students, especially lower level of students. It is based on the finding of this study that the writer did not find any multicultural issue in the textbooks for lower level of students (SD). The presentation of the issues should be completed by the

comprehension questions even for the lower level of students because the issues need to be introduced to the students as earlier as possible.

As the conflicts more widely spread, some activities can be done by individuals and groups of students and teachers to prevent the new conflicts happen. They are, for example, learning other cultures, respecting each others, keeping unity, and building good intercultural communications. Teachers could encourage students to do these activities by giving them models of the way to do these.

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APPENDICES

Appendix 1

The Presentation of Multicultural Issues in the Textbooks

No.	The Grade	The Textbook	The Multicultural Issues	The Topic of the Issues
1.	SD Grade IV	*Integrated English Competence for Students at The Fourth Class*	-	-
2.	SD Grade V	*Integrated English Competence for Students at The Fifth Class*	-	-
3.	SD Grade VI	*Integrated English Competence for Students at The Sixth Class*	-	-
4.	SMP Grade VII	*The Bridge English Competence I for SMP Grade VII*	1. Cultural Identity	1. Kimono
5.	SMP Grade VIII	*English in Focus for Grade VIII Junior High School*	1. Cultural Identity	1. Famous places of interest
6.	SMP Grade IX	*English in Focus for Grade IX Junior High School*	1. Cultural Identity	1. Traditional dances 2. The Chinese Influence in Indonesian

				Visual Art
				3. Indonesian Art
				4. Puppets
				5. Percussion Instruments
				6. Stories around us
				7. *Si Pungguk*
				8. Folktale
				9. Stories from Indonesia
				10. Way of organizing a letter of English-speaking people
7.	SMA Grade X	*Look Ahead 1 for Senior High School Students Year X*	1. Cultural Identity 2. Cultural Stereotype 3. Cultural Prejudice	1. Arranging time 2. Tea time 3. Giving compliments 4. Foreigner's impression of Indonesia 5. Jakarta city 6. The Borobudur Temple
8.	SMA Grade	*Look Ahead 2 for*	1. Cultural	1. Valentine's Day

	XI	*Senior High School Students Year XI*	Identity	2. Body Language
9.	SMA Grade XII	*Look Ahead 3 for Senior High School Students Year XII*	1. Cultural Identity 2. Cultural Stereotype 3. Cultural Prejudice	1. Halloween 2. Table Manner 3. "Breaking the Ice" in Britain 4. Intercultural Communication

The Bridge English Competence I for

SMP Grade VII

<u>Appendix 3</u>

English in Focus for Grade VIII Junior

High School

Appendix 4

English in Focus for Grade IX Junior

High School

Appendix 5

Look Ahead 1 for Senior High School

Students Year X

Appendix 6

Look Ahead 2 for Senior High School

Students Year XI

Appendix 7

Look Ahead 3 for Senior High School

Students Year XII