

**THE DIMENSIONS OF LITERACY: COMMUNICATION,
MULTICULTURAL, AND VISUAL IN BACKPACK 6 ENGLISH
TEXTBOOK PROPOSED BY SUPSAKOVA'S THEORY**

RESEARCH PAPER

**Submitted as A Partial Fulfillment of the Requirements for Getting
Undergraduate Degree of English Language Education**



By:

Latifah Ambarwati

SRN : 123221167

**ENGLISH DEPARTMENT
CULTURES AND LANGUAGES FACULTY
STATE ISLAMIC INSTITUTE OF SURAKARTA**

2019

ADVISOR SHEET

Subject: Thesis of LatifahAmbarwati

SRN: 12.32.2.1.167

To:

The Dean

of Cultures and Language Faculty

IAIN Surakarta

In Surakarta

Assalamu'alaikumWr. Wb.

After reading thoroughly and giving necessary advices, here with, as the advisors, we state that the thesis of

Name : LatifahAmbarwati

SRN : 12.32.2.1.167

Title : Literacy: Communication Literacy, Multicultural Literacy and Visual Literacy in Backpack 6 English Textbook Proposed bySupsakova's Theory

Has already fulfilled the requirement to be presented before The Board of Examiners (Munaosyah) to gain Undergraduate Degree in English Department.

Thank you for the attention.

Wassalamu'alaikumWr. Wb.

Surakarta,

Advisor,



Dr. Imroatus Solikhah, M.Pd

NIP. 19770316 200912 2 002

RATIFICATION

This to certify the Sarjana thesis of “ The Dimensions of Literacy: Communication, Multicultural, and Visual Literacy in Backpack 6 English Textbook Proposed by Supsakova’s Theory” by Latifah Ambarwati has been approved by the thesis advisors for further approval by board of examiners as the requirement for Undergraduate degree in Cultures and Languages Faculty.

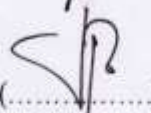
Chairman : Arina Rohmatika, S.Pd, M.Pd
NIP. 19840613 200503 1 003

()

Secretary : Dr. Imroatus Solikhah, M.Pd
NIP. 19770316 200912 2 002

()

Main Examiner : Dr. Rochmat Budi Santosa, S.Pd, M.Pd
NIP. 19691111 200212 1 001

()

Surakarta, 26 February , 2019

Approved by

The Dean of Cultures and Languages Faculty



Dr. H. Gyoto, M.Hum
NIP. 19670224 200003 1 001

PRONOUNCEMENT

Name : LatifahAmbarwati

SRN : 12.32.2.1.167

Study Program : English Department

Faculty : Cultures and Languages Faculty

I hereby sincerely state that the thesis titled "Communication Literacy, Multicultural Literacy and Visual Literacy in Backpack 6 English Textbook Proposed by Supsakova's Theory" is my real masterpiece. The things out of my masterpiece in this thesis is referred in the bibliography.

If later proven that my thesis has discrepancies. I am willing to take the academic sanction.

Surakarta, February 2019

Stated by,



LatifahAmbarwati
SRN. 123.221.167

DEDICATION

This Thesis proudly dedicated to:

1. My beloved husband, may Allah bless you, dear.
2. My two lovely children. Never stop fighting to get His blessing!
3. To the readers, who interested in knowing and learning literacy in English textbook.

MOTTO

Al Qur'an is the Book which there is no doubt, a guidance for
those conscious Allah

(Surah al Baqarah:2)

The one best test of a man's culture is his knowledge of his own
language

(Herbert N. Casson)

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The researcher realized that the study is still far from being perfect. She

has an expectation for every comment, advices, and criticism. Hopefully it is beneficial for all the readers.

Surakarta, February 26th 2019

The researcher

Latifah Ambarwati

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ABSTRACT

Latifah Ambarwati.2019. *Communication, Multicultural and Visual Literacy in Backpack 6 English Textbook Proposed by Supsakova's Theory*. Thesis. Cultures and Languages Faculty of State Islamic Institute of Surakarta.

Advisor : Dr. Imroatus Solikhah, M.Pd

Keywords : Communication Literacy, Multicultural Literacy, Visual Literacy, Backpack English Textbook

Textbook is one of authentic material in teaching and learning activity. The role of textbook is significant because through this real material the goal of learning can be reach. There are many publishers release selected textbooks. As the teachers, they be able to choose the right textbook which appropriate to their goal of learning. One of the goal is teaching literacy. The problem statement of this research are: (1) To describe kinds of literacy found in the tasks and activities in the Backpack 6 English textbook and (2) The kinds literacy found in the book are: communication literacy, multicultural literacy, and visual literacy.

The researcher used content analysis design by describing the content of English textbook. The object of this research was his the Backpack 6 English textbook. The researcher took Cunningsworth's theory in order to evaluate quality of textbook. The steps for analyzing the data used the theory proposed Miles and Huberman. The data collected by documenting all tasks and activities in forms of pictures and sentences in the book. The data analyzed by reducing data, presenting data, and taking the conclusion. The data was analyzed used Supsakova's theory about literacy.

The researcher's finding is that the book consists of 9 chapters, every chapter consists of 6 subchapters, and every subchapter consists of several tasks and activities. The sum of tasks and activity from chapter 1 up to chapter 9 is 17. So, there are all 172 data from tasks and activities of this book. The researcher finds that there are 126 data which consist of the three dimensions of literacy. The communication literacy dominates literacy in this book, which has 50% discuss about it. Then, visual literacy has 44,44%, and multicultural literacy 5,56 %. From those findings, the book is very suitable to teach communication visual, and multicultural literacy.

The conclusion from this research is that the Backpack 6 English textbook presents sets task and activity to gain communication, visual and multicultural literacy for students. The suggestions The researcher hopes this research can be a guideline for other researcher that conduct similar issue to get better and maximal result by completing and enriching the existing research with kinds of method.

CHAPTER I

INTRODUCTION

A. Background of the Study

Textbook is not a peculiar term in the educational studies and it has an important role in education. Textbook is usually used to cover the teaching and learning contents per semester or per year. The teaching and learning contents inside the textbook will become the source for the teaching and learning process conducted by teacher as their teaching material in the classroom. Moreover, textbook was constructed by some experts on the subject (McGrath, 2008: 7) with the assistance of publishers and they were evaluated by the government agency (Mahmood, et.al, 2009).

“Textbooks are located at the interface of the formal curriculum and the lived or live curriculum” (Berman, 1987; Perrenoud, 1984 cited in Lebrun et.al, 2002). In other words, nowadays, the curriculum has been substituted by the work of authors, publishers and textbook selection committees. It is also supported by the fact that many teachers create their syllabus based on the textbooks they usually use. The needs of textbook for both teachers and students caused the sale of the textbooks increased and it makes the increment number of textbooks produced. Consequently, the quality of the textbooks becomes uncontrollable. It also caused confusion to the teachers to choose the most suitable textbook for their particular group of students (see Cunningsworth; 1995, McGrath, 2002). It is important to have common

language when talking with children and with elementary students about literacy and learning. Without a shared vocabulary, it is difficult to talk about what we are trying to accomplish to improve teaching and learning.

Literacy and textbook have a relationship. Literate people will read a book (no matter the kinds of book) and book will gain the literacy degree of a person. So, the quality of book which contain literacy is so important in selecting book especially book for school or textbook. According to Bozena Supsakova (2016), there are four dimensions of literacy, they are as follow: information literacy, communication literacy, visual literacy and multicultural literacy. Why the researcher discusses literacy because the Back English textbook pack 6 written by Mario Herera and Diane Pinkley for elementary students, gives understanding about communication, multicultural and visual literacy through the tasks and activities in the chapters of the book.

In communication literacy, this book –in the sets of tasks and activities– stimulates students to talk. (in the *Presentation* subchapter in activity *Talk and Stick*) students asked to talk by repeating the example. Besides that, students present information in front of the class with their own words based on project they made (in *Application* subchapter in activity *Project*) , interviewing other, and other speaking activities.

Related with multicultural literacy, this book presents multicultural products, events, people and events all over the world, such as presenting Salma Hayek, a Latin America actress who was success in Hollywood movie. In order to understand about multicultural, this book tries to lead the students

to be tolerant, to respect manifold culture and to accept differences. This book teaches the students even though people live in different culture, but people have to respect each other. Multicultural literacy teaches students to familiarize different cultural environment.

Meanwhile, in term of visual literacy, this book presents colorful printed material gaining literacy with pictorial illustrations in order to ease the students, especially elementary students to understand and the goal expected is that the students have the ability to understand and use pictures, as well as think and learn. To understand pictures, their meanings, to feel them in all form of expressions, means to dispose of the ability to understand both language and the form of communication. Linguistic and cultural differences may have an impact on the efficiency of visual perception. This is the reason for creation of verbal and visual messages in such a way they would suit every group of perceivers. If there is no discourse and pictures are not sufficiently analyzed interpreted, they would not correctly explained and understood.

From the explanation above the researcher wants to analyze what are the literacy approaches in the Backpack 6 English textbook. Thus the researcher wants to conduct the research entitled **“The Dimensions of Literacy: Communication, Multicultural, and Visual in Backpack 6 English Textbook Proposed by Supsakova Theory ”**.

B. Problem Identification

Based on the background above, the researcher identified the problems as follow:

1. There are some dimensions of literacy can be found in Backpack 6 English Textbook.
2. The literacy approaches found are as means of guidance for teachers in choosing textbooks for their students.

C. Problem Limitation

In this research, the researcher limits her research on the communication, multicultural and visual literacy in the content of Backpack 6 English Textbook because the researcher wants to know whether the three dimensions of literacy found in the selection of activities and task in Backpack 6 English Textbook.

D. Problem Statement

Based on the background of the study, the researcher formulates the problem: What kinds of literacy are found in the tasks and activities in the Backpack 6 English textbook?

E. Objective of the Study

The objective of the study is to identify what kinds of visual literacy learning found in the selection of tasks and activities in the Backpack 6 English textbook.

F. Benefits of the Study

The researcher expects that this research can give benefits, both theoretical and practical benefits:

1. Theoretical Benefits

- a. The result of the research can be useful in learning communication, multicultural and visual literacy in English textbook, especially for elementary to higher level.
- b. The result of the research as the information to show several feedbacks that textbook as authentic material can be tool to teach literacy in learning language, especially English language for elementary school.

2. Practical Benefits

a. The teacher

- 1) The result of the research can be useful for additional information to find out the dimension literacy learning in English textbook.
- 2) The study will help teacher to select appropriate strategies to her/his students, which teaches literacy through textbook as the material.

b. The students

Selection appropriate literacy can make students more literate in learning English

c. The other researcher

The result is useful for other researcher as a reference to conduct future researches dealing with similar problem by using other research design or model.

G. The Definition of Key terms

It is very important to understand the meaning of the topic. The researcher wants to clarify the term of the topic as follow:

1. Literacy

Literacy is the ability to use language and image in rich and varied forms to write, listen, speak, view, represent, and think critically about ideas.

2. Communication Literacy

It is the ability to communicate in active manner and using a reasonable form and to present information.

3. Multicultural Literacy

It is ability to orientate in a different cultural environment.

4. Visual Literacy

It is the learnt capacity to exactly interpret the visual messages and to create such messages.

5. English

English is the mean of England the test of Britain, North America, a great pane of the British command wealth and some other cannot raise according the password by Karnarman, (1987:26).

6. Textbook

Textbook is a book that contains detailed information about a subject for people who are studying that subject.

CHAPTER II

UNDERLYING THEORY

In analyzing this research, the researcher needs the theories that will be used in analyzing the data and some definitions of the terms related to this research. In this part, the researcher describes notion of literacy, and textbook evaluation.

A. The Nature of Literacy

1. The definition of literacy

Elizabeth Walter (2005:74) literacy means the ability to read and write. Meanwhile the other definition of literacy is the ability to use language and image in rich and varied forms to read, write, listen, speak, view, represent, and think critically about ideas. According to McGee and Richgel (1996), literacy is conventional readers and writers write and read that most people in our society recognize as really reading and writing.

The South Australian Curriculum and Accountability Framework defines literacy as “the ability to understand, analyze, critically respond to and produce appropriate spoken, written, visual and multimedia communication in different context.

According to Chambers English Dictionary (2003), literacy is the condition being literate.

In 2002, the United Nations declare 2003-2012 the united Nation Literacy Decade, Resolution 56/116 acknowledged the place of literacy at

the heart of lifelong learning, Affirming that “Literacy is crucial to the acquisition by every child, youth and adult, of essential life skill that enable them to address the challenges they can face in life and represents an essential step in basic education, which is an indispensable means for affective participation in the societies and economies of the twenty-first century (United Nations 2002b)

From the definition above, we can conclude that literacy is ability of a person in the use of certain language to read and write, knowing the deep meaning and the ability of person rewrite the idea uses her/his own words.

Literacy has meaningful role in teaching English as second language. Because through literacy the students know reading to learn not learning to read anymore. It is indisputable that junior and high school students must become proficient readers and writers to successfully meet the requirements of the secondary curricula and be adequately prepared for college and citizenship.

Taking into account of debates, including the major traditions, critique and approaches to literacy, there are four discrete understanding of literacy:

- a. Literacy as an autonomous set of skills
- b. Literacy as applied, practiced, and situated
- c. Literacy as learning process
- d. Literacy as text

These broad area of enquiry accommodate almost all theoretical understanding literacy.

2. The Kinds of Literacy

Bozena Supsakova (2014:72-80) proposed the four keys of literacy, they are as follow:

a. The communication literacy

It is the ability to communicate in active manner and using a reasonable form and to present information. This is the set of competencies through which we learn, understand, comprehend, and apply all non verbal and verbal characters and symbols of the corresponding culture serving for communication.

The example of communication literacy is presenting information in front of the class, interviewing other, spoken activities with the students' own words.

b. The information literacy

It relates to the ability to functionally see and efficiently work with information to be able to search, select, and further communicate them. It is based on the use of information and communication technologies and their availability. This is the ability to recognize when and what information are needed. The ability to efficiently and purposefully look for the necessary information, to localize the information and information source, to master the method, techniques and strategies for information searching, also to critically evaluate assess the information, to compare them and on the basis of this select and obtain them.

c. The multicultural literacy

It is ability to orientate in a different cultural environment. To dispose of the literacy of this type means to be tolerant, to respect manifold cultures, to have a pro-social behaviour without prejudices and barrier toward people coming from various cultures and to accept differences in the broadest sense thus also to explicitly position against intolerance, racism and xenophobia.

d. The visual literacy

It is defined in both narrow and broad sense. R. Petterson (1993) says that visual literacy is the learnt capacity to exactly interpret the visual messages and to create such messages. The interpretation and capacity to create could be characterized similarly as reading and writing of hard copy text.

3. Literacy As Text

The way of understanding literacy is to look at the terms of the subject matter (Blola:1994) and the nature of the texts that are produced and consumed by literate individuals. Text vary by subject and genre (e.g. textbooks, technical/ professional publication and fiction) by complexity of the language used and by ideological content. The form of the text can be represented by the existing of textbook in teaching learning activity.

This approach pays particular attention to the analysis of discrete passages of text referred to by socio linguist as 'discourse'. Influenced by broader social theories, it located literacy within wider communicative and

socio political practices that construct legitimate and reproduce existing power structures (Fairclough:1991).

Language represents one of several modes through which communication is conducted (Kress and van Leeuwen:2001). The broader policy question raised by this work is whether the types of literacy taught in schools and adult programs are relevant to the present and future lives of learners (Gee:1996)

B. Review on English Textbook

1. The Definition of English Textbook

According to Thomson (2000:75), the English textbook is a stimulus on instrument for teaching and learning. A teacher usually uses some media to make him or her easier in explaining the teaching material. One media which is ordinarily used is a textbook. The textbook is easy to buy, to carry, and to study. Even though, there are so many kinds of media rivaling the printed materials of communication, the textbook remains the major source in school. It is a book giving instruction in an English subject, used especially in school.

In teaching learning process, instructional materials become an important part used to support the language instruction. Richards (2001:251) states that much language program in the world could not happen without the existence of commercial materials. Further, Tomlinson (1992:2) argues that materials are primarily aimed at helping

learners to improve their knowledge and providing them opportunities to experience language use. Instructional materials in the form of textbook are very important for both teacher and learner. Teacher needs textbook in making teaching preparation and conducting the teaching. Learners need textbook to be able to follow the lesson well. In the other hand, lack of textbook in teaching and activities can create the less success of teaching.

Textbook is book that contains of teaching material for one course that used at school. The book that used as the main material in the teaching is textbook. Richards and Schmidt (2002:550) said that textbook is for English learning that contains of the combination of skill's material like observing, reading, speaking, writing, grammar or contains only one genre, for example reading. That meaning shows textbook is the matrix of teaching material shaped book that published and posted as the main teaching material in the teaching and learning process in the class. Textbook is usually used together with the other source of teaching like workbook, reference's book or teacher or proponent text (Tomlinson and Masuhara, 2008:14). According to Thomson (2000:175), the textbook is a stimulus or instrument for teaching and learning. Textbook is a book giving instruction in a subject, used especially in school etc.

Commonly, textbook is called by teaching matter, subject matter, instructional materials (Dick, dll., 2005:241), teaching material (Tomlinson, 2012:143) and curse book (Depdiknas, 2006:3). This

meaning pressures textbook is all of something that can used to facilitate learning in the teaching and learning process (Tomlinson2012:143). According to this definition, the term of textbook is teaching matter and material. Teaching matter refers to physical of the source of teaching matter or book itself. Teaching material refers to the substance or the content of book like topic, theme, exercise, and explanation.

The explanation above shows that textbook is translated according to various of user's view. Tomlinson (1998: 9) uses term of "coursebook" and explains that textbook is book that contains of the main material of a course and it is the source of teaching matter for teaching and learning process ongoing. Textbook commonly contains grammar, vocabulary, pronunciation, function, and loads language skills. Textbook is regarded as the important to satisfy learner necessary in the various of class and in the large context (Huchinson and Torres, 1994:327).

Dana and John (2005:125) says that there are some categories of a good textbook. First, the contents of the textbook should deal with the current curriculum, it might be from the genre with should be available in the textbook. The content of the textbook also go with the level of study. In the textbook include reading activities which are measure the proportion content words in a text. The second category is a textbook should have an interesting display because it can give motivation for readers to read the textbook. In addition, the language of the textbook

should correct in context and situation. It means that the language does not enclose ambiguous, so the reader can understand easily.

So, textbook is arranged to add students' ability in understanding materials contained in the textbook. It is also provided for teachers to help them in giving more exercise and material to students.

2. The Functional of Textbook

The function of textbook includes the function for the teacher and learner. Textbook is handle book of learner and it is as teaching media then textbook is called also teaching matter, course book and reference book of learning activity on the students (Depdiknas, 2006:4). Textbook for teaching matter can also called course book and reference book. Coursebook contains the material that designed special for orientation teaching of certain course appropriate with curriculum that bases the content's arranging of course book. Reference book is book that contains of theory or the orientation about a knowledge area. Reference book is used as depending of scientific concepts (Depdiknas, 2008:33).

A textbook has many functions. According to Thomson (2000:176) said that the textbook has many functions as follow:

a. Individualization of instruction

A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to limited extent, according to what they are interested in studying.

b. Organization of instruction

A textbook helps students to organize instruction by providing experience, suggested activities, recommended reading and question. Written textbook give unity to classroom interaction and are graded to introduce new concept or contents they build upon what has preceded.

c. Tutorial contribution

A teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence, and to solve problem.

d. Improvement of teaching

Textbook is also regarded as a helpful utility which is used by teachers to improve their skill in teaching.

Textbook can become the instrument of teaching. Textbook is usually used together with some of learning source like workbook, reference book of teacher or proponent text (Tomlinson and Masuhara, 2008). Hutchinson and Torres (1994:318) explained that textbook is framework or guide that help students to organize their learning both outside and inside the classroom during discussions in lessons while doing activities and exercises, doing homework and preparing for the test. A textbook enables them to learn better, faster, clearer, easier, and more.

From the explanation above, textbook is kind of visual aid in teaching learning process. It means that the function of a textbook is

actually as one of the visual aids by teachers, when they are teach and explain the teaching materials. Besides, it also helps the students in getting a better understanding of the material given by the teacher. Teaching materials are key component in most language programs. Whether the teacher uses a text book, institutionally prepared material, or teacher's prepared materials, instructional materials generally serve as the basic for much of the language input learners receive and the language practice that occur in the classroom.

More continue Hutchinson and Torres (1994: 318) explained for the learner, textbook helps to find the answer of problem when they follow the course. The teacher sees textbook as the instrument on the management of class to communicate between he or she with his or her students. According to the teacher textbook helps to economize the time, gives the guideline of course and discussion, pushes to give homework or another interesting assignment, direct to do interaction through the activity that provided in the book and increases the confident and safety feeling.

According to Muslich (2010: 15) textbook has position and function as the main source of teaching activity. In the language teaching, textbook becomes teaching tool of procedure, concept, strategy, and language skills (Tomskin and Hoskisson, 1995: 42). Textbook provides concept, example and exercise's activity. Textbook contains of units of teaching material that have to be followed by the students through a

series of activity and exercise like reading text, analyzing text, discussing the content of the text and reflecting.

Tomlinson (2012:21) explained that textbook has five functions. They are as follow:

- a. Informative (gives information to the students about target language)
- b. Instructional (guides the students in the practical of language that learned)
- c. Experiencing (gives the students experience to use language that learned)
- d. Eliciting (pushes the students to use the language)
- e. Explanatory (help the students to find the principle of language)

As the teaching matter, according to Depdiknas (2008: 12) textbook has three functions. First, textbook is the orientation for the teacher to direct learning activity and reference of competence that have to be learned to the students. Second, textbook is the orientation for the students to decide learning activity and the substance of competence that learned. Third, textbook is the instrument of evaluation on the accomplishment of teaching result.

3. The Importance of Textbook

Textbook is the main media of learning process; it plays the important role besides other modern tools of education. Textbook usually become main source that used at school. According to Fauziati (2010:208), the importance of textbook are:

- a. Without a textbook, learners think their learning is not taken seriously
- b. In many situations, a textbook can serve as a syllabus.
- c. It improvised ready-made teaching text and learning task.
- d. It is a cheap way of providing learning materials.
- e. Without it, learner will out of focus and teacher dependent
- f. For novice teachers, a textbook means security guidance and support.

English textbook is important in school to support of learning. Because textbook is media that contains of material in order to students have to know and understand about lesson. According to Hornby (1974:893), textbook is book that giving instruction in a branch of learning. The statement means that besides teacher as facilitator, textbook is one of importance media as guidance in learning process.

Based on the all definition above, the researcher concludes that textbook is very important as facilitate the teaching-learning process in a school. Textbook used teacher as source of teaching and guidance of teaching. Not only that, theory in textbook is written by some experts. Teachers usually easier to explain the materials because the contain of textbook is arranged structurally. Students also use textbook as media of learning process.

Tomlinson (2013:28) discussed some principles of language teaching materials. Good language teaching material should follow the principles below:

- a. material should achieve impact

- b. material should help learners to feel at ease
- c. material should help learners to develop confidence
- d. material should require and facilitate learners self investment
- e. material should expose the learners to language in authentic use
- f. materials should provide the learners with opportunities to use the target language to achieve communicative purpose
- g. materials should take into account that the positive effects of instruction are usually delayed
- h. materials should take into account that learners differs in learning styles
- i. materials should take into account that learners differs in affective attitudes
- j. materials should permit a silent period at the beginning of instruction
- k. materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities
- l. materials should not rely too much on controlled practices
- m. materials should provide opportunities for outcome feedback

C. Textbook Analysis

Analyzing textbook is a way to describe all content of the textbook. Analyzing textbook is done by the researcher to know the quality of literacy of the textbook. A good textbook have to fulfill all of the criteria of good

textbook. Selecting textbook is also done to know a good textbook. Cunningsworth (1995: 5) said that selecting course book or textbook involves matching the material against the context in which it is going to be used. No single course book or textbook that been released to market will be completely ideal for particular group of learner. Instead of looking for the ideal that will be rather hard to find, we should find the best possible fit that fits the potential in adapting and supplementing where its inadequate or unsuitable.

According to Cunningsworth (1995: 5), he classified how to analyzing textbook into two kinds; impressionistic analysis and in-dept analysis. The explanation of impressionistic and in-dept analysis is as follow:

1. Impressionistic analysis

Impressionistic analysis carried out by observing the cover of the book, looking for strength and weaknesses of the book. This analysis can quickly give the impression to the design and structure of textbooks, supplemental materials and sequence of the content of the book. In the same line, impressionistic analysis is analyzing textbook package. There five aspects of impressionistic analysis like:

- a. Cover

Cover influences in motivating and seek attention from the students' interest in reading. Cover realizes in an attractive appearance, color, images, and other things that are used to attract the reader's interest.

b. Content material

Content in impressionistic analysis is presenting generally. The form of content presentation area questions, types text, dialogues, notes, songs and others.

c. Learning activities

Learning activities is commonly included in textbook packages and are intended to give students practice in items already introduces in each chapter of the textbook. Learning activities should be drafted pretty, varied, gradually so that learners are motivated and covers the four main language skills of listening, speaking, reading, and writing.

d. Organization of book

The structuring or organizing is a systematic textbook contents, drafting order of chapters, sub-chapters, subject, choose a description of concept, preparing the exercise, determining the level difficulty and the order of presentation of each chapter.

e. Layout

Layout is drafting the order of presentation of material each chapter and also see pictures, animations, and other support. The arrangements of textbook have needs e to well organized from general to specific.

2. In-Dept analysis

In-dept analysis is the analysis that obtains detailed information on the various items in textbooks, such as syllabus outlines with the

needs of learners. This analysis can be done by selecting one or two chapters in textbooks and analyze the appropriateness of skills and learning activities in each unit chapter.

a. Aim and approach

This goal seemed on the whole book and the presentation of the chapter as a whole, this goal can be attributed to the Standard Competence in each chapter.

b. Language and content

The preparation of the material of the difficulty level of each chapter. This legibility of the writing material that more attention on the language. Use the language effectively and efficiently to achieve clarity of information material (Imroatus, 2016:119).

c. Language skill

There are four skills in general course book like; listening, speaking, writing, and reading. Cunningsworth (1995: 64) said that we need to check if the course book deals adequately with all four skills, taking the level and overall aim into account, and if there is a suitable balance between the skills. We might note here that in-dept and balanced treatment of all four skills is not necessary for all teaching situations. Extensive reading, for example, would not be desirable in a course book design to be used by native speaker teachers in Japan, who would want the emphasis to be on listening and speaking.

d. Practical consideration

The practical consideration means the affordability of the reader in obtaining a book or convenience of the reader in reading the book.

Based on the theory above, the researcher uses Cunningsworth's theory because this theory is used by many students to analyze the English book in the previous study. This theory is also used many researchers to analyze English textbook and this theory includes all of quality of textbook. The researcher analyzes the textbook entitled "Backpack 6 English Textbook" using two kinds of analyzing textbook based on Cunningsworth's theory. Generally, the researcher analyzes using impressionistic analysis such as cover, content material, learning activities, organization of the book and layout. In particular, the researcher analyzes using in-dept analysis like; aims and approach, organizational design, language and content, language skills and practical consideration.

D. Content Analysis

According to Wallen and Fraenkael (2001:93), content analysis is analyzing of the written or visual contents of a document. Besides, it is research tool to determine the presence of certain words or concept within texts or sets. Content analysis is the systematic examination of written or recorded communication in order to breakdown, identify and analyze the presence or relations of words, words sense, characters, sentences, concepts or common themes. The focus of analysis should be critical examination,

rather than a mere description, of the content. Examples of content include students' journals, essays, online discussion, or any form of written, visual, or oral communication (Weber, 1990:12). Another definition from Babbie (1989:67) states that content analysis is study of recorded human communications such as books, websites, paintings, and laws. It is one of the methods used in analyzing qualitative data that looks at meanings and relationships such as words and concepts within various forms of data. This method can be applied to the existing material or new data and educational research as well.

According to Hostli (1969:125), content analysis can introduce many great advantages to researchers who are using it in particular. First, it looks directly at communication via text or transcripts, and hence gets at the central aspect of social interaction. Second, it can allow for both quantitative and qualitative operations, third, it can provide valuable historical or cultural insights over time through analysis of texts. Fourth, it allows closeness to text which can alternate between specific categories and relationships and also statistically analyzes the coded form of the text. Fifth, it can be used to interpret text for purposes such as the development of expert systems (since knowledge and rules can both be coded in terms of explicit statements about the relationship among concepts). Sixth, it is an unobtrusive means of analyzing interactions. Seventh, it provides insights into complex models of human thought and language use.

From the definitions above, content analysis can indicate some features. It is seen as a research tool which focuses on the actual content and internal features of media and it is used to determine the presence of certain words, concepts, themes, phrases, characters and sentences within texts or sets of texts and to quantify this presence in an objective manner, some find that texts can be defined broadly as books, book chapters, essays, interviews, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theater, informal conversation, or many occurrence of communicative language

E. Previous Studies

To prove the originality of this study, the researcher discussed some previous study is related to English literacy learning. Meilyna Haryanti (UPI, 2014) conducted a study with a title *Textbook Evaluation in Private Elementary School in Cimahi*. She found the 4th and 5th grades English textbook used in private elementary school in Cimahi is very useful for young learners in Cimahi, the cover and the physical appearance is so interesting that generates students to learning English.

The second research is Amy Baker (University of Central Missouri, 2011) conducted a study with a title *Using Comics to Improve literacy in English Language Learners*. She found comics and graphic novel have many attributes that cause English to be appealing. Comics have reduced text, which attract reluctant readers. They also have bright colours and popular

characters that interest readers in this case are English Language Learners and keep their attention.

Based on the two researches above, the researcher wants to conduct the similar research but the researcher takes the other English textbook for elementary students and, of course the researcher wants to analyze the communication, multicultural, and visual literacy found in Backpack 6 English textbook for 6th grades students of elementary school.

CHAPTER III

RESEARCH METHOD

The researcher describes the research method used in this research beginning from type of research, subject of the study, object of the study, data and source of data, method of collecting data, and technique for analyzing data.

A. Type of Research

Related to the objective of this study, the researcher uses a descriptive qualitative design with descriptive method as the proper method. Arikunto (1996:29) says that the descriptive qualitative is the research to clarify or explain the phenomenon. This research is also non-hypothesis research that collects data, analyses them and draw conclusion based on the data only without taking general conclusion. It means that the result of analysis is just valid for data used in this research (Handi, 1983:3). By using this method, it is purposed to identify and describe an analysis of English textbook.

B. Research Design

This research is content analysis. Berelson (1952: 74) describe content analysis as “a research technique for the objective, systematic, and quantitative description of manifest content of communication”. This technique is used to find out the percentage of literacy type in Backpack 6 English textbook, in term of kinds applied in this book. The technique also classified the literacy types in Backpack 6 English textbook tried to help student master in core content.

C. Object of The Study

The object of this research is tasks and activities which generated literacy applied in the Backpack 6 English textbook.

D. Data and Source of Data

Arikunto (1996: 107) stated that source of the data are a subject from which the data are obtained. Moreover, Sutopo (2002: 49) states that source of data perhaps in the form of human beings and their social behavior, event, document, article, and soon.

The data of this research are tasks and activities found in every chapter in the Backpack 6 English textbook. The data of this research are in the forms of pictures and instructions which reflect the three kinds of literacy. The source of the data of this research is Backpack 6 English textbook with the authors: Mario Herera and Diane Pinkley published by Longman.

E. Technique of Collecting Data

The method of collecting data used by the writer is documentation. The steps of collecting data areas follow:

1. Reading tasks and activities in every chapter in the Backpack 6 English textbook.
2. Finding kinds of literacy applied in the Backpack 6 English textbook

3. Noting all kinds of literacy approach used in backpack 6 English textbook.
4. Re-typing all literacy approach into paper
5. Coding the data which contain literacy strategies. For coding the data the researcher uses certain system as follow:

01/BP6ET/Chap/WU/P/PP/LP/AP/AS/literacy types, that means:

01 : Number of data

BP6ET: Backpack 6 English Textbook

Chap : Chapter

WU : Warm Up

P : Presentation

PP : Presentation Practice

LP : Language Practice

AP : Application

AS : Assessment

Literacy types: Communication (CL), multicultural (ML), Visual (VL)

F. Technique for Analyzing Data

According to Sutopo (2002:96), defines analyzing data as process of organizing and arranging the data into pattern, category, and a set of basic classification so theme can be found and the research hypothesis can be formulate as what the data advised.

The technique for analyzing data applied by the writer is descriptive analysis. The techniques to analyze the data are as follow:

1. Classifying the data based on the kinds of literacy applied in the Backpack 6 English textbook.
2. Count the most literacy types applied in the Backpack 6 English textbook.
3. At the end of this discussion, the writer will have certain conclusion based on the result of data analysis. This conclusion will lead the writer to formulate some suggestions for other researcher.

The data displayed in form of Matrix. According to Miles and Huberman (1994:109) , a matrix is essentially the intersection of two lists, set up as rows and columns. Which collect and arranges data for easy viewing in one place, permit detail analysis and set the stage for later case cross analysis with other comparable cases or sites.

G. The Trustworthiness of Data

The qualitative research needs the validity of the data. Actually, the validation of data analysis designates the quality of the researcher's result. In this research, the researcher uses triangulation to develop the trustworthiness of data. Sutopo (2002:78) states that triangulation is the most common way that is needed to develop the trustworthiness of the data in qualitative research. According to Patton in Sutopo (2002:78) there are four kinds of triangulation, they are as follow:

1. Data triangulation

This technique drives the researcher use many sources of data in collecting the data. It means that same data will be more valid if it is taken

from many different sources. The focus of this triangulation based on different source of the data rather than the emphasis of the technique of collecting the data. The researcher interviews the teachers, students, and the owner. So, source of data triangulation is done by comparing different data which are obtained from different source.

2. Investigator triangulation

Investigator triangulation is the result of the research both data and conclusion can be tested validity from the other researchers. From the finding, the researcher can find the final conclusion which is able to use to make the result of the result valid.

3. Method triangulation

This triangulation technique can be done by the researcher in collecting the same data by using different methods, checking the validity of the source data by using different method. So, method triangulation in this research is done by comparing different data which are obtained from different method namely observation, interview, and student's worksheet.

4. Theory triangulation

This triangulation is done by the researcher by using perspective more than one theory in discussing the matter of research from some perspective theory will be found deeper point of view.

In this study, the researcher used data triangulation. In using data triangulation, the researcher collected the data from the interview with Ms.

Anna Trisnowati as an English teacher from Islamic elementary school in Surakarta as a user who used the book appropriate that the book is effective materials to gaining literacy for elementary students. The interview and research done in August up to November 2017.

CHAPTER IV

RESEARCH FINDING AND DISSCUSSION

This chapter is research finding and discussion. In the research finding, the researcher shows kinds of literacy types applied in this book. The data will be analyzed based on the analysis result. The analysis was done by referring to the dimensions of literacy proposed by Bonzena Supsakova from Comenus University of Slovakia. What has the researcher found through her research is that the Backpack 6 English textbook presents three dimensions of literacy: communication, multicultural, and visual literacy.

A. Research Finding

The literacy analyzed in this research is “Backpack 6 English Textbook” for sixth grade of elementary school. The textbook is written by Mario Herera and Diane Pinkley and published by Longman. Here are the following findings in this research: communication literacy, information literacy, and visual literacy which are applied in every tasks and activities in the nine chapters of this book.

Bozena Supsakova (2016) proposed that communication literacy is the ability to communicate in active manner and using a reasonable form and to present information. She also said that visual literacy is ability to understand and use pictures as well as think and learn. And, multicultural literacy is to orientate in a different cultural environment.

The Backpack 6 English textbook contains 9 chapters in its book. Every

chapter of this book divided into 6 subchapters. The sub chapters they are as follow: *Warm Up*, *Presentation*, *Presentation/ Practice*, *Language Practice*, *Application*, and *Assessment*.

The *Warm Up* subchapter is the first sub chapter in every chapter of this book, so, there are also 9 *Warm Up* Subchapter of this book. It presents colorful pictorial messages which have relational with chant or song activity in this first subchapter. The presentation subchapter contains short dialogues, tables, pictures, etc that ask the students to listen, read and say.

The *Presentation* contains listening and reading activity. The students have to listen to dialogues or text and they have also read them. In order to evaluate their understanding, the following task is *Talk and Stick* activity.

The next subchapter –*Presentation/ practice*- is also has similar task to the students in broader material or reading. The form of this text mostly long text or paragraph and to check the comprehension the text followed by task to Ask and Answer which topic depicted from the text before

Next, is *Language Practice*. This subchapter tries to teach the students about grammar and enriched with colorful pictures so that make the students easy to follow the steps in doing the activity. The activity of this sub chapter focuses on writing and speaking activity. The students asked to write sentences, complete sentence or paragraph, and interviewing classmates.

The following subchapter is *Application*. This subchapter is like a work book to them, the set of activities are: numbering sequence of events from the cassette they have listened, reading and chanting song and making project.

And, the last is the *Assessment* sub chapter it is like a test to evaluate the students' achievement in understanding every chapter of the Backpack 6 English textbook. The forms of the assessment are: Playing game (here the students have to practice orally in playing the game instructed), completing paragraph or writing sentences.

The researcher found that there are all 154 tasks and activities in the Backpack 6 English textbook. The detail data of the 154 tasks and activity, they are as follow:

1. Chapter 1

Title: *Amazing People*

The chapter 1 of the Backpack 6 English discusses about popular people in the world from different background of professions, such as: Pele a soccer player, Bruce Lee a kung-fu expert, Frida Kalho a painter, Antonio Gaudi an architect, Dr. Mae Jemison an astronaut, and John Lennon a musician.

The discussion about communication literacy found in the tasks of *Read and Say, Talk and Stick, Ask and Answer, Interview a Classmate* and *Write Composition*. The book presents the most about communication literacy. The book leads the students be active in speaking through the task and activity given.

The multicultural literacy presented through topic choice of the reading. *Look and Read* is the activity presents about multicultural. It is a reading text which presents popular people with multi ethnic background.

The visual literacy reflected on the presentation of pictures, and *Project*. From the pictures, the students learn to get the meaning. Meanwhile in project, students make a poster of an Amazing Person which included pictures and words, students try to present their project to the class.

Subchapter	Task and Activity	Sentence Utterance/ Picture	Literacy C/M/V	Description
Warm Up	Read, Listen and Chant	Pictures	V	The content of the song reflected by the pictures
Presentation	Listen, Read and Say	Read and Say and pictures	C/V	The presentation of reading text, students have to say
	Talk and Stick	Talk and Stick and pictures	C/V	Student have to perform dialogue based on the pictures by following the example
Presentation/ Practice	Look and Read	The text about Salma Hayek and Sarah Chang	M/V	The presentation of two famous people from different nationality
	Ask and Answer	Ask and Answer	C	Students have to perform short dialogue based on the text and by following the example
	Ask and Answer	Ask and Answer	C	Students have to perform short dialogue based on the text and by following the example
Language Practice	Complete the Sentences	-	-	-
	Write Question	-	-	-
	Work with a Partner	Ask and Answer Question	C	Students A and B make dialogue based on the information
	Interview a Classmate	Interview a classmate	C	One student interview a classmate. Then, introduce that classmate to the class
Application	Listen, Number the Sequence of events	Unstructured pictures	V	Student has to listen, then arrange the pictures chronologically by giving number of sequence
	Listen, Read and Chant	-	-	-
	Project	Make a poster	V	Student make picture and

Subchapter	Task and Activity	Sentence Utterance/ Picture	Literacy C/M/V	Description
				notice about amazing person and present them in front of the class
Assessment	Play a Game	Question and Answer	C	One student performs as a host of a quiz, asking questions. The other students have to answer the questions
	Complete the Story	-	-	-
	Write five questions about the paragraph	Write Questions based on the paragraph	C	Students have to write five questions based on the paragraph
	Write about an Amazing Person	Write about an Amazing Person	C	Students have to compose text about an amazing person with their own words

Table. 1. The Literacy Findings of Backpack 6 in Chapter 1

From the table above, the researcher finds out that there are all 17 tasks and activities: 8 activities contain communication literacy included 2 activities contain visual literacy, 4 activities are about visual literacy, one activity reflects multicultural literacy and visual one, and 4 activities without communication, visual, or even multicultural literacy.

2. Chapter 2

Title: *Our Stories*

The chapter 2 of the Backpack 6 English discusses about several personal stories of people from different countries. Such as: Korea and Mexico.

The discussion about communication literacy found in the tasks of *Read and Say, Talk and Stick, Ask and Answer, Interview a Classmate* and *Write Composition*. The multicultural literacy presented through reading

activity. *Look and Read* in this chapter presents personal story of Carlo who lives in Mexico. The visual literacy reflected on the presentation of pictures, and *Project*. From the pictures, the students learn to get the meaning. Meanwhile in project, which included pictures and words, students try to present their visual message in the form of *Cube of Myself* to the class.

Subchapter	Task and Activity	Sentence Utterance/ Picture	Literacy C/M/V	Description
Warm Up	Read, Listen and Chant	Pictures	V	The content of the song reflected by the pictures
Presentation	Listen, Read and Say	Read and Say	C/V	The presentation of reading text, students have to say
	Talk and Stick	Talk and Stick	C/V	Student have to perform short talk based on the dialogue by following the example
Presentation/ Practice	Read Carlo's Scrapbook	The text about Carlo who lives in Mexico	M/V	The presentation of the daily activities of Carlo
	Point, Ask and Answer	Ask and Answer	C	Students have to perform short dialogue based on the text and by following the example
	Ask and Answer	Ask and Answer	C	Students have to perform short dialogue based on the text and by following the example
Language Practice	Look, Write question with <i>How long</i>	-	-	-
	Answer Question Based on Exercise 7	Answer question based on the exercise 7	C	Students have to answer questions from the questions in exercise 7
	Work with a Partner	Ask and Answer Question	C	Students A and B make dialogue based on the information
	Interview a Classmate	Interview a classmate	C	One student interview a classmate based on the list of subject with his/her own words
Application	Listen, Write the Letter	Pictures	V	Student has to listen the record, matching it with the

Subchapter	Task and Activity	Sentence Utterance/ Picture	Literacy C/M/V	Description
				picture. Then, writing letter
	Listen, Read and Chant	-	-	-
	Project	Make a cube about student self	V	Students make a cube and pictures of the daily activity and present them in front of the class
Assessment	Play a Game	Play Snake and Ladder	V	Students play game in turns by making sentence using <i>since</i> , <i>for</i> , and <i>ago</i>
	Write Questions	Making questions based on the words given	V	Students have to compose question based on the clues given
	Write questions with student own information	Write Questions based on student's own information	C	Write Questions based on student's own information
	Write about how long one student have done a favorite activity	Write about how long one student have done a favorite activity	C	Students have to write about how long one student have done a favorite activity

Table. 2. The Literacy Findings of Backpack 6 in Chapter 2

From the table above, the researcher finds out that there are all 17 tasks and activities: 10 activities contain communication literacy included 2 as the combination between communication and visual literacy, 4 activities are about visual literacy, one activity reflects multicultural and visual literacy, and 2 activities without communication, visual, or even multicultural literacy.

3. Chapter 3

Title: *Skills and Ability*

The chapter 2 of the Backpack 6 English discusses about jobs or professions. This chapter presents many kinds of profession: sales, lawyer, reporter, athlete, wildlife biologist, costume designer, and historian.

The discussion about communication literacy found in the tasks of *Read and Say*, *Talk and Stick*, *Ask and Answer*, *Interview a Classmate* and *Write Composition*. The book presents the most about communication literacy. The book leads the students be active in speaking through the task and activity given.

The multicultural literacy presented through topic choice of the reading. *Look and Read* is the activity presents about multicultural. It is a reading text which presents different sites in the world.

The visual literacy reflected on the presentation of pictures, and *Project*. From the pictures, the students learn to get the meaning. Meanwhile in project, which included pictures and words, students try to present their project about interesting jobs to the class.

Subchapter	Task and Activity	Sentence Utterance/ Picture	Literacy C/M/V	Description
Warm Up	Read, Listen and Chant	Pictures	V	The content of the song reflected by the pictures
Presentation	Listen, Read and Say	Read and Say	C/V	The presentation of reading text, students have to say
	Talk and Stick	Talk and Stick	C/V	Student have to perform dialogue based on the pictures by following the example
Presentation/ Practice	Look and Read	The text about kinds of profession in the relation with science and culture	M/V	The presentation of three short text about kinds of jobs with have cross cultural themes, e.g.: biologist costume designer and historian
	Ask and Answer	Ask and Answer	C	Students have to perform short dialogue based on the text and by following the example
	Ask and Answer	Ask and Answer	C	Students have to perform

Subchapter	Task and Activity	Sentence Utterance/ Picture	Literacy C/M/V	Description
				short dialogue based on the text and by following the example
Language Practice	Write Sentences	-	-	-
	Complete the Sentences	-	-	-
	Interview Classmates	Interview classmates, find different student for each activity on the pictures	C	Interview classmates, find different student for each activity on the pictures
	Which words describe the students	Which words describe students	C	Students have to answer which words describe them and make list of the answer
Application	Listen, Write the Number	Pictures	V	Student has to listen the record, matching it with the picture. Then, writing number
	Listen, Read and Chant	-	-	-
	Project	Make a Class book about Interesting Jobs	V	Student make a pictorial and notice book about interesting jobs, and present it to the class
Assessment	Play a Game	Composing sentence based on the pictures and clues	V	Students play game in turn by constructing sentence based on the picture in turn using <i>if clause</i> pattern
	Complete the Sentences	-	-	-
	Complete the Sentences	-	-	-
	Write about Student's Skill and Ability	Write about Student's Skill and Ability	C	Students have to compose text about their skill and ability with their own words

Table.3. The Literacy Findings of Backpack 6 in Chapter 3

From the table above, the researcher finds out that there are all 17 tasks and activities: 7 activities contain communication literacy included 2 activities as the combination between communication and visual literacy, 4 activities are about visual literacy, one activity reflects multicultural literacy and visual literacy, and 5 activities without communication, visual,

or even multicultural literacy.

4. Chapter 4

Title: *Into the Future*

The chapter 4 of the Backpack 6 English discusses about future life in the relation of technology. It presents Hypersonic planes, robots, and “plastic money”.

The discussion about communication literacy found in the tasks of *Read and Say* about jobs, *Talk and Stick* about students’ goal, *Ask and Answer* from reading text, *Interview a Classmate* about hobby and *Write Composition* about skill and ability.

The multicultural literacy presented through topic choice of the reading. *Look and Read* is the activity presents about technology.

The visual literacy reflected on the presentation of pictures, and *Project*. From the pictures, the students learn to get the meaning. Meanwhile in project, which included pictures and words, students try to present an advertisement of *Products of the Future* to the class.

Subchapter	Task and Activity	Sentence Utterance/ Picture	Literacy C/M/V	Description
Warm Up	Read, Listen and Chant	Pictures	V	The content of the song reflected by the pictures
Presentation	Listen, Read and Say	Read and Say	C/V	The presentation of reading text, students have to say
	Talk and Stick	Talk	C/V	Student have to perform dialogue based on the pictures by following the example
Presentation/ Practice	Look and Read	Pictures	V	The reading text enriched by colourful pictutes
	Point, Ask and Answer	Ask and Answer	C	Students have to perform short dialogue based on the

Subchapter	Task and Activity	Sentence Utterance/ Picture	Literacy C/M/V	Description
				text and by following the example
	Ask and Answer	Ask and Answer	C	Students have to perform short dialogue based on the text and by following the example
Language Practice	Read and Circle the Answer	-	-	-
	Write a Prediction about the Future for Each Picture	Write a Prediction	C	Students have to write a prediction about the future of each picture with their own words
	Make a Prediction	Fill the Chart about students life in 20 years and Interview a classmate	C	Students have to fill the Chart about students life in 20 years and Interview a classmate
	Read the Prediction and Give your Opinion	Give Opinion	C	One student completing sentences based on his/her opinion, then talk the ideas with a group
Application	Listen, Write the Letter	Pictures	V	Student has to listen the record, matching it with the picture. Then, writing letter
	Listen, Read and Chant	-	-	-
	Project	Make a Poster about Products of the Future	V	Student design an advertisement and present them to the class
Assessment	Play a Game	Construct Sentence in Turn based on the Pictures	C	Students work in turns, one of them making sentence based on the picture.
	Complete the Paragraph	-	-	-
	Complete the Sentences	-	-	-
	Write about an Interesting Thing that Will Happen in the Future	Write about an Interesting Thing	C	Students have to compose text about an interesting thing that will happen in future

Table.4. The Literacy Findings of Backpack 6 in Chapter 4

From the table above, the researcher finds out that there are all 17 tasks and activities: 8 activities contain communication literacy and 2 as

the combination between communication and visual ones, 5 activities are about visual literacy, no one activity reflects multicultural literacy, and 5 activities without communication, visual, or even multicultural literacy.

5. Chapter 5

Title: *Space*

The chapter 5 of the Backpack 6 English discusses about space. It presents about planets in the universe: Mercury, Venus, Neptune, Earth, Pluto, and Jupiter.

The discussion about communication literacy found in the tasks of *Read and Say* and *Talk and Stick* are about planets, *Ask and Answer* about Jupiter, Comets, and Supernovas, *Interview a Classmate* to complete a chart and *Write Composition* about travel in outer space..

The visual literacy reflected on the presentation of pictures, and *Project*. From the pictures, the students learn to get the meaning. Meanwhile in project, which included pictures and words, students make and present *A Space Brochure* to the class.

Subchapter	Task and Activity	Sentence Utterance/ Picture	Literacy C/M/V	Description
Warm Up	Read, Listen and Chant	Pictures	V	The content of the song reflected by the pictures
Presentation	Listen, Read and Say	Read and Say	C/V	The presentation of reading text, students have to say
	Talk and Stick	Talk	C/V	Student have to perform dialogue based on the pictures by following the example
Presentation/ Practice	Look and Read	Pictures	V	Reading text with colorful illustration

Subchapter	Task and Activity	Sentence Utterance/ Picture	Literacy C/M/V	Description
	Point, Ask and Answer	Ask and Answer	C	Students have to perform short dialogue based on the text and by following the example
	Ask and Answer	Ask and Answer	C	Students have to perform short dialogue based on the text and by following the example
Language Practice	Read and Circle <i>R</i> for Real <i>U</i> for Unreal	-	-	-
	Complete the sentences	-	-	-
	Write Questions or Answer	Question and Answer	C	Students have to fill the blanks to respond the questions or answers
	Work with Partner. Complete the Chart	-	-	-
Application	Listen, Write Number in Order	Pictures	V	Student has to listen the record, matching it with the picture. Then, writing Number
	Listen, Read and Chant	-	-	-
	Project	Make a Space Travel Brochure		Student design a Space Travel Brochure and present it to the class
Assessment	Play a Game	Question and Answer	V	Two Students work in turns, one of them take a card of question, the rest of the answer the question
	Complete the Sentences	-	-	-
	Complete the Questions or Write Answer	-	-	-
	Write about a Space Travelling	Write about a Space Travelling	C	Students have to compose text about space travelling with their own words

Table.5. The Literacy Findings of Backpack 6 in Chapter 5

From the table above, the researcher finds out that there are all 17 tasks and activities: 7 activities contain communication literacy with 2 activities as the combination between communication and visual ones, 4 activities are about visual literacy, no one activity reflects multicultural

literacy, and 7 activities without communication, visual, or even multicultural literacy.

6. Chapter 6

Title : *Adventures*

The chapter 6 of the Backpack 6 English discusses about adventures. Ridden a mountain bike, jumped with a parachute, dived in a diving suit, sailed down a river, crossed on a raft, and circling the world by balloon are kinds of adventures.

The discussion about communication literacy found in the tasks of *Read and Say, Talk and Stick, Ask and Answer, Interview a Classmate* and *Write Composition*.

The multicultural literacy presented through topic choice of the reading. *Look and Read* is the activity presents about multicultural. It is a reading text which presents multicultural events done by people with different background of interest.

The visual literacy reflected on the presentation of pictures, and *Project*. From the pictures, the students learn to get the meaning. Meanwhile in project, which included pictures and words, students design *Adventure Park* and present it to the class.

Subchapter	Task and Activity	Sentence Utterance/ Picture	Literacy C/M/V	Description
Warm Up	Read, Listen and Chant	Pictures	V	The content of the song reflected by the pictures
Presentation	Listen and Read	-	-	-
	Talk and Stick	Talk	C/V	Student have to perform dialogue based on the text by following the example
Presentation/	Look and Read	The Text about kinds of	M/V	The presentation of three

Subchapter	Task and Activity	Sentence Utterance/ Picture	Literacy C/M/V	Description
Practice		adventures Activities in Mount Everest, Yucatan Peninsula, and Alaska		short text about kinds of adventures with have cross cultural sites.
	Point, Ask and Answer	Ask and Answer	C	Students have to perform short dialogue based on the text and by following the example
	Ask and Answer	Ask and Answer	C	Students have to perform short dialogue based on the text and by following the example
Language Practice	Answer the Questions	-	-	-
	Write Question based on Pictures	Write the Question	C	Students has to write the questions and then answer them with their own words
	Interview Classmates	Interview classmates, find different student for each activity on the pictures	C	Interview classmates, find different student for each activity on the pictures
	Write Answer, Tell the Truth	Write Answer	C	Student has to write answer questions based on the truth with their own words
Application	Listen, Write the Number	Pictures	V	Student has to listen the record, matching it with the picture. Then, writing number.
	Listen, Read and Chant	-	-	-
	Project	Design an Adventures Park	V	Student design an adventures Park and present them to the class
Assessment	Play a Game	Construct Sentence in Turn based on the Pictures	V	Students work in turns, one of them constructs question the rest of them answers the questions based on the picture.
	Complete the Conversation	-	C	-
	Write Sentences	-	-	-
	Write about an Adventure that Student Would Like to Have and Why	Write about an Adventure	C	Student has to compose text about an adventure

Table.6. The Literacy Findings of Backpack 6 in Chapter 6

From the table above, the researcher finds out that there are all 17 tasks and activities: 7 activities contain communication literacy and included one as the combination between communication and visual literacy, 5 activities are about visual literacy, one activity reflects multicultural literacy, and 5 activities without communication, visual, or even multicultural literacy.

7. Chapter 7

Title: *A World of Records*

The chapter 7 of the Backpack 6 English discusses about world of records. They are as follow: alphabet with the most letters, the most soccer goals, the world's highest waterfall, the most moons of planet, and many others.

The discussion about communication literacy found in the tasks of *Read and Say, Talk and Stick, Ask and Answer, Interview a Classmate* and *Write Composition*. The book presents the most about communication literacy. The book leads the students be active in speaking through the task and activity given.

The multicultural literacy presented through topic choice of the reading. *Look and Read* is the activity presents about multicultural. It is a reading text which presents worlds records.

The visual literacy reflected on the presentation of pictures, and *Project*. From the pictures, the students learn to get the meaning. Meanwhile in project, students graph the result of interview, then present it to the class.

Subchapter	Task and Activity	Sentence Utterance/ Picture	Literacy C/M/V	Description
Warm Up	Read, Listen and Chant	Pictures	V	The content of the song reflected by the pictures
Presentation	Listen and Read	-	-	-
	Talk and Stick	Talk	C/V	Students have to perform dialogue based on the text by following the example
Presentation/ Practice	Look and Read	The Text about kinds of Worlds Records	M/V	The presentation of three short text about kinds of worlds records which have cross cultural sites.
	Point, Ask and Answer	Ask and Answer	C	Students have to perform short dialogue based on the text and by following the example
	Ask and Answer	Ask and Answer	C	Students have to perform short dialogue based on the text and by following the example
Language Practice	Complete the Sentences	-	-	-
	Complete the Sentences	-	-	-
	How Well Students Know Classmates	Interview classmates, filling the chart	C	Interview classmates based on the situation given, then, filling the chart
Application	Listen, Write the Number	Pictures	V	Student has to listen the record, matching it with the picture. Then, writing number.
	Listen, Read and Chant	-	-	-
	Project	Make Class Records Bar Graph	V	Student makes class records bar graph. Then, presenting it to the class
Assessment	Play a Game	Playing Cards	C	Students play card in turns. They have to quest and answer
	Complete the Sentences	-	-	-
	Write Questions	-	-	-
	Write about Some Own Personal Records	Write about an Personal Records	C	Student has to compose text about his/her own personal records

Table.7. The Literacy Findings of Backpack 6 in Chapter 7

From the table above, the researcher finds out that there are all 16 tasks and activities: 5 activities contain communication literacy included 1 activity as the combination between communication and visual, 4 activities are about visual literacy, one activity reflects multicultural and visual literacy, and 6 activities without communication, visual, or even multicultural literacy.

8. Chapter 8

Title: *Mysteries Past and Present*

The chapter of the Backpack 6 English discusses about something becomes mysteries in the world.

The discussion about communication literacy found in the tasks of *Read and Say, Talk and Stick, Ask and Answer, Interview a Classmate* and *Write Composition*.

The multicultural literacy presented through topic choice of the reading. *Look and Read* is the activity presents about multicultural. It is a reading text which presents multicultural artifacts, such as: Machu Picchu in Peru, Altamira Cave in Spain, and Angkor Wat in Cambodia.

The visual literacy reflected on the presentation of pictures, and *Project*. From the pictures, the students learn to get the meaning. Meanwhile in project, which included pictures and words, students report a mysterious place in the world, and present it to the class.

Subchapter	Task and Activity	Sentence Utterance/ Picture	Literacy C/M/V	Description
Warm Up	Read, Listen and Chant	Pictures	V	The content of the song reflected by the pictures
Presentation	Listen and Read	-	-	-
	Talk and Stick	Talk	C/V	Students have to perform dialogue based on the text by following the example
Presentation/ Practice	Look and Read	The Text about World Mysterious Places	M/V	The presentation of three short texts about mysterious places which have cross cultural sites.
	Point, Ask and Answer	Ask and Answer	C	Students have to perform short dialogue based on the text and by following the example
	Ask and Answer	Ask and Answer	C	Students have to perform short dialogue based on the text and by following the example
Language Practice	Rewrite the Sentences	-	-	-
	Complete the Sentences	-	-	-
	Work with Partner to Discuss the Mysteries	Discuss the Mysteries	C	Students work with partner to discuss mysteries in pictures, by answering <i>what, who, where, why, when</i> and <i>how</i>
Application	Listen, Write Number in Order	Pictures	C	Student has to listen the record, matching it with the picture. Then, writing number in order
	Listen, Read and Chant	-	-	-
	Project	Present a Report of a Mysterious Place	V	Student makes a report of a mysterious place, and presents it to the class
Assessment	Play a Game	Guessing Pictures	C	Students play game in turns by guessing the zoomed pictures
	Complete the Sentences	-	-	-
	Complete the Sentences	-	-	-
	Write about a Mysterious Place	Write about a Mysterious Place	C	Student has to compose text about a mysterious place

Table.8. The Literacy Findings of Backpack 6 in Chapter 8

From the table above, the researcher finds out that there are all 16 tasks and activities: 5 activities contain communication literacy included one activity as the combination between communication and visual literacy, 4 activities are about visual literacy, one activity reflects multicultural and visual literacy, and 6 activities without communication, visual, or even multicultural literacy.

9. Chapter 9

Title: *The Movies*

The chapter 9 of the Backpack 6 English discusses movies. The discussion about communication literacy found in the tasks of *Read and Say*, *Talk and Stick*, *Ask and Answer*, *Interview a Classmate* and *Write Composition*. The multicultural literacy presented through topic choice of the reading. *Look and Read* is the activity presents about multicultural. It is a reading text which presents popular person from multiethnic culture which has interest in being a movie star..

The visual literacy reflected on the presentation of pictures, and *Project*. From the pictures, the students learn to get the meaning. Meanwhile in project, students have to act a scene in front of the class.

Subchapter	Task and Activity	Sentence Utterance/ Picture	Literacy C/M/V	Description
Warm Up	Read, Listen and Chant	Pictures	V	The content of the song reflected by the pictures
Presentation	Listen and Read	-	-	-
	Talk and Stick	Talk	C	Student have to perform dialogue based on the text by following the example
Presentation/ Practice	Look and Read	-	-	-
	Ask and Answer	Ask and Answer	C	Students have to perform

Subchapter	Task and Activity	Sentence Utterance/ Picture	Literacy C/M/V	Description
				short dialogue based on the text and by following the example
	Ask and Answer	Ask and Answer	C	Students have to perform short dialogue based on the text and by following the example
Language Practice	Write Sentences in Reported Speech	-	-	-
	Write Sentences in Reported Speech	-	-	-
	Work with Partner, Interview him/her, Fill the Chart	Work with Partner, Interview	C	Interview classmate to fill the chart by using the information given
	Make List of Five Movies Want to See	Interview	C	Interview classmate about five movies he/she wants to see
Application	Listen, Write the Letter	Pictures	V	Student has to listen the record, matching it with the picture. Then, writing letter
	Listen, Read and Chant	-	-	-
	Project	Act Out a Movie Scene	C	Students perform a scene movie
Assessment	Play a Game	Construct Reported Speech Sentence in Turn based on the Direct Speech	C	Students work in turns, one of them constructs reported speech sentence based on the direct speech sentence
	Complete the Paragraph	-	-	-
	Write Sentences	-	-	-
	Write about Some Interesting Things those Happen Day	Write about some Interesting Things	C	Student has to compose text about some interesting things those happen that day

Table.9. The Literacy Findings of Backpack 6 in Chapter 9

From the table above, the researcher finds out that there are all 17 tasks and activities: 6 activities contain communication literacy, 4 activities are about visual literacy, no activity reflects multicultural literacy, and 7 activities without communication, visual, or even

multicultural literacy.

The researcher concludes that there are not all sets activities and tasks containing the three dimensions of literacy discussed. There are 104 tasks and activities that have the three dimensions of literacy, they are as follow: communication literacy (63), visual literacy (35), multicultural (6).

B. Discussion

Here are the research discussion about the three dimensions of literacy which proposed by Bozena Supkova in the Backpack 6 English textbook.

1. The Description of Communication Literacy from the Book Content

Bozena Supkova (2016) said that communication literacy is the ability to communicate in active manner and using a reasonable form and to present information. The Backpack 6 English textbook tries in gaining communication literacy in the set of tasks and activity in every chapter of this book. The students stimulated to be active in speaking by practicing a short dialogue, interviewing the other member of class, and also making project that they have to present in front the class with their own words.

a. Chapter 1

(01/BP6ET/CHAP1/CL/2) The subchapter which presents communication literacy is *Presentation* page, activity 2. After opened with *Warm Up* section, the learners are guided to the main discussion of unit 1 in *Presentation* pages. In this section, the learners are instructed to listen, read and say simple text about amazing people in

the world. Similar with the song given in *Warm Up* sub chapter, the key words of this section is also alike. It is also discuss about jobs or professions. Different with the *Warm Up* section, this sub chapter shows up famous people's jobs. The discussion started by asking the learners to listen. From listening, the learners study to produce their spoken comprehension, because people can speak after they listen to something. After listening to the text, they are asked to read, what they have listened. Beside they listen and read, the presentation of this unit is completed by the pictures. From the pictures given, the learners are expected to recognize the pictures and the materials taught. With the same key words also, actually, this section is expected to guide the learners to literate about jobs occupied by their surrounding and people all over the world through the visual illustration.

(02/BP6ET/CHAP1/P/CL/3) The next is activity 3. It is named *Talk and Stick*, in this section, actually, learners are asking to imitate simple spoken activity. The task is in the form of small talk asking and answering about the section before. Learners are asked to follow the dialogue example given. "Who was Pele?, What did he do?" Presented by one student, the other student will answer "He was a soccer player, he scored 1.281 goals". From imitating the spoken activity given, students are asking to imitate the dialogue based from the rest pictures in the book. The pictures presented indicate jobs occupied by some people. Giving one example to the learners, then they produce small talk based on the pictures given.

(03/BP6ETB/CHAP1/PP/CL/5) Then, activity 5 is *Ask and Answer*. In this section, learners are asked to do in pair and practice the activity. The task is based on the reading passage previously. The questions are about Salma Hayek and Sarah Chang. The answers of the questions are also based on the reading about Salma Hayek and Sarah Chang. From the passage the learners read, the learners study about the use of Past Tense through the content of the reading. For the ESL learners they feel at ease to have knowledge about Past Tense from sequences of event done by the two actresses. In activity 5. Simple Past Tense questions guide the learners also produce Past Tense sentence by answering the questions. The writing task is like an exercise to the students before they learn to speak.

To reinforce the discussion about Past Tense, there are several examples in form of question and answer. The use of “was” and “were” for nominal question and the example form of answer. And also the use of “did” in the form of verbal question and followed by the sample sentence of answer.

(04/BP6ET/CHAP1/LP/CL/7) Next is Activity 9, in this section, students are asking to work with partner. One student uses the information given while the other student asks questions, the first student answering the question based on the information he/she has given. The question and answer activities stimulates the students to be active in communication. The student who gives question will

understand about the information based on the question that he/she asks, and the partner actually understand how to tell the information to the other student.

(05/BP6ET/CHAP1/LP/CL/7) In Activity 10, it is what we call as real practice. After discussing lots about people's job and their activities, this section lets the learners to apply what happens in their real life. This section, a pair students, -one of them interviews one another-. Asking them about name, where and when did they were born, place they live, school attended and unusual facts.

(06/BP6ET/CHAP1/A/CL/12) The last sub chapter is called assessment. It is what teacher can evaluate what students have got from the first unit in form of speaking test by "playing game". One student is a host, then, three of other students will be the guests star or the players. The host asks question uses past tense verbs and asking the students answer the question in turn.

(07/BP6ET/CHAP1/A/CL/13) The last task as the assessment is that the students asked to make composition with their own words to write about an amazing person based on students' point of view.

b. Chapter 2

Unit 2 of the Backpack 6 English textbook is talking about *Our Story*. *Our Story* is the title of unit 2. From the title and from the word "story" we know that it is about a piece of happening in past time. It does not happen now. It was yesterday or a long time ago activities.

The author still keeps in touch with the previous discussion in past tense language focus like what has been discussed in unit 1. But the main language focus in this chapter is about the use of the present participle. The author locates the use past tense next to the simple present tense with the aim to make the learner take easier to differentiate between the simple past tense and the present participle. The definition of Simple Past Tense and Present Participle is different, but the applications of them sometime make the learners unconscious. It seems that *Our Story* is past event. But the story which still has correlation with present conditions written or stated in present participle.

(08/BP6ET/CHAP2/P/CL/15) If unit 1 mostly talks about amazing people, this unit discusses about *me*. *Me* is the author or can be the student. *Me*, in the *Warm Up* section is imaginative character made by the author. "I have lived in Seoul, Korea. Since I was very small" the word *have lived* indicates present participle. Meanwhile unit 1 talks about *me* who has lived in Korea, in activity 2 presented a simple dialogue between Paola and Yuki. From the dialogue the writer know that Paola comes from Brazil and Yuki comes from Japan. They are together in situation that they are now live in San Francisco, US. The dialogue started by the question "have you lived here for a long time, Yuki?", then, Yuki answer "No, I haven't. I've only lived in San Francisco for three months. Before that I lived in Tokyo, Japan.

Actually from the dialogue the students will know that they have been in San Francisco for several years. The situation-living in San Francisco- was started several years ago until the day they are talking about it. A situation which started in past time and continued until now is called present participle.

(08/BP6ET/CHAP2/P/CL/16) Activity 4 discusses about “Carlos’s scrapbook”. The scrapbook is completed with photos. The pictures help the learners have knowledge about the events Carlos’s did and does. The scrapbook started with Carlos’s house in Monterey, Mexico. “My dad bought this house in Monterrey, Mexico when he and Mom got married. I’ve live here since I was born”. From the sentences the students will try to differentiate the use simple past tense and present participle. “my dad bought this house...” the word “bought” indicates past event. But, “...I’ve live here..” “I’ve lived” is present participle.

Besides discussing about the use of language focus in present participle, this section also stimulate the learners to imagine what have happened to them now and then. From the chunks of picture with described sentences it is expected that the learners will gain their literacy in the way of imitating sentence then produce sentences with their own words. The scrapbook design is colorful and the sentences given are simple and ease understandable. The character “Carlo” represents young learners who spends the days at school, plays with

friends after school, tells friends, and the most important thing is that the character Carlo is a smart student, like most students imagine. They want to be a smart student in a real world. Through thoughtfully the sequences of event in Carlos life the learners experience a much broader and thorough exposure to the concept and facts related to a topic as presented in “Carlos’s scrapbook”.

(10/11/BP6ET/CHAP2/PP/CL/17) Then, to generate the ability of speaking, in activity 5 is the activity of practicing simple dialogues about the text content of “Carlos’s Scrapbook”. From the sample dialogue given, the learners experience how to ask and the way to answer the question correctly. The sample stimulates the learners practicing same topic but with different object of discussion. The other object can be a chosen character by the learners.

(12/BP6ET/CHAP2/LP/CL/19) Next, in activity 9 is paired activity. In this activity, the students collect information from the other students by asking him/her question by using the word question *how long*. Then, from the information collected, the students draw them in the form of table. Reading table or diagram is one challenge in understanding literacy. From the table they make. Then, the students can also make presentation. They asked to present their table orally.

(13/BP6ET/CHAP2/LP/CL/19) Last subsection in *Language Practice* is activity 10. It is spoken activity by interviewing partner in completing chart. This activity actually generates student to learn to

speak, even though the way they speaking is limited by the pattern *how long*, *why*, and *when*. This pattern will let them to have deeply understanding about the use of present participle. Because it is about language practice so, the practice of spoken activity quite restricted by some patterns. The use of repetition in this activity let them to understand.

(14/BP6ET/CHAP2/A/CL/24) Then, is *Assessment* subsection in unit 2. In this activity, the learner asked to play a snake and ladder game. Using colorful board game, students will interest to take roles in this game. This activity asked students to make sentences orally based on the picture they in turn. Students need visual images to help them read and understand.

(15/BP6ET/CHAP2/A/CL/25) Then, it is written assessment. The task asked students to make sentences with the key words given. This test will assess the students how correct their written knowledge in the present participle or the present perfect tense. The first task is writing questions use question words *how long*. The second task is also answering question using *how long* but the information is based on own students reality. And the last task is making a short composition about activity that the students have done a favorite activity.

As we know from the above step of assessments that the task is going forward from simple task by making questions based on key

word given, then, answering questions based on real information of the learners. And the last is constructing them or set of sentences in form of simple composition about the present participle. Actually the goal here is let the student making own composition about the present perfect tense. After long dissscussion about the present participle, the last aim of this discussion is that the learners experience writing sentence and its application in a composition using the present participle.

c. Chapter 3

Unit 3 entitles *Skills and Abilities*. As we know from the unit 1 the learners have studied about jobs, then in second unit they have together discussed about a story which has done. Both of them discusses about active practice. Then, still have the same taste of active practice unit 3 is about our ability and skills.

Family, famous people are unique subject matter. They are near with the learners' daily discussion. This unit opens also with reading section in order to warm up students to the core discussion. The form of warm up is same with the two units before. Illustrated with attractive picture the reading is also sung. Family skills or ability-This song tells us about extended family like: uncle, father, sister and me-the learners-. The title of the song is "A Working Family". The choice of words is quite simple, because discussing about family is actually has been in the lower grade before. But this unit makes

extended with skills and ability. It is like a combination about family and profession topic. And the pattern is simple present tense because working activity and skills are factual and also habitual activity.

(16/BP6ET/CHAP3/P/CL/27) After activity 1 where the learners asked to read and sings the song about family working. Then in activity 2, the students asked to follow the instruction. The students asked to listen to a dialogue then they asked to repeat. *Listen and repeat* experience them about how sequences of words in sentence spoken. The listening activity here let them to learn about intonation. Correct intonation let them to say the word correctly. In goal that the learners will *produce* speaking comprehension with their own words but still by use the correct intonation.

(17/BP6ET/CHAP3/P/CL/27) Then, after the students have to listen, read and say the dialogue presented, the students have another activity: they have to talk with her/his partner with the question “what do you want to be?” as we know that the question indicates the students’ goal of future. Then, the other student has to answer what profession he/she wants to be and giving the reason why.

(18/BP6ET/CHAP3/PP/CL/29) then, in activity 5 in the chapter 3 actually the students asked to point ask and answer. The student has to point one topic from the three reading topic in activity 4 of this chapter 3, then, they make question and the other student has to answer the question based on the question given. The activity is

continued in the activity 6 of this chapter (19/BP6ET/CHAP3/PP/CL/29).

The sets of activities above is based on the reading passage which discussed about job occupied by someone, the professions are as follow: biologist, fashion designer and sculptures designer.

(20/BP6ET/CHAP3/LP/CL/31) the following activity in chapter 3 is interviewing the other student to answer the question prepared by the student based on the pictures given in the page of this book. So, the student make question about job based on the pictures and the other student has to answer the question.

(21/BP6ET/CHAP3/LP/CL/31) This activity presents ten adjectives which describe the students. The adjectives are as follow: artistic, athletic ,caring, creative, energetic, funny, outgoing, patient, shy, and smart. Then, teacher asks the students which words describe them. The words can be from the box and also other words. This activity actually stimulates the students to dare in describing themselves through the list of adjectives and actually stimulate them to speaking.

(22/BP6ET/CHAP3/A/CL/36) The next sub chapter is *Assessments* subchapter. The *Assessments* is *Playing Game*. It is in the form of *snake and ladder* game the students play in turns, one student who is in turn will say *if* sentence or conditional sentence. The clue is given on the page of activity, so the student in turn only say the

clue in form of *if* sentences. One example of the clue is *save money/take music lessons*, the student in turn will say *if I have enough money, I'll take music lesson*. This interesting activity stimulates the students to construct conditional sentences based on the pictures on the snake and ladder game and the clues through interesting game.

(23/BP6ET/CHAP3/A/CL/37) Besides game, there is also written assessment. It is the last task in this sub chapter which ask the students to write about skill or ability that the students have.

d. Chapter 4

(24/BP6ET/CHAP4/P/CL/39) The unique steps in this book are very attractive in every activity. For example is this unit 4. The pattern and use the simple present tense actually has discussed before but, here the main focus of presentation is speaking activity. This task asks the students to listen, read, and say the dialogue between Maria and Jason. They discuss about what will life in 2050. From the discussion the students will know about their in mind in 2050; the cars will use solar power, the book will be changed with virtual material, there will be robot which doing household activities, going on space in vacation. The content of the dialogue is so interesting, so that they actually learning to stating future happening, the topic will stimulate the students to express their in mind in future with their own words.

(25/BP6ET/CHAP4/P/CL/39) Then activity 3 is *Talks and Stick* what they have listened and read in activity 2.

In activity 4 is reading section. To deep the students' comprehension about skill and ability topic, the book presents reading passage with unusual topic or attractive topic in order to stimulate student's curiosity about the content of the reading passage. Because the presentation of the reading and pictures will attract the students, then make them understand the content of the reading passage. Then, they are expected to gain their ability in writing what they have read by their own words. Attractive pictures near with high curiosity.

In activity 4 presented *a future airplane* which can fly five times faster than the speed of sound. It is really attractive reading to be read by the students. And the additional pictures will build curiosity. The other reading is about GPS (Global Positioning System) which placed inside a dog's body. This special computer chip can tell a satellite high in the sky where a person or object is at any time. Up to date topic chosen by the author to stimulate students then the topic will increase students' ability in understanding the content topic. The other topic about e-money, so money as we know will disappear. And the last topic is about robot which can do house hold chores, so we have more free time.

(26, 27/BP6ET/CHAP4/PP/CL/41) After the presentation of reading text, the students asked to point which topic he/she chooses then, the other student will ask question and the student who has chosen the topic answering the question. The question are : how will

the future will be different, and do you think we will have flying cars in the future. Both questions are open questions the answer will be based on the students own understanding about future.

The next activity is activity 7, it is *Language Practice*. This section presents grammar focus in the use of: *will, won't, may, could,* and *might* as linking verbs in building meaningful sentences related with future. This activity asks students to choose the best answer in completing sentences uses future language feature. The students will study how build sentences uses future tenses.

It is not far with activity 7, in activity 8 is also writing predictions about the future. Based on the pictures and key words given, the students asked to create sentences based on pictures as the subject sentences and the key words are the verbs in building the sentences. The first language practice task stimulates students by choosing the best words in completing sentences. Then, in the activity, the students asked to build sentences which assisted by key words and pictures as the verbs the subject sentences respectively.

(28/BP6ET/CHAP4/LP/CL/43) After making prediction sentences, with the words and pictures assistance, the next task in the Language Practice is speaking drill activity. The activity is asked the students to interview a classmate about classmate's life in 20 years. The challenging questions will also make the students curios about their future, how their future life in their 20ties. So, it is hoped, they

will pay attention to this activity and will practice this interview with their classmate. One question is *how old will you be?* they will calculate and make prediction when they are 20 years old later. The other question is *Where will you live?* From the pattern we know that linking verb *will* is asking about something happening in future. The challenging thing here is where will we live then in twenty years later. The other question is about job, what profession will be occupied by the students in their future. Relating to the job, the other question is “what new inventions will the students have in their twenty years old. Talking about prediction of job will the students be is something which are really challenging for them in making prediction and construct their own sentences with their own words based on their imagine about their future.

(29/BP6ET/CHAP4/LP/CL/43) Then in Activity 10 in this chapter is constructing students’ own opinion about phenomena. This activity presents six sentences about future. It will happen, it may happen, and it won’t happen. Based on the statement in the six sentences, the students asked to give their opinion based on the sentence given. Then, they will give short opinion with: *this will happen, this may happen, this won’t happen*. One statement is *Scientist will find life on other planets*, the students will choose one of the three optional answers. Before they give their short opinion about the statement it is true that they have known first about the meaning of the

statement, then, they start giving their opinion. From the statement number one: *Scientist will find life in other planets*, the answer will be *this may happen. How it should be?* The answer means the probability about something that may happen in the future. The word *may* indicate something is not exist at that time but in future may be someday in future it may happen.

In Activity 11, - it is listening activity-. This activity invites the students to listen sentences, then asked them to match what they have listened with pictures from the book, then asked them to write letter based on the listening and the pictures presented.

(30/BP6ET/CHAP4/AS/CL/48) Then, the last subchapter of unit 4 is the *Assessment*. This assessment invites the students to play a game. It is like a board game, it presents some colorful attractive pictures about some phenomena in the future. Based on the pictures presented, the students go in turn constructing sentences based on the pictures in their turn.

(31/BP6ET/CHAP4/AS/CL/49) The other type of evaluation in the assessment subchapter is completing the paragraph with the words given. The other assessment is completing the sentences with the words given. And the last task in assessment subchapter is writing activity to evaluate their ability in understanding future sentence pattern.

e. Chapter 5

Unit 5 entitled Space. The first page of this chapter is also started with *Warm Up* activity. This is a set of activities that stimulates the students to be one before they enter in the main topic. Activity 1 is *Read, Listen, and Sing*. The singing activity is one activity that is funny and stimulates the interest the students of learning. Compare singing activity with other activity of learning, most of us choose that singing activity is activity which is generates our moods. Listening to the music or chant will develop our moods. So, this warm up made so interest to make the students keep in touch with the materials and it is hoped in the end of the learning the goals of this learning got.

The first activity opens with song entitled *House for Sale*. This song is not about a real house that we have now, house on the Earth. But the house here is house on the other planets and the Earth. This song introduces us about the Mercury, the planet which is closest to the Sun, which is burning hot all day, the Venus which has thick and hazy cloud, the students will also introduced with Neptune which has windstorm, they also listen about the Pluto which is too dark and far away and it is the coldest planet of all, and the song closed by the Earth, planet place for us, which there is still place to build a really nice house for us and our family.

(32/BP6ET/CHAP5/P/CL/51) Then, is Activity 2 in the *Warm Up* subchapter. Based on the song they have heard in the Activity 1,

the activity 2 invites the students to completing sentences with choice of answer given. This activity like a mini evaluation or mini test evaluates the students understanding about the content of the song in the Activity 1. One of the questions is “the closest planet to the sun is...” if the students listen to the song well, they will answer the question or complete the sentence correctly.

(33/BP6ET/CHAP5/P/CL/51) Then in the Activity 3 is *Talk and Stick* activity. This activity asked the students to talk, making small talk about planets. Then, stick the answer on the book. This is a pair students’ activity. One student makes small talks, the other student stick the answer on the book. One example of this activity is : one student say “which planet is closest to the sun?” the other student will stick the word *mercury* on the planet nearest to the sun on the work book.

Next is the Activity 4, *Look and Read*. This is the *Presentation* subchapter. This activity asked students to look at reading passage and the illustration, then, invites them to read the passage. This passage generates students’ knowledge about space and planets in solar system. The students will study some new words related with space and science. They will study about science in English learning. The topic is not only about language, but it is beyond. The students will apply science in learning English language even it is in a very simple discussion for elementary level. The students will be

introduced with the word *liquid, gases, comets, nebula, Great Red Spot* and *supernova*. The words may new for them, but through this activity in Activity 4 the will literate about space topic in form of reading passage discussion. Beside the students learning about several new words related to science, they will also look and study the application of *if clause* pattern through paragraph. The unique thing in this book is that the students actually study grammar, but it is integrated in sentence or paragraph so, they will experience how grammar patterns applied in sentences or paragraph. Then, the book present grammar focus after it applied in sentences of sets of sentences.

(34, 35/BP6ET/CHAP5/PP/CL/53) Then, in the next activity is the Activity 5. This activity invites the students to ask and answer based on the activity 4. One question and answer activity in this subchapter is “what would happen if you want to the Great red Spot?” the answer will be “I’d be caught in hurricane”. The question and answer are in the reading passage. The students make question based on the passage and also the answer they can also make based on the passage. What is meant by literacy learning in this activity is that, the students learn how to communicate with each other in their community-at school context situation-. They learn how to construct question and answer based on the information from the reading passage.

Then, the next activity is the *Language Practice* sub chapter. They are as follow activity 7, 8, and 9. The both activities evaluate the students how deep their understanding about grammatical pattern in constructing certain situation. The language focus in these activities or the main language focus for this chapter is talking about if clause or we know as conditional sentences. In conditional sentences, it is talking about situations that are contrary to fact, situations that are the opposite of the true situation.

(36/BP6ET/CHAP5/LP/CL/55) In activity 10 it is a quite easy task, because the task only asks them to filling up the chart based on the information on the next following pages of the book. It is simple task but it will generate the curiosity of the students because what information presented on the chart is something challenging and out of the topic discussion. The example of the question is that, “what do we need to wear in Saturn?”, “a spacesuit” is the answer to fill the chart. The other question is that, “how long is a day there?”, “10 hours, 40 minutes”. The answer is so enhances their curiosity, the students may say to the teacher or the instructor so, in Saturn a day will be shorter than in the Earth a day. The challenging topic will make them rich of knowledge, not only language knowledge but also other branch of the knowledge.

Then, the next sub chapter is *Application*. They are in activity 11, 12 and project. Activity 11 is listening section. The task asks the

students to listen the recording and give number on pictures related to the recording.

Next, in the activity 11 is *Listen, Read and Chant*. The title of the song is *Through the Lens*. The song applies the use of if-clause. So, the students will also study how the if-clause applied in sentences-song- and the students also experience listening, reading, and chant the song. So, they are not only learn how understand the use of if-clause but they also chant the song which applied the use of if-clause.

The last activity in application sub chapter is *Making Project*. The students asked to make brochure, it is like an advertisement. But it is not like usual brochure that the students experience every day, the brochure is a brochure for a vacation space. It is a beyond the students imaginative view. This is also a real application to measure how deep they have understood about space topic. In this brochure actually they will invite the prospective readers to know what kind of space trip they promote, so the deeper understanding about what they have discussed before is important in completing the project.

(37/BP6ET/CHAP5/A/CL/60) The assessment in every chapter of this book opens with 'playing game'. It is a real playing game to the students. From this activity, actually the teacher may input the score in their achievement in speaking. The form of the game needs answer in form of speaking. The game of this chapter is that dialogue between

two students based on pictures given. One example of this dialogue is: if you lived on Pluto, would you be hot or cold?, and the other student will answer: I'd be cold, very cold.

(38/BP6ET/CHAP5/A/CL/61) The last sub chapter of this chapter is *Assessment*. This section the students asked to complete sentences based on the topic in this chapter, the other task is about how to apply the use of If-Clause in completing sentences or situations. And the last task in this *Assessment* is writing composition about where will the students go if they go in outer space.

f. Chapter 6

Chapter 6 entitled *Adventures*. Like other activities in the set chapters before, in Warm Up activity opens with *Read, Listen and Sing* activity. Like other warm up activity in every chapter of this book, listening and singing activity is chosen to stimulate the learners' mood. Because this chapter 6 talking about adventures so that the song is also contains adventures. The song entitled *Top This*. In order to make the learners will ease to understand what the meaning of the song, the song illustrated with colorful pictures in order to generate students or learners' understanding about the content of the song. The adventures in this song are related to trips to a mountain by bike, sailing down the river, and going up in an airplane. New words, how to read them well reflected in the song accompanied by the illustration pictures.

(39/BP6ET/CHAP6/P/CL/63) Next is in sub chapter *Warm Up*,

is Activity 2, *Listen and Read*. It is a listening activity that asks the students to listen to a letter written by Diana Morse to Great Adventure travel Company. Diana Morse experienced travelling but things always seem to go wrong when she try something new. In her letter, she tells the Great Adventure Travel Company: she has been skydiving, then her parachute opened but a strong wind blew her in to a lake, she has been a horseback riding, but she fell off her leg, and she has gone diving to the ocean, but she was chased by a shark. Based on the bad experiences experienced by her, she is willing to take a raft down a river and try a photo safari; she asks a brochure to the agent for the trip she has planned.

(40/BP6ET/CHAP6/P/CL/63) Then, in *Warm up* sub chapter is activity 3, *Talk and Stick*. It is a blank chart. The students asked to fill the chart with what Diana's trip has done and what Diana's trip to do based on the letter in activity 2.

The next sub chapter of this book is Presentation/Practice. They are as follow in Activity 4, 5 and 6. Activity 4 is about reading activity, it is presented interesting reading topic related with adventures. The first title is reading about Eric Weihenmayer a blind who is a mountain climber. Fantastic, it is may be the first word stated by the learner. They not only read about mountain climbing adventures but also the learners will study about passion and integrity. The next title is Jill and Paul Heinert. They are underwater cave explorers who

want to solve the mystery of the bones the divers found in underwater caves. The last reading is entitled Susan Butcher who wants to enter Iditarod, the world's most famous dog sled race, how her efforts to win the race.

(41, 42/BP6ET/CHAP6/LP/CL/67) In the next activity is that activity 5, *Point, Ask and Answer*. *Point* means, the students asked to point in what title the students will be given question in order to ease them to find the answer, *ask* and *answer* means asking and answering question based on the reading pointed. Then in activity 6 is *Ask and Answer*, it is free question, it is not based on the reading in activity 4 but still has relation with adventures.

After Presentation sub chapter is *Language Practice* sub chapter. The grammar focus in this chapter is about the use of *has* in the present participle. As it has been discussed in the first chapter of this book, this chapter discusses about the yes no question pattern of the present participle. The other language focus discussed which related to the topic of this chapter is the use of linking verb *would*. The use of linking verb *would* here is talking about possibility or impossibility that may the students do.

(43/BP6ET/CHAP6/LP/CL/67) Next, in Language Practice sub chapter is that activity 9. In this activity 9 the students instructed to conduct an interview with their classmates. The theme of the interview is based on the pictures given in the activity 9. The pattern of question

and answer like what is in the example the task for the students is making answer and question with the same pattern but different in situation. The pattern given is that about the use present participles in form of *yes no* question.

Next is activity 10. In this activity, the students asked to answer a set of questions and the answers are based on their truth.

The next sub chapter is Application sub chapter. In this sub chapter divided into three activities. They are as follow: activity 11, 12 and the project. In the application sub chapter, in activity 11 it is a listening activity. The learners asked to listen some recording and instruct them to give number in order. In activity 12, is like activity 11, listening activity. But, it is in a kind of listening to a song. If in activity 11 the students are passive, because only listening and place number on the picture based on what they have listened. It is different with the following activity. In the activity 12 the learners are not only as passive listeners but also they read, and chant the song.

And the last task in Application sub chapter is Project. The project is making an Adventure Park. The learners instructed to work in a group, asked them to design their own adventure park.

(44/BP6ET/CHAP6/A/CL/72) The next is Assessment sub chapter. In this assessment sub chapter, the learners asked to playing game. The game is a board game; it is like a picture in a circle form. The circle divided into eight parts and every part has different picture.

How to play this game is asking the learners to work in a group, ten students will be ok. Then they play in turn. One student makes a *yes no* question based on the picture with *present participle* form the other students in their turn has to answer question based on their truth or with their own words. The aim of this game actually, trains the students applying the use of the *yes no present participles questions* orally. Beside that the game will evaluate how deep they understand what have they learnt about language focus in chapter 6.

(45/BP6ET/CHAP6/A/CL/73) The others form of assessment in the chapter 6 are divided into three kinds of task. The first task is completing a conversation. In this activity, the learners asked to complete blanks of a conversation by choosing the right words in a box. The task is writing sentences based on chart given using. The last task in the assessment sub chapter is writing a composition about an adventure that the learners would like to have and what are the reason(s).

g. Chapter 7

The next is chapter 7. In the chapter 7 is also opened with *Warm Up* activities. In the first subchapter in this chapter only has one activity. Activity 1 is *Read, Listen and Sing*. All opening activity on this book is opened by singing song. Picture illustrated and the sound of song aimed to ease learners unify to the topic and as the way to introduce the main material to the learners before class discusses main

topic or main material.

The next sub chapter after Warm Up sub chapter is Presentation. The title of chapter 7 is *A World Record*. Chapter 7 discusses about what the most happening in the world. From the title of the chapter and the song as the opening of the chapter the students will learn about comparative specifically superlative. What makes the book so interesting for elementary students is that the book introduces something new about reality of the world happening, universe, and adventures. This chapter actually introduces them about the world records. From the song the students hear and sing actually they learn other branches of knowledge and their knowledge added by studying this book.

The chapter 7 opens with a song entitled *Ask the Expert* which contains of the song is so challenging. One example can we take from this: Cambodian has the most alphabet in the world. The learners will also know the other word records presented in that song.

(46/BP6ET/CHAP7/P/CL/75) Next sub chapter is *Presentation*. The *Presentation* is divided into four activities. They are as follow in activity 2,3,4 and 5. Activity 2 is *Listen and Read*. The activity 2 presents world animal records. The learners asked to listen and read a reading passage about world animal records, there two activities in this activity, the learners can do listening and reading. The pictures illustrated will add the learners understanding about the passage.

(47/BP6ET/CHAP7/P/CL/75) To practice in speaking activity form, the activity 3 is *Talk and Stick*. Based on the reading in activity 2 the learners asked to make simple talk about animal world records. How to conduct this activity is by asking the learners to work in pair. One learner asking question and the rest of them is answering the question.

Then, in activity 4 is *Look and Read*. It is presented four short reading about world records. The title of the reading namely: *Shopping Mall Stores, Alphabets, Languages and Stadiums*. All contains of the reading text above are about the most things in the world. So from the reading the learners read they will experience about the use of *superlative* in form of written text. The learning about *superlative* here is completed with interesting prove in the form of real pictures. For example is that in the reading text entitled *Alphabets*, there are presented pictures which show the fewest letters of alphabets and the most letters of alphabets.

(48, 49/BP6ET/CHAP7/P/CL/77) Then, in activity 5 entitled *Point, Ask and Answer*, it is similar with the task in the previous chapter. The class may be divided pairs of discussion. One will ask question the rest of them will answer the question based on the reading text in activity 4. It is not far in activity 6, which entitled *Ask and Answer*. One learner asks question and the other learner answer the question. The question mark used in making question here is *which*.

(50/BP6ET/CHAP7/LP/CL/79) The other form of task in stimulating communication literacy in this book is that each member of the class invited to know well about their friends through the clues given and labeling the names of them. One example is: who lives the most kilometers from school. Before the member of the class answer it, actually the students investigate their friends before they decide and write the name. So, communication practice, actually dominate the activities in this book.

(51/BP6ET/CHAP7/LP/CL/79) After doing investigation, the next task is checking the predictions. One example is: one student put one name that lives the most kilometers from school, the student has to check by questioning it to the other student whom the name put. The answer can be right or may be wrong, it depends on the answer of the students.

(52/BP6ET/CHAP7/LP/CL/79) The final score is who has the most correct predictions in the class and also who has the fewest.

Next in the sub chapter of Application, there are three activities. The aim of this sub chapter actually to place the learner in the situation how material they have discussed in the previous subchapter applied by them. They experience by themselves. Activity 10 entitled *Listen, Write and Number*. The learners will experience listening and decide what the content in what they have heard, by giving number on the each picture. The pictures here will ease the learners to understand

what are in the recording. It is different with set of activities in *Presentation* sub chapter. Asking and answering question in the previous sub chapter is related to the reading text, but in the *Application* sub chapter, the task is out of content of the reading text.

Next is the activity 11. In this activity, actually, the learners will also *Listen, Read and Chant*. The title of the song is *Daydream Record*. The song is so interesting with simple words applied superlative which can be chanted. the activity is suggested repeatable because from the chant they hear they will have deeper understanding in the use of degrees of comparison especially in superlative form.

Then, the last activity in *Application* sub chapter is making *Project*. The project asks the learners make Class Record Bar Graph. This is a group activities, one student will be the interviewer and the rest students will be the interviewee. The student who is as the interviewer, asking the classmates about one of the categories, the student makes the result in a graph. They may work in turn, then they present the graph by applying the *superlative* pattern. The sets of activities will help the learners making meaning of the materials or text especially.

(53/BP6ET/CHAP7/A/CL/84) Then, the every chapter of this book is closed by the *Assessment* sub chapter. This page aimed to measure the learners knowledge about the material they have learnt in

every chapters of this text book. Evaluation measures two aspects-speaking and writing-. In evaluating speaking aspect, the book instructs the learners to play a game, playing cards game. The cards are provided in the last pages of the book, and the aim of this task is to evaluate the speaking comprehension in the use of superlative.

The other aspect evaluated here is writing comprehension. The students are asked to complete sentences by using the word: more, fewer, the most or the fewest with the situations given. Besides that, the learners are asked to write questions with the answers have written.

(54/BP6ET/CHAP7/A/CL/85) And the last task to evaluate the learners' writing comprehension is asking them to write about the learner's own personal record. The activity 11 may help them to compose the writing. The writing composition can in a simple set of sentences.

h. Chapter 8

The next chapter of this book discussed is chapter 8. This chapter entitled *Mysteries Past and Present*. It opens also with *Warm Up* activities. Activity 1 is *Read, Listen and Sing*. The title of the song is *A World of Mystery*. The verses of the song illustrated by interesting and colorful pictures so the song will understandable and help the learners in making meaning of the song. The first verse talks about UFO, the picture of UFO is on the top of the pages so that the learners

will understand the words Unidentified Flying Object in the verse is UFO. May be most of the children or young learners knowing about the word UFO but what is meant by the abbreviation they may do not know yet. The second and the others verse are about statue of *Rapa Nui*, *Nessie the Loch Ness monster*, *the Stonehenge*, and *the city of Machu Picchu*.

(55/BP6ET/CHAP8/P/CL/87) The next activities in the *Warm Up* sub chapter is *Listen and Read*. It is in activity 2. This is listening activity. The learners asked to listen and read on a dialogue the listen. The dialogue is about picture writing from ancient cultures. They are in form of symbols. Several pictures are easy to figure out but several of them are quite complicated, and to make sure how they get the meaning from the listening and reading activities.

(56/BP6ET/CHAP8/P/CL/87) The next activity is *Talk and Stick*. The students asked to work in pairs. In their pair, one learner says her/his statement about a symbol and the rest of them will say other statement. Then they both stick the symbol they discussed on place given in the activity 3.

(57, 58/BP6ET/CHAP8/PP/CL/88) After the *Warm Up* activity is *Presentation* sub chapter. This sub chapter is also presents reading activity, still, the reading topic comprehends with the theme of the chapter 8. The topic of this chapter is about the world's mystery. There are three title of the reading text, they are as follow: *Machu Picchu*,

Altamira Cave, and *Angkor Wat*. To attract interest and make meaning of the reading, the reading texts are illustrated by the pictures of the place discussed. So, what the learner read can be understood by the pictures proven.

(59/BP6ET/CHAP8/LP/CL/91) The other way to check the learners' comprehension in reading text is that what are in the activity 5 and 6. Both activities are speaking activities, that ask the learners to make question and answer based on the reading passage presented. To make it short, after the learners read the passage they conduct small talk about the content of the reading.

(60/BP6ET/CHAP8/AP/CL/94) Next in pages of *Application* sub chapter, there are also three activities, listening and writing activities. As the aim of literacy learning, after the students or the learners do listening and reading they are asked to writing and speaking. The activity 11 is Listen, Number the Picture in Order. The learners will listen sequences of events in making pyramid. They have to match what they have listened by giving number on the picture. So, from the learners will study how the process of making pyramid by listening and make the understanding by paying attention to the set of pictures.

Next is the activity 12 which entitled *Listen, Read and Chant*. The learners asked to listen to a song; the song is *The Riddle of the Spink*.

And the last task in the *Application* sub chapter is making Project. This task asks the learners to present a report on a mysterious place. This activity will enhance speaking skills actually because the learners not only prepare the report in written text but they have to present it in words.

(61,62/BP6ET/CHAP8/AS/CL/96-97) And the last sub chapter of the chapter is Assessment. Like what presented in the previous chapter, the assessment sub chapter provided playing game, and written test evaluation. The last test given by this chapter is that the learners asked to write freely-with their own words- but restricted by the same topic of discussion.

i. Chapter 9

Unit 9 or chapter 9 is the last chapter of the Backpack 6 English textbook. The title of this chapter is The Movies. The chapter also divided into four sub chapters. They are as follow: *Warm Up, Presentation, Application and Assessment*.

(63/BP6ET/CHAP9/P/CL/99) the communication literacy which tried to present in this activity is *Listen and Read*. The form of the activity are listening and reading. It is about a dialogue between *Julia* and *Alice*, they are talking about a movie, the language form that they use in the dialogue is asking and giving agreement and opinion about movie they are going to watch. The expression of “How about...?” and “Why don’t we...?” are the expression of asking

agreement, meanwhile the expression of “Great idea”, “sure!”, “May be not”, and “I think...”, “I don’t think so” show how we respond and give opinion.

(64/BP6ET/CHAP9/P/CL/99) The next activity which teaches communication literacy is in *Talk and Stick*. The students are asked to perform short dialogue about asking opinion and how to respond to it.

(65, 66/BP6ET/CHAP9/P/CL/101) Then, in the *Presentation* sub chapter, there are activities 5 and 6. The activity is called *Ask and Answer*. In this activity there is a group which contains two students, one student asks a question, the other one answers the question from the first student. The question and answer are based on the reading text in activity 4. The first student asks “What did Rob say in his TV interview?” the other student will answer “He said he was very lucky”. The other group of students can develop other questions based on the reading text. It is clear that this activity stimulates the student to speak based on the reading text given, and they also learn how to conduct conversation based on direct speech and they retell in form of indirect speech. And in activity 6, it is also *Ask and Answer*. But the topic question is not based on the reading text. The question is about a movie, but the answer is based on the student’s own answer.

(67/BP6ET/CHAP9/LP/CL/102) In the Language Practice sub chapter, in activity 9, the students are divided into groups, every group contains two students. Student A uses the information in this page, and

student B turns to pages 112. Student A answers the partner's question and ask what the movie reviewer said. The student who has to answer question, has to change the direct speech from the movie reviewer to indirect speech in answering the question.

(68/BP6ET/CHAP9/LP/CL/103) Next, in activity 9 in *Language Practice* subchapter, student has to find a partner, then, they have to take turn suggesting different movies, then, they agree on a movie they both like. The activity conducted in speaking form activity.

(69/BP6ET/CHAP9/AS/CL/108) the last sub chapter in every chapter of this called *Assessment*. It contains speaking and writing activities. The speaking activity is in form of games. Students have to play game which presented on the page of this book. The game is pieces of direct speeches; student in turn has to change the direct speech into indirect speech. This activity is interesting activity to gain communication literacy, because students can practice direct speech into indirect one in form of interesting game.

(70/BP6ET/CHAP9/AS/CL/107) Besides playing game, the other form of assessment is written test evaluation based on student's friend said. The task is to change direct speech into indirect speech.

2. The Description of Multicultural Literacy from the Book Content

Multicultural literacy is ability to orientate in a different cultural environment and to be tolerant (Bozena Supkova, 2016). Multicultural literacy consists of the skills and ability to identify the creators of

knowledge and their interest to uncover the assumptions of knowledge, to view knowledge from diverse ethnic and cultural perspective, and to use knowledge to guide action that will create a humane and just world (Banks, 1996).

Based on the definitions above, the researcher finds that the Backpack 6 English textbook tries to present multicultural issues through the topic of readings in tasks and activities in every chapter of this book. The data about multicultural literacy laid in this book, they are as follow:

a. Chapter 1

(72/BP6ET/CHAP1/P/ML/4-5) Unit 1 in Backpack 6 English textbook entitled “Amazing People. In the Presentation sub chapter, the students are presented with jobs occupied by famous people. They are introduced with Pele –soccer player- who is from Brazil, Jackie Chan – actor- who is Chinese, Firda Kalho-Actress-, who is Mexican and also John Lennon-musician- who comes from England. The book tries to present multiculturalism by presenting people with diverse culture and their professions. Actually the book introduces the target readers to experience with all people around the world and kinds of professions.

The next pages is activity 4 which called *Look and Read-* in this section, students are asked to look at the half pages pictures. A quite big pictures with some colors guides learners to know about what are, who are, why she/ he, where are she/he before they read all

the content of the passage. The reading is about actresses named Salma Hayek and Sarah Chang. Published to accommodate ESL language this reading takes two actresses with different country of origin. Salma Hayek is from Mexico meanwhile Sarah Chang is American with Korean parents. The choice of the two actresses here reflected that English is language for all people in the world, from Asia to America. The choice of the two actresses will generate confident of the ESL students it is hoped make them literate about the materials discussed.

b. Chapter 2

(73/BP6ET/CHAP2/P/ML/16-17) Activity 4 discusses about *Carlos's scrapbook*. It is like a reading passage about the character *Carlo*. From the sentences the students and also from the pictures actually, they also learn about culture of a Mexican boy daily life. *He*, actually born in a small family, it is so easy to understand that *his father* bought the house after his father married, so they do not live in an extended family. From the pictures and presentation the students will also learn about *Carlo's* daily activities that could be different with the daily life of target readers of this book. The character *Carlo* represents young learners who spends the days at school, plays with friends after school, tells friends, and the most important thing is that the character *Carlo* is a smart student, like most students imagine. They want to be a smart student in a real world. Trough thoughtfully

the sequences of event in *Carlo's life* the learners experience a much broader and thorough exposure to the concept and facts related to a topic as presented in *Carlos's scrapbook*.

c. Chapter 3

(74/BP6ET/CHAP3/P/ML/28-29) Family, famous people are unique subject matter. They are near with the learners daily discussion. But, the students are also introduced with interesting topic discussions. This unit opens also with reading section in order to warm up students to the core discussion. In the presentation subchapter, for instance, the book presents about water puppet, which comes from China and an artifact of pyramids at Teotihuacan in Mexico.

d. Chapter 4

In activity 4 is reading section. To deep the students' comprehension about skill and ability topic, the book presents reading passage with unusual topic or attractive topic Pin order to stimulate student's curiosity about the content of the reading passage. Because the presentation of the reading and pictures will attract the students, then make them understand the content of the reading passage. Then, they are expected to gain their ability in writing what they have read by their own words. Attractive pictures near with high curiosity.

e. Chapter 5

Chapter 5 of this book describes the readers about the existing of the space life. Kinds of planets, comets, and other space things

present in this chapter.

f. Chapter 6

(76/BP6ET/CHAP6/P/ML/67) The next sub chapter of this book is *Presentation/Practice*. They are as follow in Activity 4, 5 and 6. Activity 4 is about reading activity, it is presented interesting reading topic related with adventures. The first title is reading about Eric Weihenmayer a blind who is a mountain climber. Fantastic, it is may be the first word stated by the learner. They not only read about mountain climbing adventures but also the learners will study about passion and integrity. The next title is Jill and Paul Heinert. They are underwater cave explorers who want to solve the mystery of the bones the divers found in underwater caves. The last reading is entitled Susan Butcher who wants to enter Iditarod, the world's most famous dog sled race, how her efforts to win the race.

g. Chapter 7

(77/BP6ET/CHAP7/P/MLVL/76-77) The next sub chapter after Warm Up sub chapter is Presentation. The title of chapter 7 is *A World Record*. Chapter 7 discusses about what the most happening in the world. The chapter 7 opens with a song entitled *Ask the Expert* which content of the song is so challenging. One example can we take from this: Cambodian has the most alphabets in the world. The learners will also know the other word records presented in that song. From the reading passage the students will receive cultural

understanding that Cambodia has the most alphabets in the world.

Then, in activity 4 is *Look and Read*. It is presented four short reading about the world records. The title of the reading namely: Shopping Mall Stores, Alphabets, Languages and Stadiums. All contains of the reading text above are about the most things in the world.

h. Chapter 8

(78/BP6ET/CHAP8/PP/MLVL/88-89) The next chapter of this book discussed is chapter 8. This chapter entitled *Mysteries Past and Present*. It opens also with Warm Up activities. Activity 1 is Read, Listen and Sing. The title of the song is *A World of Mystery*. The verses of the song illustrated by interesting and colorful pictures so the song will understandable and help the learners in making meaning of the song. The first verse talks about UFO, the picture of UFO is on the top of the pages so that the learners will understand the words Unidentified Flying Object in the verse is UFO. May be most of the children or young learners knowing about the word UFO but what is meant by the abbreviation they may do not know yet. The second and the others verse are about statue of Rapa Nui, Nessie the Loch Ness monster, the Stonehenge, and the city of Machu Pichu.

The next activities in the Warm Up sub chapter is Listen and Read. It is in activity 2. This is listening activity. The learners asked to listen and read on a dialogue the listen. The dialogue is about picture

writing from ancient cultures. They are in form of symbols. Several pictures are easy to figure out but several of them are quite complicated. And to make sure how they get the meaning from the listening and reading activities, the next activity is Talk and Stick. The students asked to work in pairs. In their pair, one learner says her/his statement about a symbol and the rest of them will say other statement. Then they both stick the symbol they discussed on place given in the activity 3.

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Next in pages of *Application* sub chapter, there are also three activities, listening and writing activities. As the aim of literacy

learning, after the students or the learners do listening and reading they are asked to writing and speaking. The activity 11 is *Listen, Number the Picture in Order*. The learners will listen sequences of events how are the steps making pyramid. They have to match what they have listened by giving number on the picture. So, from the learners will study how the process of making pyramid by listening and make the understanding by paying attention to the set of pictures.

Next is the activity 12 which entitled Listen, Read and Chant. The learners asked to listen to a song; the song is The Riddle of the Sphinx. As we know that Sphinx is a mythical creature with the head of a human and the body of a lion which comes from Egypt. From the song the readers of the book conclude that sphinx still a mystery in why was it made, who put it there, the sphinx itself just continues to stare.

And the last task in the Application sub chapter is making Project. This task asks the learners to present a report on a mysterious place. This activity will enhance speaking skills actually because the learners not only prepare the report in written text but they have to present it in words.

i. Chapter 9

Unit 9 or chapter 9 is the last chapter of the Backpack 6 English textbook. The title of this chapter is The Movies. The chapter also divided into four sub chapters. They are as follow: *Warm Up, Presentation, Application and Assessment*.

3. The Description of Visual Literacy from the Book Content

As it has been described that visual literacy is the learnt capacity to exactly interpret the visual messages and to create such messages (R. Petterson, 1993), the researcher formulates some visual literacy which presented in Backpack 6 English textbook. The project in every chapter of this book indicates how to assess visual literacy. This book comes with colorful messages and plentiful pictures of events and things which related to the topic discussion. The illustrations and pictures help students to get the meaning and goal of learning in every subchapter of this book.

The most activity to evaluate the visual literacy is making project, so, this book tries to give project in the end of every chapter in order to evaluate the achievement of the students in visual literacy

a. Chapter 1

(80,81,82,84/BP6ET/CHAP1/WU/VL/2) Assuming no prior knowledge in English, pages 2 teaches the language of self-introductions by having students look of simple pictures, listen to a short song (on classroom audio cassettes which are somewhat inconvenient in that they cannot be cued as a CD can) listen again and repeat it in order to make them familiar with the theme that they are going to learn. From the pictures shown, and the song heard the learners are expected to understand the meaning and the content of the song by looking at the pictures. The content of the song actually is reflected by the pictures. The colorful pictures of the textbook attract

the learners to enjoy the song and understand the meaning of the song content. Unit 1 in Backpack 6 English textbook entitled “Amazing People”, before learning the main discussion about amazing people in the world which are presented in unit 1, the learners are introduced with amazing people who the learners can find around their daily life. The amazing people around them and the jobs they occupied. The learners study about kind of jobs, namely: magician, inventor, and hero. Each job symbolizes with colorful and attractive pictures so that make them have knowledge about the description of job in the song they have listened. The song which is given entitled “Amazing People”. The author expected that through the song and amazing family around them, they will ease to literate the main content of the unit 1.

b. Chapter 2

(85,86,87,88/BP6ET/CHAP2/VL/16,17,22,23) The visual literacy tries to be presented in activity 4 from chapter 2 discusses about “Carlos’s scrapbook”. The scrapbook is completed with photos. The pictures help the learners have knowledge about the events Carlos’s did and does. The scrapbook started with Carlos’s house in Monterey, Mexico. “My dad bought this house in Monterrey, Mexico when he and Mom got married. I’ve live here since I was born”. From the sentences the students will try to differentiate the use simple past tense and present participle. “my dad bought this house...” the word

“bought” indicates past event. But, “...I’ve live here..” “I’ve lived” is present participle.

c. Chapter 3

(89/BP6ET/CHAP3/VL/26) Unit 3 entitles “Skills and Abilities”. Illustrated with attractive picture the reading is also sung. Family skills or ability-This song tells us about extended family like: uncle, father, sister and me-the learners-. The title of the song is “A Working Family”. The choice of words is quite simple, because discussing about family is actually has been in the lower grade before. But this unit makes extended with skills and ability. It is like a combination about family and profession topic. And the pattern is simple present tense because working activity and skills are factual and also habitual activity.

(90/BP6ET/CHAP3/AP/VL/34) Next, is the *Application* subchapter, this activity asks students to listen and write the number on the pictures show on the page 34. Based on the sentences have listened, the students match the sentences they listened with the pictures on the book page by writing number. The pictures help students to find the meaning of sentences they have listened which reflected on the pictures.

(91/BP6ET/CHAP3/AP/VL/34) the other activity in this subchapter is making project. The project in the chapter 3 is called *Class Careers*. The task is students have to make a class book about

interesting jobs. Students have to search interesting jobs, interviewing person who does the jobs, and finally compiling them in form of book.

d. Chapter 4

(93/BP6ET/CHAP4/WU/VL/38) In activity 4 presented “future airplane” which can fly five times faster than the speed of sound. It is really attractive reading to be read by the students. And the additional pictures will build curiosity. The other reading is about GPS (Global Positioning System) which placed inside a dog’s body. This special computer chip can tell a satellite high in the sky where a person or object is at any time. Up to date topic chosen by the author to stimulate students then the topic will increase students’ ability in understanding the content topic. The other topic about e-money, so money as we know will disappear. And the last topic is about robot which can do house hold chores, so we have more free time.

(94/BP6ET/CHAP4/AP/VL/46) In Activity 11, - it is listening activity-. This activity invites the students to listen sentences, then asked them to match what they have listened with pictures from the book, then asked them to write letter based on the listening and the pictures presented.

(95/BP6ET/CHAP4/AP/VL/46) Then in Activity 12 is more about listening activity, but it is not only listen and matching pictures, but in this activity invites students to listen, read and chant. From these simple activities, students will learn how to spell and say the

words or sentences correctly in a funny form. It means that they don't only listening and reading the materials but they also doing chanting.

(96/BP6ET/CHAP4/AP/VLCL/47) Then the last activity in subchapter application is making project. This activity invites the students to make their project. The project is designing an advertisement. Still relates with job, the project still have relationship with job or occupation. In designing advertisement, the students invited to make their own design in marketing their products will be. After the design done, the students asked to present the advertisement of their product in front of the classroom.

Then, the last subchapter of unit 4 is the assessment. This assessment invites the students to play a game. It is like a board game, it presents some colorful attractive pictures about some phenomena in the future. Based on the pictures presented, the students go in turn constructing sentences based on the pictures in their turn.

e. Chapter 5

(97/BP6ET/CHAP5/WU/VL/50) Unit 5 entitled Space. The first page of this chapter is also started with *Warm Up* activity. This warm up is a set of activities that stimulates the students to be one before they enter in the main topic. Activity 1 is read, listen, and sing. The singing activity is one activity that is funny and stimulates the interest the students of learning. Compare singing activity with other activity of learning, most of us choose that singing activity is activity

which is generates our moods. Listening to the music or chant will develop our moods. So, this warm up made so interest to make the students keep in touch with the materials and it is hoped in the end of the learning the goals of this learning got.

The ‘warm up’ activity opens with song entitled “House for Sale”. This song is not about a real house that we have now, house on the Earth. But the house here is house on the other planets and the Earth. This song introduces us about the Mercury, the planet which is closest to the Sun, which is burning hot all day, the Venus which has thick and hazy cloud, the students will also introduced with Neptune which has windstorm, they also listen about the Pluto which is too dark and far away and it is the coldest planet of all, and the song closed by the Earth, planet place for us, which there is still place to build a really nice house for us and our family.

(98/BP6ET/CHAP5/PP/VL/52-53) Then in the Activity 4 is *Look and Read* activity. This activity asked the students to look the pictures of Jupiter planet, comets, and Supernova. Then, the students read the text about the three pictures of them. The presentation of pictorial messages actually stimulates them to interest and try to understand the content of the messages.

(99/BP6ET/CHAP5/AP/VL/58) Then, the next sub chapter is *Application*. They are in activity 11, 12 and project. Activity 11 is listening section. The task asks the students to listen the recording and

give number on pictures related to the recording.

(100/BP6ET/CHAP5/VL/59) The last activity in application sub chapter is making project. The students asked to make brochure, it is like an advertisement. But it is not like usual brochure that the students experience every day, the brochure is a brochure for a vacation space. It is a beyond the students imaginative view. This is also a real application to measure how deep they have understood about space topic. In this brochure actually they will invite the prospective readers to know what kind of space trip they promote, so the deeper understanding about what they have discussed before is important in completing the project.

f. Chapter 6

(101/BP6ET/CHAP6/WU/VL/62) Chapter 6 entitled Adventures. Like other activities in the set chapters before, in *Warm Up* activity opens with *Read, Listen and Sing* activity. Like other warm up activity in every chapter of this book, listening and singing activity is chosen to stimulate the learners' mood. Because this chapter 6 talking about adventures so that the song is also contains adventures. The song entitled Top This. In order to make the learners will ease to understand what the meaning of the song, the song illustrated with colorful pictures in order to generate students or learners' understanding about the content of the song. The adventures in this song are related to trips to a mountain by bike, sailing down the river,

and going up in an airplane. New words, how to read them well reflected in the song accompanied by the illustration pictures.

(102/BP6ET/CHAP6/AP/VL/70) The next sub chapter of this book is *Application*. This activity is called *Listen, number the pictures in order*. This set of pictures make the listening easier, so, the students can do the task easily.

(103/BP6ET/CHAP6/AP/VL/70) The other activity in this sub chapter is that *Listen, Read and Chant*. In order to have more understanding about the content of the text, presented pictorial messages related to the text.

(104/BP6ET/CHAP6/AP/VL/71) And the last task in *Application* sub chapter is *Project*. The project is making an *Adventure Park*. The learners instructed to work in a group, asked them to design their own adventure park.

g. Chapter 7

(105/BP6ET/CHAP7/WU/VL/74) The next is chapter 7. In the chapter 7 is also opened with *Warm Up* activities. In the *Warm Up* in chapter 7 is only one activity. Activity 1 is *Read, Listen and Sing*. All opening activity on this book is opened by singing song. Picture illustrated and the sound of song aimed to ease learners unify to the topic and as the way to introduce the main material to the learners before class discusses main topic or main material.

The chapter 7 opens with a song entitled *Ask the Expert* which

the content of the song is so challenging. One example can we take from this: Cambodian has the most alphabet in the world. The learners will also know the other word records presented in that song.

(106/BP6ET/CHAP7/AP/VL/82) In *Application* sub chapter, there are three activities. The aim of this sub chapter actually to place the learner in the situation how material they have discussed in the previous subchapter applied by them. They experience by themselves. Activity 10 entitled *Listen, Write and Number*. The learners will experience listening and decide what the content in what they have heard, by giving number on the each picture. The pictures here will ease the learners to understand what are in the recording. It is different with set of activities in *Presentation* sub chapter. Asking and answering question in the previous sub chapter is related to the reading text, but in the *Application* sub chapter, the task is out of content of the reading text.

(107/BP6ET/CHAP7/AP/VL/82) Next is the activity 11. In this activity, actually, the learners will also *Listen, Read and Chant*. The title of the song is *Daydream Record*. The song is so interesting with simple words applied superlative which can be chanted. the activity is suggested repeatable because from the chant they hear they will have deeper understanding in the use of degrees of comparison especially in superlative form.

(108/BP6ET/CHAP7/AP/VL/83) Then, the last activity in

Application sub chapter is making *Project*. The project asks the learners make *Class Record Bar Graph*. This is a group activities, one student will be the interviewer and the rest students will be the interviewee. The student who is as the interviewer, asking the classmates about one of the categories, the student makes the result in a graph. They may work in turn, then, they present the graph by applying the *superlative* pattern. The sets of activities will help the learners making meaning of the materials or text especially.

h. Chapter 8

(109/BP6ET/CHAP8/WU/VL/86) The next chapter of this book discussed is chapter 8. This chapter entitled *Mysteries Past and Present*. It opens also with *Warm Up* activities. Activity 1 is Read, Listen and Sing. The title of the song is *A World of Mystery*. The verses of the song illustrated by interesting and colorful pictures so the song will understandable and help the learners in making meaning of the song. The first verse talks about UFO, the picture of UFO is on the top of the pages so that the learners will understand the words Unidentified Flying Object in the verse is UFO. May be most of the children or young learners knowing about the word UFO but what is meant by the abbreviation they may do not know yet. The second and the others verse are about statue of Rapa Nui, Nessie the Loch Ness monster, the Stonehenge, and the city of Machu Pichu.

The next activities in the Warm Up sub chapter is Listen and

Read. It is in activity 2. This is listening activity. The learners asked to listen and read on a dialogue the listen. The dialogue is about picture writing from ancient cultures. They are in form of symbols. Several pictures are easy to figure out but several of them are quite complicated. And to make sure how they get the meaning from the listening and reading activities, the next activity is Talk and Stick. The students asked to work in pairs. In their pair, one learner says her/his statement about a symbol and the rest of them will say other statement. Then they both stick the symbol they discussed on place given in the activity 3.

After the *Warm Up* activity is *Presentation* sub chapter. This sub chapter is also presents reading activity, still, the reading topic comprehends with the theme of the chapter 8. The topic of this chapter is about the world's mystery. There are three title of the reading text, they are as follow: Machu Picchu, Altamira Cave, and Angkor Wat. To attract interest and make meaning of the reading, the reading texts are illustrated by the pictures of the place discussed. So, what the learner read can be understood by the pictures proven. The other way to check the learners' comprehension in reading text is that what are in the activity 5 and 6. Both activities are speaking activities, that ask the learners to make question and answer based on the reading passage presented. To make it short, after the learners read the passage they conduct small talk about the content of the reading.

i. Chapter 9

(110/BP6ET/CHAP9/WU/VL/98) Unit 9 or chapter 9 is the last chapter of the Backpack 6 English textbook. The title of this chapter is The Movies. The visual literacy which tried to present in this chapter is illustrations related to movie, for example: picture of mummy, packages of popcorn, soda, candies, and The Twins Brother from Mars. Those pictures help the students to understand the song as the opening activity in this last chapter of the book.

(111/BP6ET/CHAP9/AP/VL/106) The visual literacy shows in this subchapter is pieces of pictures those have be matched with sentences student have to listen. The task for them is giving number which matches between sentence they listen and picture they see. The illustrations on this activity help students to find the meaning from the recording.

(112/BP6ET/CHAP9/AP/VL+CL/107) The last task in the *Application* subchapter is making project. The project of this last chapter is called *Act It Out!*. Why it is a combination between visual and communication literacy, because this task not only scores visual literacy through visual message from the acting out of a movie scene, but also scores communication literacy through the direct speech practices trough the movie scene.

From the above explanation of visual literacy above, the Backpack 6 English textbook presents meaningful illustrations as the visual messages.

The set of activities and tasks guides the students to make interpretation and later guides them to create such messages as the assessment of visual literacy.

Every chapter of this English textbook opens with colorful illustrations as the stimulus to the students in gaining meaning and goal of learning. Color gives positive stimulus for –especially young learners- to give more paying attention in understanding the meaning of the book.

The book divided the chapter into four subchapters, they are as follow: *warm up*, *presentation*, *application* and *assessment*. In the *warm up* subchapter, it is presented colorful illustrations along with text of chant or song. It has function, that, every word in the text will be easy to be understood the meaning by the help of the illustrations given. Teacher may be helped by the presentation of the pictorial messages. Two modes presentation of this book –pictorial and written-, are presented by this English textbook to gain literacy for the students. Besides gaining the words meaning by the illustrations, the illustrations restrict the students to the certain theme of discussion. So, the illustration given by the author has socio critical images. It means that the students should follow what are the author wants in presenting visual messages which presented in the illustrations and the chants.

Then, next in the *presentation* sub chapter, the core topic of discussion explained. This sub chapter includes listening, reading and repeating activities in form of dialogue, short text or even short paragraph. Besides written dialogues, these pages are enriched by illustrations in order to help the students to understand what is or are discussed in the dialogue. The other

activity in *presentation* sub chapter is conducting short dialogue between two students, the illustration given to help the students in practicing the short dialogue instructed.

After *presentation* subchapter is *language practice* sub chapter. As we know that this book is also enriched by language practice for the students. Every language has its rule, or so that because this book is marketed not only for English as the pupil's mother tongue, but also English as a foreign language, so that the language practice in this sub chapter like a grammar reinforcement to the English as the foreign language students. The grammar focus in this chapter is quite simple, the students asked to filling the blanks with appropriate words, making simple questions based on the topic before, completing the tables, constructing simple sentences based on series of words given, and making interview based on the illustration given. All pages in this sub chapter coloring by selected illustration which assist the learners understanding the instruction.

After language practice is the *application* sub chapter it. This sub chapter is like a pre assessment. This sub chapter includes: listening and numbering sequence of events after listening some texts, listening, reading and chanting a short text and making project. Why it is call pre assessment, because the sequences of subchapter- warm up, presentation, language practice, application and assessment- full of illustration which has function to help the students to understand the topic learning presented by this book.

The last sub chapter is *assessment* sub chapter. The *assessment* sub chapter of this book is like written test, as the evaluation how far the students understand what they have learnt from the *language practice* sub chapter. The assessment is around completing paragraph, making questions based on the question words given, and making short paragraph based on topic given. The goal of literacy in general may can be touched by composing paragraph with the students own words but the goal of visual literacy can be assessed by making project not in *assessment* sub chapter but in *application* sub chapter.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the study conducted by the researcher about the types of literacy found in the Backpack 6 English Textbook.

A. Conclusion

Based on the discussion in the previous chapter, the researcher draws conclusion from this research, they are as follow:

1. There are three kinds of literacy which the authors try to involve in this English textbook.
2. The communication literacy involves series of dialogues, practicing the dialogues and the evaluation of this approach can be seen through assessment sub chapter which asking the learners to completing texts and also composing paragraph.
3. The multicultural literacy involves the choice of reading themes which depict issue from all over the world culture. It can be found most in the reading passages in every chapter of the book.
4. The visual literacy involves meaningful illustrations which will help the learner to understand the text meaning. The most visual literacy can be seen in the first subchapter in every chapter of the book which leads the

students to understand the meaning of the texts by looking to the illustrations.

B. Suggestion

In the end of this chapter, the researcher would like to give some suggestion which hopefully will be useful for English teachers, publisher, and other researcher.

1. English Teacher

Teacher has important rules in term of improving quality of teaching and learning. In choosing appropriate book in teaching literacy is in teacher hands. This book is relevant used as authentic material in teaching communication literacy.

2. Publisher

As for publisher, in creating and developing English textbook of study is needed in order to create what student need and dynamic ways of learning for example publishing revised edition which has up to date issue.

3. Other Researcher

This study only discusses about the certain literacy for English textbook for elementary students. The researcher hopes this research can be a guideline for other researcher that conduct similar issue to get better and maximal result by completing and enriching the existing research with kinds of method.

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Qualitative Data Analysis

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APPENDICES

The following is the result of interview conducted by the researcher and one on the English teacher of Takmirul Islam Elementary School in Surakarta. She is Ms. Anna. On the first and second interviews, the researcher asked about communication literacy. On the third meeting, she asked about visual and multicultural literacy.

(Thursday, 3rd August 2017)

Latifah : "Assalamualaykum Bu, saya Latifah, budhenya Nadzif IA."

Ms. Anna : "Waalaykumusalam Wr. Wb. Inggih bu. Ada yang bisa saya bantu?"

Latifah : "Saya mahasiswa IAIN Surakarta Bu, seperti yang sudah kemarin saya *matur*. Saya rencana mau bahas literasi dalam buku Backpack 6 Bu."

Ms. Anna : "Literasi seperti apa ya?"

Latifah : "Pendeknya literasi itu kemampuan untuk menulis, membaca, dan berbicara dengan bahasa sendiri bu. Saya menilai Backpack memberi banyak tugas *speaking* dan *composing text* bu."

Ms. Anna : "O iya. Kami menggunakan Backpack hanya untuk di lab Bu. Jadi memang pembelajaran *speaking* dan *listening*. Kan mayoritas tugasnya memang mendengar dan berbicara Bu."

Latifah : "Sejauh ini animo anak belajar Backpack bagaimana Bu?"

Ms. Ann : "*Seneng*. Kan beda Bu konsepnya dengan *local book* yang terkonsentrasi pada *grammar*. Bapak Kepala Sekolah menghendaki untuk anak aktif berbicara Bu. Backpack banyak membantu saya. Selain mendengar dilengkapi program di computer Bu. Jadi selain kegiatan mendengar anak berlatih berbicara dan mengerjakan *task* Bu. Besok Sabtu *rawuh* aja Bu, saya jadwal kelas VI hari Senin dan Sabtu Bu."

Latifah : "Inggih Bu. Matur nuwun sanget. Saya cukup dulu ya Bu, sudah waktu Zuhur. Terima kasih banyak atas waktunya bu. Assalamualaykum wr. Wb."

Ms. Anna : "Waalaykumussalam Wr. Wb."

(Saturday, 6th August 2017)

Latifah : “Assalamualaykum Bu, saya *sowan* lagi Bu”.

Ms. Anna : “Waalaykumusalam Wr. Wb. O iya, mari kita ke *lab* Bu”

(In language laboratory SD Takmirul Islam Surakarta)

Latifah : “Saya di booth yang kosong aja bu.”

Ms. Anna : “O, jangan. Kita di depan *gak pa pa bu*, nanti seru-seruan sama anak-anak”

Latifah : “ Baiklah, terima kasih banyak Bu”

Ms. Anna : “*Good afternoon Students. This is Ms. Ifa, a friend of mine.* O iya. Kita kedatangan tamu nich, namanya Ms. Ifa. Kita akan belajar bareng hari ini.”

Latifah : “*Hi, being sorry disturbing your time Guys. I am Ifa. Let's study Backpack together.* Maaf teman-teman saya ifa mau ikut gabung belajar Backpack bersama”

Students : “Hello Ms. Ifa”

Ms. Anna : “Siap, udah pakai *headset* semua ya. *Open your Backpack on page 2, the title is Amazing People.* (Diperdengarkan lagu yang textnya bisa dibaca di halaman 2 buku Backpack. Lagu diputaran dua kali). *Who is Uncle Rick?*”

Students : “*He is a Magician*”

Ms. Anna : “*Good. Who is Aunt Kim?*”

Students : “*She is an inventor*”

Ms. Anna : “*Very good. Hehehe, which one is you?*”

Students : “*Yang tenggelam itu Miss*”

Ms. Anna : “*Oke, very good Guys. Next, listen the followings!.* (diperdengarkan kegiatan 2 dari bab 1 buku Backpack 6 tentang enam tokoh dunia dengan profesinya). Nah, lihat gambar ini, ini adalah Antonio Gaudi, seorang arsitek terkenal, siapa yang ingin jadi arsitek?”

(Teaching learning activity in language laboratory SD Takmirul Islam is about sixty minutes on Saturday from 2.00 p.m until 3.00 p.m)

Latifah : “Terima kasih banyak Bu. Assalamualaykum Wr. Wb.”

Ms. Anna : “Waalaykumussalam Wr. Wb.”

(Thursday, 25th August 2017)

Latifah : “Assalamualaykum Bu, saya *sowan* lagi Bu”.

Ms. Anna : “Waalaykumusalam Wr. Wb. O iya, *gak papa* Bu”

Latifah : “Ini bu, saya mau ada hal lain selain kegiatan mendengar dan berbicara di lab tempo hari, *Project* di buku Backpack bagaimana Bu?”

Ms. Anna : “O, iya kami mengerjakannya juga. Misalnya Senin kemarin saya kasih tugas Bu, Sabtunya mereka *present* di depan kelas. Sekolah kami kan punya mading kelas bu jadi hasil poster ya kami pajang Bu.”

Latifah : “Gitu ya Bu?”

Ms. Anna : “Lewat poster yang mereka buat dari tugas-tugas Projectnya Backpack, mereka kan terpacu untuk membuat poster yang paling bagus, tapi kan mereka juga bertanggung jawab Bu, *gak* cuma gambar, karena kan mereka harus mempresentasikan di depan kelas Bu ”

Latifah : “Kalimat-kalimat anak-anak bagaimana Bu ”

Ms. Anna : “Ya, karena bukan penutur asli ya begitulah Bu, anak-anak SD. 6 sampai 10 kalimat sederhana bisa bu ”

Students : “Untuk anak SD yang bukan kelas bilingual lumayan ya bu, minimal mereka berlatih memproduksi kalimat berdasar gambar dengan bahasa mereka sendiri kan Bu?”

Ms. Anna : “Iya. Menggunakan Backpack tuh yang keberatan orang tua nya bu, kan tugas-tugasnya agak susah Bu”

Latifah : “Benar bu, tidak semua wali murid memiliki *background* bahasa asing Bu”

Ms. Anna : “Makanya bu, peran Backpack di sini hanya sebagai pengayaan Bu. Kami tetap pakai buku lokal bu, karena selain kendala di atas, kendala biaya juga bu ”

Latifah : “Begitu ya bu?. Bagaimanapun harus ada sinergi dari berbagai pihak bu dalam membersamai anak-anak dalam belajar bahasa

asing gih Bu?”

Ms. Anna : “ Saya memanfaatkan Backpack untuk menambah pengetahuan mereka tentang banyak hal Bu, kemarin misalnya tentang Antonio Gaudi, kan kalau buku lokal hanya sebatas gambar profesi dan membuat kalimat tentang profesi kan bu, tapi lewat Backpack imajinasi anak tentang dunia jadi terbuka ”

Latifah : “Multikultural juga sepertinya ya Bu?”

Ms. Anna : “ Iya, itu yang menarik Bu, bahwa dunia tidak hanya rumah, sekolah dan lingkungan sekitar saja. Beberapa disajikan Backpack Bu ”

Latifah : “ Baiklah Bu, azan Zuhur sudah berkumandang Terima kasih banyak Bu. Assalamualaykum Wr. Wb.”

Ms. Anna : “Waalaykumussalam Wr. Wb.”