

ACCEPTANCE AND APPRECIATION OF CULTURAL DIVERSITY VALUES REPRESENTATION IN ENGLISH TEXTBOOKS

Representasi Nilai Pengakuan dan Apresiasi Terhadap Keragaman Budaya dalam Buku
Teks Bahasa Inggris

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Abstract

The purpose of this research is to explore multicultural values representation in senior high school English textbooks and to explain the reflection of characters education containing in textual and visual form of multicultural values in the textbooks. The theory used as the basis for the analysis of the textbooks is the three dimensional models of critical discourse analysis from Fairclough (1995). The findings of the study revealed core values of multicultural by Bennett (2003) appear on the textbooks which is acceptance and appreciation of cultural diversity. In addition, characters education were also identified such as (1) Religious, (2) Tolerance, (3) Patriotism. The implications of this textual study suggest that more characters education are added and elaborated in the textbooks.

Keyword: *Multiculturalism, Multicultural value, English textbooks analysis, Character Education*

Abstrak

Tujuan dari penelitian ini adalah untuk mengeksplorasi representasi nilai-nilai multikultural dalam buku teks bahasa Inggris SMA dan menjelaskan refleksi pendidikan karakter yang terkandung dalam bentuk tekstual dan visual nilai-nilai multikultural dalam buku teks. Teori yang digunakan sebagai dasar analisis buku teks adalah model tiga dimensi analisis wacana kritis dari Fairclough (1995). Temuan penelitian mengungkapkan nilai-nilai inti multikultural oleh Bennett (2003) muncul di buku teks yaitu penerimaan dan apresiasi keragaman budaya. Selain itu, pendidikan karakter juga teridentifikasi yaitu (1) Religius, (2) Toleransi, (3) Patriotisme. Implikasi dari studi tekstual ini menunjukkan bahwa pendidikan karakter lebih banyak ditambahkan dan dielaborasi dalam buku teks.

Kata Kunci: *Multikulturalisme, Nilai Multikultural, Analisis Buku Teks Bahasa Inggris, Pendidikan Karakter*

INTRODUCTION

The Indonesian Child Protection Commission (KPAI) in Kumparan News stated that throughout 2021 there were 17 cases involving students and educators such as, the cases of bullying and brawls between students which are caused by problems of ethnicity, ethnocentrism and SARA conflicts which are created by multiculturalism in Indonesia (Kemendikbud, 2021). The concept of the importance of tolerance, mutual respect, and peace are extremely important. Therefore, to cultivate an attitude of tolerance, one of them can be done through education, one of which is textbooks. Textbooks have an important role in calling for diversity to students. Multicultural textbooks play a significant impact in realizing a young generation that is humanist, inclusive, tolerant, democratic, pluralist, and open. (Purwanto, 2018). The teaching

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materials in schools need to be chosen that really emphasizes the introduction and appreciation of other cultures and values. Therefore, this research focuses on the multicultural depiction in the students' English textbook through visual and texts. The main reason is text and visual contain a lot of information for students learning. The textbooks used are English textbooks for tenth grade, eleventh grade, and twelfth grade which are officially published by the Indonesian ministry of education and culture in 2017 and 2018 (the latest edition) which are widely used in Indonesia.


Many previous studies had been conducted dealing with the multicultural values that exist in EFL textbooks. The researchers found that multicultural values were essential for the integration of Indonesian EFL textbooks to represent Indonesian identity. Knowing that understanding multicultural values through EFL materials important in language education (Setyono & Widodo, The representation of multicultural values in the Indonesian Ministry of Education and Culture-Endorsed EFL textbook: a critical discourse analysis, 2019), it is necessary to elaborate on how multicultural values are reflected in English textbooks. Furthermore, the researcher finds out that three of the previous studies which were conducted by Yusup and Suryaman (2021), Alsaawi (2021), Setyono and Widodo (2019) analyzed the textual and visual artifacts. But the one of previous study which was conducted by Isnaini and Setyono (2019) preferred analyzing visual artifacts rather than textual artifacts. In addition, two of them examined how textbook enhance students' intercultural knowledge and awareness. But until now, there is no one has researched the reflection of multicultural values containing in 2013 curriculum in the English textbooks.

METHODOLOGY

The basis of this research is qualitative research. Qualitative still rely on data in the form of text and images, have unique steps in data analysis, and are sourced from different research strategies. (Cresswell, 2010). However, the method used in this study is a descriptive qualitative method using a critical discourse analysis approach by Norman Fairclough (1995). Qualitative descriptive research aims to describe, explain, and answer in more detail the problems to be studied by studying as much as possible an object. The data sources used in this study are texts or documents in the form of textbooks. There are three data sources including *Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X (Revised edition 2017)*, *Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas XI (Revised edition 2017)*, *Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas XII (Revised edition 2018)* published by the ministry of education and culture in Indonesia. The textbooks are written based on curriculum 2013. In this study, several steps were carried out for data analysis. First, textual (T) and visual data (V) were identified according to multicultural expressions by Tilaar (2009) that have been coded which are ethnocultural differences (ECD), religions differences (RD), Tolerance (T) and Plurality (P). Those expressions are concluded in Bennett (2003) multicultural core values acceptance and appreciation of cultural diversity.


FINDING AND DISCUSSION

The data collection in this study was carried out by analyzing English textbooks for senior high school published by ministry of education in Indonesia, including tenth grade English textbook, eleventh grade English textbook, and twelfth grade English textbook. The researcher identified multicultural expressions exist on fifty two parts of the textbooks. The details are as follows twenty three parts of the textbooks contain ethnocultural differences expression (ECD), fourteen parts of the textbooks contain religions differences expression (RD), two parts of the textbooks contain tolerance expression (T), and thirteen parts of the textbooks contain plurality expression (P). Due to the space limitation, from the fifty two data that contain multicultural expressions, three pictures representing each expression were selected to be analyzed.

	Grade/ Page	Expression
	11/52	ECD

The researcher identified a data that displays images from a short story entitled The Last Leaf which are aligned with the puppet character Nakula Sadewa in the eleventh grade English textbook. The Last Leaf is from New York, while Nakula Sadewa is a puppet character from Java. The two images have different cultural backgrounds. Behind these cultural differences, both have the same meaning as healer. However, in aspect of ethnocultural differences, there are many data that represent cultures originating from Indonesia and western culture as well. The author's intention of carrying out these two cultures is to introduce the culture of Indonesia and the culture of the English language to the students. The existence of international cultural representation is due to the very close relationship between culture and language. Culture and language influence language speakers in communicating and interacting. In addition, there is a representation of Indonesian local culture so that students do not leave their cultural roots. As quoted by Setyono & Widodo (2019) who stated that multicultural education is very necessary in the textbooks.

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	Grade/ Page	Expression
	12/5	RD
		P
		T

The second picture was identified on the page 5 in twelfth grade English textbook. There are pictures of 2 women. The first woman was black and veiled. Meanwhile, the second woman has white skin, blonde hair and sleeveless clothes. This picture shows the value of religious and racial plurality. It depicts of two people who have different skin colors. It represents the plurality that exists in society, which means that there is diversity that must be recognized in that society. Even the characters have different religions and race, they still do something together that represent a tolerance to each other. This finding also contains the value of character education, namely religious and tolerance. As sited in (Kemendikbud, 2021) religious is obedient attitudes and actions in carrying out the teachings of the religion to which they belong, tolerance for the practice of worship of other religions, and living in harmony with believers of other religions. Whereas, tolerance is attitudes and behaviors that respect the differences in religion, race, ethnicity, opinions, attitudes, and behaviors of others who are different from themselves.

	Grade/ Page	Expression
<p>5. Alia in her letter wrote that her _____ is Batakese, but she can also speak other languages, like Madurese, Indonesian, and English.</p>	10/T/9	P
<p>10. Alia likes to try to speak in English with her classmates, but just like Saidah, she also sometimes _____ into Indonesian.</p>		

On page 9 tenth grade English textbook there is a textual data containing plurality values with the code 10/T/9. Those are questions for students. The researcher identified number five and number ten contain multicultural values. In number five, it was stated that Alia explained that her friend was able to master the diversity of languages that the State of Indonesia have, including: Batakese, Madurese, Indonesian, and one foreign language was English. Furthermore, at number ten, Alia and her classmates speak English, but also speak Indonesian. At this point, students are expected to be able to appreciate the plurality of languages that exist around and outside. This study also shows that character education is valuable, namely patriotism. According to Kemendikbud (2021) patriotism is loyalty, compassion, and respect for the language, high appreciation for physical environment, social, cultural, economic, and political aspects of the country.

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In conclusion, generally in the tenth grade, eleventh grade, and twelfth grade English textbooks, the researcher identified a lot of data with multicultural values that is the acceptance and appreciation of cultural diversity. It could be concluded that the English textbooks are concerned with the pluralities in Indonesia. Indonesia is a country that has a variety of cultures, in this way Indonesia is categorized as a multicultural country which consists of various ethnic groups and cultures. In this era of globalization, the rapid spread of information and the swift influence of globalization make various kinds of cultures enter Indonesia without being filtered. With the existence of multicultural values in English textbooks published by the Ministry of Education and Culture, students can take and emulate these multicultural values to be used as guidelines for behaving in everyday life both in the family, community, school, state, and even international environment. Therefore, it is very necessary to foster a sense of acceptance and respect for the differences that exist in Indonesia. It is proper that tolerance in life is accustomed and passed on to the younger generation through education, especially learning in schools.

Lots of data that could be considered as representations of Indonesian culture were found in the textbooks. In addition, the textbooks published by the Ministry of Education and Culture have also represented the culture of the language being studied. Local culture and international culture have been represented in all English textbooks that have been analyzed. The result of discussion of this study is different from Alsaawi (Alsaawi, 2021) who stated that International book studied was more focused on western culture than local culture. Other than Alsaawi, this study is line with Setyono (2019) that multicultural value in the textbooks represents many cultural values.

CONCLUSION

The research conducted in this study is multicultural analysis in English textbooks for senior high school published by ministry of education and culture in Indonesia. The researcher identified quite a lot of material represents multicultural values in the English textbooks. The result showed that three English textbooks are concerned with the value of acceptance and appreciation of cultural diversity. This is due to the richness of culture and ethnicity owned by the State of Indonesia. Furthermore, not only multicultural values that exist in Indonesia are depicted in the senior high school English textbooks, but also multicultural values that exist in western countries. However, the responsibility character of education should be elaborated in the textbooks. If the students have lack of responsibility character, it will destroy their future and the nation in the future (Sahln & Prasetyo, 2012), because they do not care about himself, his property, his family, his religion, his culture and his nation.

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