

CHAPTER I

INTRODUCTION

A. Background of Study

Multicultural can be defined as association of cultures of people from different ethnics, sociocultural, custom, and geographic background (Setyono and Widodo, 2019). In other points, the concept of multicultural appears because people ought to respect the diversity of culture and religious from different ethnics. (Abdul and Jalalian, 2019) revealed that study of culture content is developed in ELT textbooks nowadays. That phenomena is happened because multicultural content can help the students to become multicultural competent, provide the equal education opportunity for every student, and teach the values of justice (Thithimadee, 2018). Moreover (Daniel, 2017) explained that of multicultural is important because it can help the students to get the knowledge, attitude, and skill which needed in pluralistic society.

Some of country in Asia land such as Mainland China is known as a nation with multicultural groups and uphold the policy of diversity in unity of Chinese nation. In China, English is adapted as a multicultural language and foreign language, it is considered as a media for international communication (Honna, 2000; Xiang and Yenika, 2019). Regarding with this phenomena, Ministry of Education in mainland China revealed a new policy which the latest English language curriculum aims to develop the ability of students in order to use English for communicative purpose. The curriculum consists of five pillars and culture being one of those pillars with intends to expand students' global perspective.

Having similarity with mainland China, Hong Kong also applies culture as a learning target (Curriculum Development Council 2017). From both of countries show that learning culture is important to be taught for the students in order to improve the students' global perspective.

In Indonesia, the aim of national education is set based on the cultural and social values, ideology of the nation, and applied in all school subjects include English (Firman, Irfan and Afrida, 2018). Ministry of Education and Culture' Indonesia released 2013 curriculum which emphasize the attitude and character of students with purpose to create a citizen who are religious, productive, innovative, as well as who contribute global issues. Embedded with Ministry of Education and Culture policy, EFL textbooks need to provide cultural values in order to open the global perspective of learners in Indonesia, and build a good character suitable with the aim of 2013 curriculum.

Teaching and learning of culture are inseparable from language education includes English, and these issues has gotten attention in today's world because English being one of globalization language and intercultural communication (Kramsch and Vinall, 2015; Xiong and Peng, 2020). Textbooks are considered as essential tools that facilitate the process of language and culture learning (Allwright, 1981). Generally, a textbook is a media used by a teacher to explain and teach the students based on the topic prepared in textbook. (Canale, 2016) explained that language textbooks consist of two important elements, they are target language and cultural knowledge. In simply, textbooks have role to present multicultural values, beliefs, and even misunderstanding perspective.

Moreover, language textbook has core role in learning the diversity and citizenship values for learners (Gray, 2000; Davidson and Liu, 2018). Besides learning about academic language, language textbooks are expected to encourage and help the students in learning about cultural values preparing in language textbooks. Over the last 14 years, multicultural content has examined in EFL (English as Foreign Language) textbook. The multicultural values should be existed and represented in ELT (English Language Teaching) textbook (McConachy, 2018). This policy is made in order to enhance and aware the learner about the diversity, multicultural values, and global perspective. Multicultural value portray in a textbook can be a tool for unity the homogeneity of Indonesian students from various culture.

In 2013, Liu conducted a study to identify the categories and themes of culture were represented in Chinese EFL textbooks for university level. The result of study showed that the textbooks were dominated by target culture while international culture and source culture only accounting in very small percentage than target culture. Then in other multicultural textbook issues from Turkish, Cakir in 2014 analyzed that English textbook used in sixth, seventh, and eighth grades of elementary education in terms of culture specific expression. The result study revealed that most of teaching activities did not contain sufficient cultural value to help learners use target language in communicative situation. Other than those issues, a researcher namely as McConachy in 2018 also researched a study about cultural representation in textbook, and the result of study found that

language textbooks contain problematic cultural representations which may inhibit uptake of global citizenship values.

However, people are adapted as social human who need people each other, that is why cultural and social values need to discuss in learning and teaching process, then represent it in ELT textbook in order to create integration the EFL learners, and avoid the discrimination. Because, one of the way to prevent the issues relate with discrimination of culture can be done through the teaching and learning of language, include English. Based on Magang III, English was learned for four hours in a week. It means that English has big opportunity for being a media which will introduce the multicultural values.

Multicultural representation in English textbook has discussed by many todays, even in last three years, there are many studies discuss about multicultural representation portrayal in English textbook. There was a research from Yann in 2018 which analyzed how the Indigenous populations of Taiwan represented in culture portrayal in Taiwan's language textbooks. Then, Shah and Elyas in 2019 which discussed about representation cultures in TESOL textbooks. Their study attempted to know the Muslim teacher perception's from Saudi Arabian university about the Islamic and Saudi culture represented in English textbook used by college students in Arabian Gulf. And Indonesian researcher were Setyono and Widodo in 2019 conducted a study which analyzed the visual multicultural represented in English Government textbooks.

Although many previous studies in some countries include Indonesian researcher have investigated about multicultural values in English language

textbook, there are some aspects who previous researchers have not examined. It is regarding with how the multicultural values represented in English textbook through multimodal (visual and non-visual) analyze method. In this research, the writer will analyze the visual and non-visual multicultural representation in English textbook which published by local publisher both of Erlangga and Yudhistira. So, from this research that you will know how the cultural values represented in English textbook which published by local publisher.

Continuing the previous empirical study, this research will be focused to analyze the visual and non-visual multicultural representation in reading part English textbook which published by local publisher. Especially, in this research the researcher will attempt to find the values from custom and cloth which represent in reading text. Multicultural is necessary to be represented in textbook to enrich students' culture knowledge and unite the students in Indonesia who come from any background culture. Therefore, the writer interest to analyze visual and non-visual the multicultural values portray in local English textbook whom used by students Junior High School.

B. The Problem of the Study

Based on the background of the study, the problem of this study is formulated as following:

“How visual and non-visual multicultural values (custom and cloth) are represented in local publisher English textbook (Erlangga and Yudhistira) for Junior High School in Indonesia?”

C. The Objective of the Study

From the problem researched formulated previously, the following is the objective of this study:

“To analyze the visual and non-visual multicultural values (custom and cloth) represented in local publisher English textbook (Erlangga and Yudhistira) for Junior High School in Indonesia”

D. The Scope of the Study

The scope of this study is to analyze the visual and non-visual multicultural representation in local publisher English textbook used by Junior High School grade eight in Indonesia. The visual and non-visual representation will be focused in reading part. The English textbook which used in this study is published by Erlangga and Yudhistira as local publisher in Indonesia. Both of English textbook follow the Curriculum 2013, which applied in all school currently. This study will be concerned on analyzing the suitable visual and non-visual multicultural values (custom and cloth) represented in local publisher English textbook for student of Junior High School grade eight in Indonesia.

E. The Significance of the Study

The result of this study is expected not only for individual data collection but more advantageous theoretically and practically. It can be described as follows:

Theoretically, the result of this paper can be reference for those who are interested in analyzing the multicultural representation in English textbook used multimodal analysis (visual and non-visual analysis).

Practically, the writer expects this research will be useful for:

1. The students; hopefully this study will provide knowledge for the students in order to select the suitable English textbook.
2. The teachers; selecting the appropriate English textbook can be guide and help the teacher in process learning and teaching.
3. The others researchers; this empirical study will be one of the references or resources to follow up and continue next research about multicultural representation in English textbook.

