

CHAPTER I

INTRODUCTION

A. Background of Study

Language and culture are not separate, foreign language learning especially English, should involve cultural content especially multicultural values. Multicultural values can be included in English Language Teaching (ELT) textbooks used in English as Foreign Language (EFL) context because textbooks as one of the main resources of English language teaching (ELT) in the learning process, not only serve as a medium to teach linguistic competence but also as a medium to deliver multicultural values. According to Cortazi and Jin (1999, pp. 196-219) a textbook can be a teacher, a map, a resource, a trainer, an authority and an ideology. In other words, ELT textbooks contain a world's reflection established into words by not purposing only for teaching the language but also transmitters of cultural information. According to Shankar (2021, p.1) Multicultural is respect different cultures and giving equal justice to all religions, people of different cultures, without any distractions on the basis of race or culture. Multicultural education not only enables students to get acquainted with different cultures but also inculcates in students an attitude of respect for other cultures beside their own culture, sensitivity and empathy in the society. Therefore, there are many aspects on which a textbook can be evaluated. In this case, the use of visual semiotic analysis, all visual artifacts such as pictures, illustrations, photographs, diagrams, depicting multicultural values in the textbook

will be analyzed. Visual artifacts tend to provide rich and accurate information about cultural values, and the appropriate method to analyze it is visual semiotics. Visual semiotics according to Leeuwen 2001 (cited Isnaini, 2019, p. 546) visual semiotics has layers of meaning as its key idea to investigate what, or who is being depicted and what ideas and values are expressed through what and how images are represented.

In the era of globalization, the communication among people from different countries is unavoidable. Therefore, the role of English as an international language has become important. English is not only a medium of communication between native and non-native speakers, but also as a tool of communication among non-native speakers of English with the wider role of English as a means of communication in the international arena. Therefore, understanding the culture of people from different parts of the country becomes more important due to the fact that to some extent people's ways of communication are also shaped and influenced by their home cultures. For example, one culture may avoid eye-contact while others require eye contact in their face-to-face communication. Therefore, according to Arslan, 2016, pp. 217-225) in learning a language the students not only learn the culture of the target language but also learn their own cultures and other cultures using the target language they have learnt. Inputting source culture and target culture in EFL textbooks can be helpful for the students to see the difference between two cultures. Therefore, Cortazzi and Jin divided cultural content into four categories, which are (Abbasian & Birira, 2017): the first, Target cultural materials include the culture from the English Native speaking country such as

United States America, Australia, New Zealand, Canada, United Kingdom, but mostly imply culture of the USA and or the UK. Secondly, Source cultural materials that consist of display of learners' culture and subculture. Thirdly, International culture materials that depict culture and cultural specificities around the world, not exclusively in English-speaking countries. Finally, neutral culture materials or unidentified cultural materials, they have cultural content, however it is not showing specific culture in order researcher cannot identify what culture is from (Musfirah, 2020, p. 73).

English has been positioned as an International languages, it is able that the users of this language increase significantly (McKay, 2018). It becomes one of compulsory subjects taught in most of the school in Indonesia among other non-English speaking countries, because of the global reach of English, it is not particularly referring to the one English, but all varieties of English spoken around the world. According to Kachru (1992) the different varieties of English make this language categorized into three categorized as what Kachru refers to as the Inner Circle (where English acts as a first language such as in UK, USA, New Zealand, Canada, Australia), the Outer Circle (where English is one of the several official language of the country or used as a second language such as in Bangladesh, India, Malaysia, Singapore etc.) and the Expanding Circle (where English is taught as a foreign language such as in Indonesia, China, Egypt, Japan, etc.) (Musfirah, 2020, p. 67). In this study, the analysis of types of cultural categories represented in visual artifact were undertaken by using theory of Cortazzi and Jin (1999) namely: Source Culture, Target Culture, International Culture and Neutral

Culture. Source Culture refers to a teacher and learner's own culture (Indonesian culture). Target culture refers to the culture of the inner circles countries where English as a first language (United States America, Australia, New Zealand, Canada, United Kingdom). International culture refers to the cultures around the world. Neutral Culture refers to element, pattern, property common in worldwide.

Due to those various of English, not only does it demand the teachers to assist the students in developing their linguistic competence but it also shows the importance of having students aware of the existence of non-native speakers using English as a foreign language (EFL). Shin, Eslami and Chen (2011) state that the deficiency of non-native cultural perspectives may create a gap for EFL learners who want to improve their intercultural competence and target language skills (Isnaini, 2019, pp. 545-546).

Moran (2001) defines culture as the evolving way of life of a group of persons, consisting of a shared set of practices associated with a shared set of products, based upon a shared set of perspectives on the world, and set within specific social contexts. Moran (2001) divides the culture into five dimensions of cultural aspects as follows: The first is products, this dimension includes four aspects namely artifacts (food, document, language, money, tools), places (buildings, cities, houses), institutions (family, law, economy, religion, education, politic), art forms (music, clothes, dancing painting, movie, architecture). Secondly practices, involve acts (ritualized communicative practices), scenarios (extended communicative practice) lives (stories of the member of the future). The third Perspectives, this dimension represent the perceptions, beliefs, values,

and attitudes that underlie the products and guide people's behavior in the practice of culture. They can be explicit but often implicit, outside conscious awareness. The next is communities, communities includes specific context such as national culture, circumstances (example: religious ceremonies), and group (example: different social clubs) in which members carry out cultural practices. The last are persons, person refers to individual members who embody the culture and its communities in unique ways. Personal identity and life history play key roles in the development of a cultural person (Moran: 2001, p.36). Allah said in Surah Al-Hujurat verse 13 as follows:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ
 أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

Based on the verse holy Qur'an Surah Al-Hujurat verse 13 explain that Allah has created the creatures, male and female, and created men and women as a nation-state, to establish a good relationship, word *ta'arafu* in this paragraph means not only interact but positive interaction. Making the creatures with nations and tribes is the hope that one other can interact well and positive and Surah Al-Hujurat verse 13 which emphasizes that God created human beings composed of various gender, ethnicity, race and interpretations vary. It was conclude that in Surah Al-Hujurat verse 13 implying the message to always learn to live in any diversity in multicultural and respect around tribes (Fadlan, 2018, pp. 240-241).

Culture and language are intertwined (Mitchell & Myles, 2004), culture is the originator, both language and context are rooted in culture, and they both are carriers of culture and both reflect culture although in a different way (Risager,

2015). It means that if someone learns a language, he must also be learning the culture of language. Similarly, if someone teaches a language, he must also be teaching its culture. Cultural awareness then must be considered as a need that enables students to acquire language proficiency and as an outcome or reflection on language mastery (Kramsch, 1993). Meanwhile, according to (Hilliard, 2015) in particular cultural content as authentic material for language learning could comprehensively support students' language skill development and intercultural communicative competence (Musfirah, 2020, p. 68).

According to Musfirah (2020, p. 68) cited (Miles, 2001) in language teaching pedagogy research, scholars and researchers appear to agree that teaching a foreign language indeed involves a cultural teaching, that is the relationship of the both language and cultural teaching is inseparable. For this reason, there appears a dilemma among EFL teacher that on the hand they are required to teach the target culture of the foreign language, in (Hatoss, 2004) on the other hand they also make sure that students learn and preserve their local cultures, values, and national identities.

In English foreign language classroom activities, a textbook is essentially acknowledged to bridge those interconnected things that is, language and culture materials (Toprak & Aksoyalp, 2014). A textbook acts as a reference and guidance that teachers should teach and those students should learn. "A textbook can be referred as a published material especially designed to help language learners to improve their linguistic competence, the textbook also fulfilled the student's communicative competence (Teo & Kaewsakul, 2016). Not only does a

textbook focus upon a language itself in general, but it is also contains more specific elements such as Morphology, Syntax, Lexis, Phonetics, and other related areas of studies. It means that English textbooks contain different aspects that could facilitated students acquire a language. According to Yonata, Nugraheni and Farida (2016) more importantly, in relation to current study textbooks also portray cultural information by using visual, text, and task modes that appear to be able to transmit the cultural knowledge to students either consciously or unconsciously (Musfirah, 2020, p. 68).

It is to be expected that different textbook publishers, locally and internationally, will employ different cultural contents within their EFL textbooks. In Indonesian contexts, generally public schools prefer local publishers such as Yudhishtira, Kanisius, Erlangga, and Jastra Graphics, whereas private schools tend to purchase textbooks from International Publisher such as Marshall Cavendish, Pearson Longman, and Cambridge University Press. Although local publishers tend to display more local cultures, they may also include other countries' cultures. In a similar vein, International publishers do not only show cultures from the countries where English is spoken but also from other countries that have different first or even second language other than English (Musfirah, 2020, p. 68).

One of the goals in communicative language classroom is to develop students' ICC, which can help learners raise their intercultural awareness in the use of a target language. ICC can be defined as the ability "to interact with people from another country and culture in a foreign language (Byram, 1997, p. 71). In

order to develop their ICC, learners need to learn about cultural knowledge from different cultures, which will have impact on improving their intercultural communicative skills and adopting an intercultural identity (Sercu, 2010). Since, textbooks as the key teaching and learning material, represent other cultures and values, they are required to cover multicultural information in order to meet the growing need of the development of ICC. (Kim, 2015, p. 87).

In determining an appropriate ELT text an appropriate ELT textbook, there are many aspects and issues to concern with order to adapt the surrounding which can be suitable for students. One of the issues concerning how ELT textbooks is in general and EFL textbooks in particular is chosen appropriately is multicultural contents, dealing with the issues, in the past few years, studies focusing on multicultural contents depicted in EFL textbooks has been undertaken. The first study is from Bahrami (2015) the title is evaluating the representation of cultural element in an in- use EFL textbook he used using questionnaires, the study finding showed that specify teacher's perception of the cultural elements in Total English book series used in Iran. The study founded that International Cultures (Expanding circle) according to the participants' perception is less represented in the textbook. The second study is from Setyono and Widodo (2019). The title is the representation of multicultural values in the Indonesian Ministry of Education and Culture they used Critical Discourse Analysis in which is finding showed that textbook contains multicultural values such as respect for cultures of different ethnic and religious groups, respect for cultures of different ethnic and religious group, respect for cultures of indigenous people, conflict avoidance and peace

with all forms of life and nature and appreciation of creative cultural product. The last study is from Filza Isnaini, Budi Setyono & Sugeng Ariyanto (2019). The title is a visual semiotic analysis of multicultural values in an Indonesian English textbook. The findings showed that EFL textbooks contain more about the cultures of inner circle countries compared to expanding and outer circle countries.

From the brief reviewer of three studies above, it is revealed that none of multicultural studies using semiotic theory in EFL textbook for Junior High School especially in Indonesia. In addition, dealing with the education levels of the EFL textbooks analyzed, several analyzed high school EFL textbook, and others investigated college EFL textbook in other countries. In Indonesia, Junior High School English textbook analysis on multicultural values using semiotic theory (especially for Junior High School English textbook have been underexplored. Therefore, this study is an attempt to fill in the study gap by exploring the multicultural values in Junior High School's EFL textbooks applying visual analysis using Cortazzi and Jin theory. In visual analysis all visual artifacts such as pictures, illustration, photographs, diagrams, depicting multicultural values in the textbook will be analyzed. The multicultural values are this study defined as: source culture, target culture, International culture and neutral culture.

This study focused on analyze visual artifacts such as (pictures, illustration, photographs, diagrams) that provide information about giving respects to other people's traditions or ways of life, perspectives, cultural products, and

gender roles appropriate method to analyze it is visual semiotics. Visual semiotic according to Leeuwen 2001 (cited Filza Isnaini, 2019, p. 546) visual semiotic has layers of meaning as it is key idea to investigate what, or who is being depicted and what ideas and values are expressed through what and how image is represented.

In this study, the analysis of multicultural values represented in visual artifact were undertaken by using Visual semiotics of Roland Barthes that has two layers in visual semiotics' layering of meaning: denotation and connotation. The visual artifacts will be analyzed denotatively (what and who is being depicted in the picture in the first step and they will be analyzed connotatively (explores the ideas and values expressed behind the pictures) in the next step. The main reason for analyzing the multicultural values in the textbook is because visual artifacts tend to provide rich and accurate information about the cultural values.

The study researcher provide visual artifact from Indonesian English Textbook used in Junior High School published by the Ministry of Education and Culture. The textbook entitled Bahasa Inggris Think Globally Act Locally for Grade Nine (English for Junior High School/ Islamic Junior High School) is written based on the 2013 English Curriculum, this book was published in Jakarta in 2015. This textbook was chosen because this textbook used by the teacher and students in Junior High School in several years ago until now, in specific area used at MTs Dakwah Islamiyah in Tamban and SMPN 1 Bati-Bati. These schools are where EFL of English Education Department of Antasari State Islamic University carries out their teaching practices in odd semester for about 2 months.

This book was chosen because the researcher was selected books from English textbook from Junior and Senior High School to find out the textbook that contain rich of culture in visual artifacts especially in images and to find out images from criteria based on connected to the five dimension of culture according to Moran (2001): ROPT represent cultural dimensions of practices, AOPP represent cultural dimensions of perspectives, AOPCP represent cultural dimensions of practices and products, and AWER, represent cultural dimensions of communities (Isnaini, 2019, pp. 547-548).

This book published by the Ministry of Education and Culture was chosen because the book contains rich visual artifacts (pictures, illustration, photographs, diagram) represent multicultural values because published by Ministry of Education and Culture of Republic Indonesia. In addition, in 2010, the Indonesian Ministry of Education developed a curriculum that requires the implementation of “*Pendidikan Budaya dan Karakter*” (cultural and character education) to teach multicultural values (*Undang-Undang Republik Indonesia No. 20, 2003 Sistem Pendidikan Nasional*) to support the implementation of the curriculum, the Ministry of Education and Culture include 18 values into school subjects as follows (1) religiosity, (2) honesty, (3) tolerance, (4) self-discipline, (5) hard work, (6) creativity, (7) independence, (8) democracy, (9) curiosity, (10) patriotism, (11) nationalism, (12) respect for others (13) friendliness, (14) peace-loving, (15) love to read, (16) environmental sensitivity, (17) social awareness, and (18) responsibility. These values can be implemented through routine teaching practices and the teacher can provide various activities including material

topics such as problem-solving, role playing, a small or large group discussion and case study to promote students' multicultural understanding based on visual artifacts (Isnaini, 2019, P. 556).

Based on the background above, the researcher is interested in conducting a research entitled **“A Visual Semiotic Analysis of an Indonesian English Textbook on Multicultural Values”**.

B. Research Question

Based on the background, the research problems are:

1. What types of cultural categories represented in Indonesian English Textbook for Junior High School published by the Ministry of Education and Culture of the Republic Indonesia?
2. What are multicultural values represented in Indonesian English Textbook for Junior High School published by the Ministry of Education and Culture of the Republic Indonesia based on Visual Semiotic?

C. Objective of Study

Based on the research problems above, this research aims:

1. To describe types of cultural categories are represented in Indonesian English Textbook for Junior High School published by the Ministry of Education and Culture of the Republic Indonesia
2. To find out multicultural values represented in Indonesian English Textbook for Junior High School published by the Ministry of

Education and Culture of the Republic Indonesia based on Visual Semiotic.

D. Significance of Study

The significant of the research is classify into three categories, there are:

1. Practical Significance

There are three practical significances that will be expected by the researcher:

For the students, they can insights opportunities to enhance their intercultural communication competence (ICC) by appreciating cultural diversity and accepting racial and religious differences around them.

For the teacher, they can develop the students ICC (Intercultural Communicative Competence) by establishing their ability to understand the world by searching and organizing information to make sense of evidence related to other cultures as well as their own. They can provide various activities including material topics based on images in the textbook such as problem-solving, role playing, a small or large group discussion and case study to promote students' multicultural understanding.

2. Theoretical significance: This research is expected to be a references and information that gave beneficial contributions in delivering general knowledge of the way to analyze visual semiotic.

E. Definition of Key Terms

To avoid misunderstanding in this study, the writer will give definition of some key terms that are important to understanding as the following

1. Visual Semiotic layers of meaning as it is key idea to investigate what, or who is being depicted and what ideas and values are expressed through what and how visual artifacts (pictures, illustration, photographs, diagram) is represented in Indonesian text book.
2. Analysis provides analysis Indonesian text book for Junior High School based on visual artifacts (pictures, illustration, photographs, diagram) that contain explicit and implicit messages about multicultural values.
3. Multicultural values is respect different cultures and giving equal justice to all religions, people of different cultures, without any distractions on the basis of race or culture, in this case represented in four categories, respecting other people's tradition, appreciating other people's perspectives, appreciating other people's cultural products, and appreciating women's equal rights.
4. Indonesian English Textbook for Junior High School published by the Ministry of Education.