

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of Study

The Indonesian Child Protection Commission (KPAI) in Kumparan News stated that throughout 2021 there were 17 cases involving students and educators. The cases of bullying in education units occur in a number of areas, ranging from elementary to senior high school, and vocational school. All recorded cases involve schools under the authority of the Ministry of Education and Culture. However, these cases do not only occur in the education environment. There are also those who come from outside school but involve students, such as the case of brawls between students. Recited from the official website of the Ministry of Education and Culture of Indonesia [1], those are caused by problems of ethnicity, ethnocentrism and SARA conflicts which are created by multiculturalism in Indonesia. This requires serious handling. The concept of the importance of tolerance, mutual respect, and peace are extremely important [1].

Therefore, to cultivate an attitude of tolerance, one of them can be done through education. Because education can be used as a means or a forum to sow the seeds of tolerance, harmony of life and sincere appreciation or the reality of the diversity of the religious culture of society and is one of the most effective media to give birth to a generation that has views that are able to make diversity a part that must be appreciated constructively. [2]. In supporting the success of an education curriculum, learning methods and textbooks are needed. Textbooks have an important role in calling for diversity to students. Multicultural textbooks have an important role in realizing a young generation that is humanist, inclusive, tolerant, democratic, pluralist, and open [3].

The relationship between multiculturalism and education is very closely related [4]. Multiculturalism can be instilled through the education, one of which is textbooks. The delivery of multicultural messages allows it to be inserted in the materials contained in textbooks. Multicultural values can be

inserted in visual form or text in the textbook. The teaching materials in schools need to be chosen that really emphasizes the introduction and appreciation of other cultures and values. For example, in all subject areas, values and figures from other cultures are included so that students understand that in each culture, knowledge is developed. In this case, the material in the textbook should contain multicultural values in accordance with the 2013 curriculum.

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 [5], 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 analyzed the textual and visual artifacts. But the two of previous studies 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.

To distinguish between the previous studies and the current study is that the current study uses multicultural four core values by Bennett [6] which has four core values: acceptance and appreciation of cultural diversity, respect for human dignity and universal rights, responsibility to the world community, respect for earth. This research cultivates a better cultural understanding,

especially the representation of multicultural values in official EFL textbooks in Indonesia, where linguistic and cultural diversity exists [5]. Another difference lies in the research methodology used in the study. The researcher now uses a critical discourse analysis approach.

### **1.2 Problem Statements**

1. What multicultural aspects are depicted in senior high school English textbooks published by the ministry of education?
2. How is the reflection of characters education in 2013 curriculum containing in multicultural values in the textbooks?

### **1.3 The Objectives of the Study**

1. To explore multicultural values representation in senior high school English textbooks published by the Indonesian ministry of education.
2. To explain the reflection of characters of education containing in multicultural values in the textbooks

### **1.4 The Significances of the Study**

This research is beneficial for various parties, specifically for teachers, students, and textbook compilers. These benefits can be described as following.

1. For teachers, this research can assist as a reference for selecting good and appropriate textbooks for student learning.
2. For students, this study can be used as a means of encouraging understanding of aspects of multiculturalism.
3. For the compilers of the text book the research results can be used as input for improvement in the preparation of the ideal textbook.

### **1.5 Contribution of Study**

The results of this study are expected to provide information as a basis for consideration, knowledge, and contribution of thoughts to textbook authors and curriculum developers in improving the character of the young generation.

## **1.6 Scope and Limitation of the Study**

This study is limited to analyze multicultural values through visual and text in the students' English textbooks for senior high school revised edition (latest) grade tenth, eleventh, twelfth, published by the Indonesian ministry of education and culture. The data will be analyzed using 4 cores values of multicultural [6].