

A VISUAL ANALYSIS OF MULTICULTURAL VALUES IN JUNIOR HIGH SCHOOL ENGLISH TEXTBOOK

Maulana Yusup¹, Maman Suryaman²

^{1,2} Universitas Singaperbangsa Karawang

¹ 1810631060069@student.unsika.ac.id, ² maman.suryaman@fkip.unsika.ac.id

Abstract

The purpose of the present study is to analyze visual elements of junior high school English textbook published by the Ministry of Education and Culture of the Republic of Indonesia. The visual elements were analyzed by using the visual semiotic theory by (Barthes, 1977). This study shows that there are three categories of multicultural values represented in the EFL textbook: respecting other people's tradition, and appreciating women's equal rights, and appreciating other people's perspectives. Three images represented respecting other people's tradition, one image represented appreciating women's equal right, and two images represented appreciating other people's perspective. Furthermore, two visuals found in the present study are categorized as source culture (SC), four visual elements are categorized as universality culture (UC), and there is not visual elements representing target culture (TC). The present study found that there is still imbalanced representation of multicultural values in EFL textbook for Indonesian junior high school.

Keywords: EFL textbook, Visual Analysis, Multicultural Values

INTRODUCTION

These days, English is widely used as international language. The purpose of learning English switches from speaking fluently with native-speaker from inner country to speaking to English-speaker from outer country. Because of its status as international lingua franca, EFL students have chances to respect and appreciate other cultures from other countries, both inner countries and outer countries. Therefore, an EFL textbook should provide sources that represent multicultural values for EFL students in classroom.

A textbook is one of the crucial sources for learning and teaching English in classroom. In Indonesia, there are two kinds of English textbooks. One is compulsory textbook published by the Ministry of Education and Culture of the Republic of Indonesia and the other is additional one published by other publishers. As country with cultural diversity, an English textbook in Indonesia must represent its cultures. Cultural depiction can be represented through visual element or text. As the part of the fundamental sources of learning, the aim of visual elements in textbook is to motivate and increase students' awareness and attention. The materials such as picture and illustration are popular and used in teaching English as foreign language. In other words, these elements are fundamental for teacher and students. The statement is in line with the study done by Efrfani (2012), that focused on the use of images in English for specific purpose (ESP), as cited in (Isnaini et al., 2019), which found that foreign language students pay more attention cultural contents and target language skills through combination of picture and written text.

A number of studies focusing on cultural representation of EFL textbook have been done in Indonesia and other countries. On Davidson & Liu's study (2020), Japanese elementary school

English textbook were analyzed using mixed-method study. The study shows that major representation of the textbook for Japan elementary school is source culture and it lacks perspective and representation of other culture.

In Indonesia context, previous studies about content analysis of EFL textbook has been done with differently methodologies, frameworks, and subjects. A study done by Ena, (2013) used framework proposed by Kress and van Leeuwen (2006) to analyse cultural representation in EFL textbook for Senior High School (grade X, XI, and XII). The result shows imbalanced representation and inaccurate depiction. The Melanesian ethnic is underrepresented, not all official religions in Indonesia were represented, and in terms of numbers and roles, the women were represently biased.

Other study focusing on visual analysis was done by Purwaningtyas, (2020) on “Didactic Symbol of Visual Images in EFL Textbook: Multimodal Critical Discourse Analysis.” The study used the framework proposed by Kress and van Leeuwen (2006) to analyse cultural representation in EFL textbook for Senior High School (grade XII) curriculum K-13. The results shows that the majority portion of the study was females (70%) and the remain portion was males (30%). In terms social roles, both females and males have same opportunity of occupation. In terms of image appearance, the cultural tolerance was represented by Indonesian.s and the foreign's.

Setyono & Widodo, (2019) carried out study that focused on multicultural values represented in the English textbook in Indonesia. The study used critical discourse analysis (CDA) to examine multicultural values in EFL textbook for Indonesia senior high school. This study found some pictures that represent physical appearance of students and teachers. Those students and teachers depict multicultural values such as respect for diversity of ethnic groups and religious groups.

Isnaini et al., (2019) carried out study about multicultural values in EFL textbook. The study analyse EFL textbook (Grade X) curriculum K-13 using the visual semiotic theory by Bsarthes (1977). This study shows multicultural values (tradition, perspective, cultural product, and women equal right) represented EFL textbook (grade X) for Indonesian senior high school.

The present study used the same framework in (Isnaini et al., 2019) study that is the visual semiotic theory by Barthes, (1977). The present study analyzed cultural representation of visual images in EFL textbook for Indonesia junior high school that provide information about respecting other people's traditions, perspectives, cultural products, and gender roles. The aim of the present study to answer research question: “What multicultural values are presented in junior high school English textbook published by the Ministry of Education and Culture of the Republic of Indonesia?”

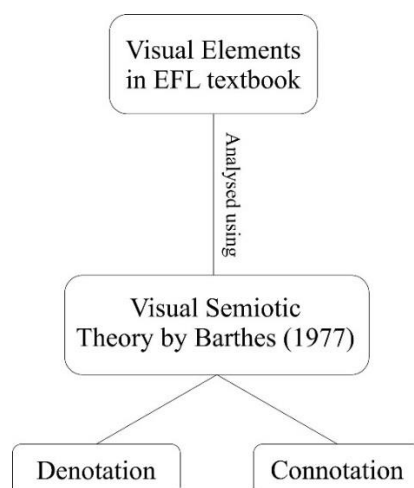


Figure 1. Visual Semiotics Theory by Barthes (1977)

Visual Elements in EFL Textbook

A textbook is one of the main resources of English language teaching (ELT). The textbook provides materials that enrich students' knowledge. The textbook used in classroom must have contents that fulfill current curriculum in Indonesia (K-13). In Indonesia, there are two kinds of English textbooks. One is compulsory textbook published by the Ministry of Education and Culture of the Republic of Indonesia and the other is additional one published by other publishers. Moreover, as a material, a textbook gives big influences for both learning and teaching. Students are significantly influenced by the content of the textbook while teachers achieve the goal of teaching-learning program by deriving the outline of it (Purwaningtyas, 2020).

As the part of the fundamental sources of learning, the aim of visual elements in textbook is to motivate and increase students' awareness and attention. The materials such as picture and illustration are popular and used in teaching English as foreign language. In other words, these elements are fundamental for teacher and students. The statement is in line with the study done Efrfani (2012), as cited in (Isnaini et al., 2019), which found that foreign language students pay more attention cultural contents and target language skills through combination of picture and written text. This finding shows that students' intercultural and multicultural awareness increase through images in textbook.

Cultural Representation in EFL Textbook

Language and culture are inseparable. Language is used as medium for cultural communication and transmission, and therefore foreign language learners need to understand target language (TL) culture to achieve effective communication. Thus, students need to understand multicultural values along with their language skills so they are able to communicate not only with people from English-speaking countries but also with people from non-English-speaking countries or different culture background (Keles & Yazan, 2020). The goal of teaching English is not only to have communicative competence but also intercultural communicative competence (ICC) (Isnaini et al., 2019). Intercultural communicative competence is ability to communicate appropriately and effectively in intercultural interaction situations. To have intercultural communicative competence, students must learn both the cultures of native English speakers and non-native English speakers. Therefore, cultures play crucial role in English language learning because they make students aware of their own cultures and others to achieve intercultural communicative competence (ICC).

Concept of Multicultural Values in EFL Textbook

To understand the concept of multicultural values in EFL textbook, definition of value and culture has to be understood. Yuen (2011) as cited in Davidson & Liu (2020) classifies cultures into four aspects, products, practices, perspectives, and persons. Beside understanding the culture, the definition of values is needed to be defined. Based on Dewey, (1997) values is within things, emotions, attitudes, beliefs, actions, which are acceptable, desirable, even praiseworthy to the individuals, society or both. Based on the experts' definition of the culture and value, the present study defines multicultural values as values that appreciate, tolerate, and respect the culture of people from different background such as, religious, ethnic, political view, economy, and social in different geographical areas.

METHOD

The aim of the present study is to analyze visual element in EFL textbook of junior high school published by Ministry of Education and Culture of the Republic of Indonesia. The EFL textbook for grade 7 was chosen to be analyzed. The textbook entitled Bahasa Inggris, When English Rings a Bell is written based on the 2013 English Curriculum and contains 8 chapters and 194 pages. The present study used the visual semiotics of Barthes to analyze multicultural value through visual elements in the textbook. Barthes (1977) states that there are two layers of visual semiotics meaning. The first layer is denotation layer which defines people or object depicted in images while the second one is connotation layer which defines the hidden values and ideas of people and object depicted and how they are presented in images. The present study used these two layers to analyze the visual elements provided in EFL textbook for junior high school, in order to reveal what those images represent and how the values and ideas are represented in those images.

To analyze visual elements representing multicultural values in the EFL textbook, a number of procedures were done. First step, the visual elements of the textbook which represent tradition, women's equal right, cultural product, and perspective were chosen. Second, the chosen visual elements were coded into four categories: Respecting Other People's Traditions (ROPT), Appreciating Women's Equal Right (AWER), Appreciating Other People's Cultural Products (AOPCP), and Appreciating Other People's Perspective (AOPP). These categories based on five dimensions of culture by Moran, (2001) and cultural categories framework by Chao, (2011), source culture (SC), target culture (TC), and international culture. Source culture (SC) refers to Indonesian culture, target culture refers to English-speaking country such as America, New Zealand, Australia and Canada, International culture (IC) refers to culture which belong to all countries in the world except Indonesia English-speaking countries. Third, the visual elements were analyzed. And in the last steps, the result of the analysis was interpreted.

RESULTS AND DISCUSSION

Results

The present study found six images which are presented multicultural values in EFL textbook for junior high school published by Ministry of Education and Culture of the Republic of Indonesia. These six images are categorized into three multicultural value categories namely Respecting Other People's Tradition (ROPT), Appreciating Women's Equal Right (AWER), Appreciating Other People's Perspective (AOPP). Unfortunately, there is not images which qualified as Appreciating Other People's Products (AOPCP).

The textbook consists of 194 pages and eight chapters. Four of eight chapters in the textbook which include visual elements representing multicultural values. These visual elements are located in (a) chapter 1: Good morning, how are you?, p. 7 and p. 11; (b) chapter 3: What time is it?, p. 42; (c) chapter 4: This is my world, p. 91. (c) chapter 4: This is my world, p. 92; (d) chapter 5: It's a beautiful day, p. 100.

Table 1. Visual Data Representing Multicultural Values in EFL Textbook

Unit	Themes	Description	Location	Multicultural Values Being Represented
Chapter 1	Good morning, how are you?	A kissing his mother hand	Page 7	Respecting Other People's Tradition (ROPT)
Chapter 1	Good morning, how are you?	Two students wearing different outfit	Page 11	Appreciating Women's Equal Right (AWER)
Chapter 3	What time is it?	A kid praying before sleep	Page 42	Respecting Other People's Tradition (ROPT)
Chapter 4	This is my world	Three members of family praying before eating	Page 91	Respecting Other People's Tradition (ROPT)
Chapter 4	This is my world	Two students studying together	Page 92	Appreciating Other People's Perspective (AOPP)
Chapter 3	It's a beautiful day	Group of students doing work group in a park	Page 100	Perspective Appreciating Other People's Perspective (AOPP)

Discussion

Respecting Other People's Tradition

The present study found four visual images which are categorized Respecting Other People's Traditions (ROPT). These visual images are located in: (a) chapter 1: Good morning, how are you?, p. 7; (b) chapter 3: What time is it?, p. 42; (c) chapter 4: This is my world, p. 91.

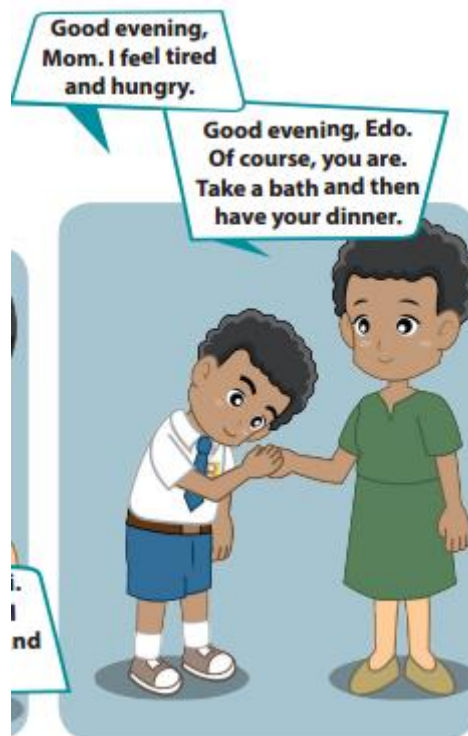


Figure 1. A boy kissing his mother's right hand

Figure 1 denotatively shows a picture of a boy, named Edo, dressing in middle school uniform and his mother wearing green dress. They have dark skin and curly hair that indicate they are from Eastern Indonesia. The visual image shows a gesture where the boy kisses his mother hand. The gesture is called *salim* and it is tradition done by young people to older people when they are about to go or come home. In connotative perspective, Figure 1 shows the gesture of *salim* that is a tradition in some South East Asian countries to show respect to older people. In addition, the tradition illustrates how young people respect their parents and show intimate relationship between kids and parents. The cultural category of this visual image is in source culture (SC) because this tradition happens in Indonesia and some South East Asian countries (Malaysia and Singapore).



Figure 2 A boy praying before sleeping having meal

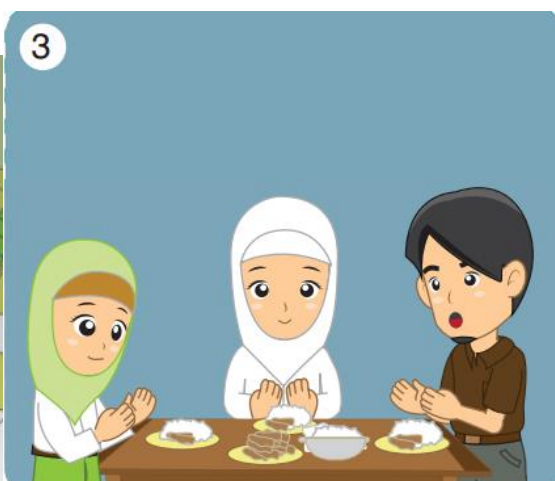


Figure 3 Muslim family praying before

Another visual image represents Respecting Other People Tradition (ROPT) are in chapter 3: What time is it?, p. 42; chapter 4: This is my world, p. 91. Figure 2, in chapter 3, denotatively illustrates a boy who is praying before sleeping while Figure 3, in chapter 4, illustrates three members of muslim family praying before having meal. Figure 1 and Figure 2 show similar tradition which is praying before doing activities. By the connotative perspective, these two illustrations have content of freedom of performing religious ritual Indonesia. In addition, these figures also represent first point of Five Pillars of Indonesia (Pancasila). These illustrations are categorized as universality culture (UC) because praying before sleeping and eating belong to all religions in the world.

Based on the visual images representing Respecting Other People Tradition (ROPT), in ELT context, teachers can use Figure 1 to increase students' awareness of respecting parents and other people. Meanwhile, Figure 2 and Figure 3 can be example of secularism in Indonesia and everyone has right to have religion and freely perform religious activities.

Appreciating Women's Equal Right



Figure 4 Two students wearing different outfit style

Appreciating Women's Equal Right (AWER) is found in chapter 1: Good morning, how are you?, p. 11. In page 11, the visual image illustrates two middle school students wearing different outfit in a school yard. Figure 4 illustrates two students wearing junior high school uniform. However, there are different outfit style of theirs. One student wears hijab which represent Muslim identity while the other one just wears regular uniform without additional outfit. Denotatively, these two characters depict the way of students dress up in school. In connotative point of view, the illustration shows socio-cultural phenomenon in Indonesian school context where mostly wearing hijab is part of the school obligation (especially public school and Islamic school) and multi-religious values. In addition, it shows that male students and female students have equal right to get education. The cultural content in this illustration is categorized as source culture (SC) because the characters defines Indonesia culture. Based on the illustration, teachers can lead students to observe socio-cultural phenomenon in Indonesian school context that is related to appreciating women's equal right.

Appreciating Other People's Perspective

Appreciating other people perspective (AOPP) is available in (a) chapter 4: *This is my world*, p. 92 where visual image illustrates two students studying together; (b) and chapter 5: *It's a beautiful day*, p. 100 where visual image illustrates group of students doing a work group in a park.



Figure 5 Two students studying together in a park



Figure 6 A group of students doing a work group in a park

Figure 5, the illustration in chapter 4, shows two students wearing junior high school uniform who study together in living room. One student on the left is writing while the other students who wears glasses is reading English textbook. On the other hand, Figure 6, depicts the enthusiasm of a group of students which are studying together in a park. Some characters in Figure 6 represent cultural diversity and acceptance towards racial tolerance. Edo, a student with darker skin and curly hair, represents Indonesian people from Eastern Indonesia and the students wearing hijab represent majority of Muslim students. Denotatively, these two illustrations depict students who are studying together. In connotative perspective, these two illustrations enrich cultural contents of the textbook and show students share and respect each other perspective through discussion. This illustration is categorized as universality culture (UC).

Based on the result above, there are three multicultural values represented through the visual images provided in the junior high school EFL textbook published by Ministry of Education and Culture of the Republic of Indonesia. Beside the representation of multicultural values, the visual images also portray socio-cultural phenomenon and real-life condition of Indonesian school based on its diversity. The visual images give a chance for students to enrich their Intercultural Communicative Competence (ICC) and appreciate cultural diversity and be tolerant to races and religions in Indonesia.

CONCLUSION

The present studied examined three categories represented in Indonesia junior high school EFL textbook published by Ministry of Education and Culture of the Republic of Indonesia. These categories are Respecting Other People's Tradition (ROPT), Appreciating Women's Equal Right (AWER), and Appreciating Other People's Perspective (AOPP). Three images

categorized as Respecting Other People's Tradition (ROPT) were analyzed, one image Respecting Other People's Tradition (ROPT) is analyzed was analyzed, and two images categorized as Appreciating Other People's Perspective (AOPP) were analyzed. There is not image which qualified as Appreciating Other People's Products. The finding shows that respecting other people's tradition are most represented in the textbook with three visual images. Furthermore, two visuals found in the present study are categorized as source culture (SC), four visual elements are categorized as universality culture (UC), and there is not visual elements representing target culture (TC). To summarize, respecting other people's tradition (ROPT) is most presented, there is not depiction of appreciating other people's cultural product (AOPCP) and representation of target culture (TU). It indicates that there is imbalanced representation of multicultural values in junior high school's EFL textbook.

Therefore, teachers have essential role to overcome the lack of multicultural values and cultural source content. Teachers should carefully choose appropriated textbook which is rich with multicultural representation and cultural content. For publisher, in order to overcome the imbalance, the textbook should more provide more visual images which represent appreciating other people's cultural product (AOPCP) and source of target culture (TC). In classroom context, to overcome the imbalance, teachers should be more active to lead students understanding multicultural value and source culture by doing classroom activity related to the visual elements in the textbook. In addition, to engage students in classroom, teachers may ask students to find similarity between source culture contained in textbook and students' cultural background by doing analyzing and observing.

ACKNOWLEDGMENTS

Thank you to Allah SWT, my parents, who have always supported me, and my supervisor, who gave suggestions and feedback for my study.

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