

The Representation of Multicultural Values in Pearson Big English 6 ELT textbook: A Discourse Analysis

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Abstract

This research aims to examine the visual components of a Pearson primary school English textbook. By applying visual semiotic theory to the visual aspects (Barthes, 1977), this research demonstrates that the EFL textbook has three kinds of multicultural values: respect for other people's traditions, appreciation for women's equal rights, and appreciation for other people's viewpoints. Three photos exemplified respect for other people's traditions, one exemplified gratitude for women's equal rights, and two exemplified appreciation for another person's viewpoint. Additionally, two visual components identified in this research are classified as source culture (SC), four visual elements are classified as universality culture (UC), and there are no visual elements that reflect target culture (TC). The current study discovered that the EFL Pearson textbook for Indonesian primary school continues to have an asymmetric depiction of multicultural values.

Keywords: Discourse Analysis, EFL textbook, Multicultural Values

Introduction

Recent research on implementing multicultural values in English language teaching (ELT) textbooks has uncovered several issues concerning culture and students' social competence. According to Setyono and Widodo (2019), English students must be proficient in interacting with others, particularly those from diverse linguistic and cultural backgrounds. The English as a foreign language (EFL) textbook depicts the Anglo-American and British cultures and the students' domestic and intercontinental cultural values. They suggested that ELT textbooks should emphasize the multicultural value of countries in the outer and expanding circle.

The inclusion of multicultural values in ELT textbooks benefits students. Purba, Malihah, and Hufad (2019) discovered that ELT textbooks' multicultural value enables students to better understand the value of diversity and accept diversity more readily, particularly in terms of faith and ethnicity. The inclusion of multicultural values in education undoubtedly can help future generations understand the meaning of diversity and contribute to the development of a harmonious society. They identified the implications of textbooks in displaying the orientation of culture based on Weninger and Kiss's (2013) research and multicultural representations, particularly in sessions on

textual and visual materials. The images and texts should be advantageous, enhancing the orientation and reflection on multicultural, personal, and interpersonal understanding. As a result of this current research, the author can conclude that ELT textbooks promote the culture of foreign countries and depict multicultural values, thereby enhancing students' social competence.

Research on multicultural values in ELT Pearson textbooks is unusual in the Indonesian context. Several of the researchers, however, conducted this study in the country. According to a previous study conducted by Setyono and Widodo (2019), the textbook could portray multicultural values by respecting the traditional diversities of Indonesian ethnic groups. According to Utomo (2013), Indonesian national identity encompasses a variety of facets such as cultural diversity, languages, race, beliefs, faith, and ethnicity. It indicates that Setyono & Widodo's (2019) research on ELT textbook analysis confirmed that the research on multicultural value representation in the Indonesian context is directed toward national identity. Meanwhile, Mustakim and Lateh (2020) discovered that the teaching concept could be demonstrated to provide equal opportunities for all students, regardless of their civilization, race, faith, social class, or cultural characteristics. As a result of the preceding findings, the researchers recognized the importance of the multicultural value in ELT textbooks in constructing national identity. Thus, the researchers must study multicultural values in Pearson's ELT textbooks in the Indonesian context to ascertain the current state of multicultural value demonstration in ELT textbooks.

According to Kesuma, Triatna, and Permana (2012), Indonesia is experiencing intolerance of cultural diversity and moral crises. While Indonesia is a country with diverse topographical regions, it also reflects its cultural diversity. Education actors must consider that cultural diversity must be comprehended and that knowledge of multicultural values must be demonstrated through the textbook. According to Nadhif (2017)'s research, not only individual students are targeted in the Indonesian context. Nonetheless, the textbook for the education project aims to strengthen Indonesian national identity in light of the country's current moral crisis. Setyono and Widodo (2019) emphasized the importance of raising awareness about the value of cultural diversity when teaching identity.

According to previous research, multicultural values must be incorporated into Indonesian ELT textbooks to represent Indonesian characteristics accurately. Given the critical importance of multicultural values in language education, it is necessary to elaborate on how multicultural values are embodied in English textbooks. However, a few studies have raised this issue, such as Setyono and Widodo (2019), who linked multicultural values in an English textbook for Senior High School Grade XII to national identity, and Nadhif (2017), who linked multicultural values in a junior high school English textbook to national identity. Rarely does a study on multicultural values appear in an ELT textbook for students in Primary School Grade VI? Whereas, promoting multiculturalism at all levels of education should be encouraged. Thus, the current research on integrating multicultural values into Pearson Big English 6 ELT textbooks for primary school grade VI is necessary for Indonesia.

The present study investigates the following research question: What multicultural values are embodied in Pearson Big English 6's ELT textbooks? This study aims to close an empirical gap in the literature by conducting additional research on multiculturalism in English textbooks at various levels of education.

The study's outcome is to provide teachers with a practical resource. Teachers are expected to be conscious of the textbook's multicultural value implementation in their English teaching practice. Additionally, the study is expected to contribute empirical data to future research on the application of multicultural values in ELT textbooks.

Method

Research Design

This study was carried out by studying an ELT textbook that the Indonesian government has endorsed. This study will assess the case's quality. As a result, it is a qualitative study (Gunantar 2017). This analysis design study enabled the researcher to ascertain the multicultural ideals embedded in Indonesian government-endorsed ELT textbooks. The identification results assist the researcher in determining the intercultural value attachment of ELT learners.

Setting and Participant

The research was conducted by examining the Pearson Big English 6 textbook used by Grade 6 primary school pupils. Several criteria were used to choose which English textbook would be studied for this research. These were the arguments for the textbook, which were derived from Setyono and Widodo's (2019) research:

1. First, the book must be used throughout the country.
2. The English textbook applied to the 2013 curriculum.
3. The representation of multicultural value in the textbook is contained through visual and non-visual artifacts.
4. The textbook's author highlighted the multicultural value representation to the learning objectives at the beginning of each chapter as the Indonesian ELT pedagogy foci.

Research Instrument

This research drew on Baker's (2012) and Hajisoteriou and Angelides' (2012) studies (2016). Their components enable the researcher to ascertain the textbook's multicultural worth. The components must be used in the coding of visual and non-visual artifacts.

The current research used Barthes' visual semiotics to examine intercultural value expressed via a textbook's visual aspects. According to Barthes (1977), visual semiotics has two meaning levels. The first layer is the denotation, which defines the people or objects represented in pictures. In contrast, the second layer is connotation, which specifies the hidden values and concepts of the people or objects depicted in images and how they are presented in images. The current research used these two layers to examine the visual aspects of an EFL textbook for junior high school to determine what those pictures represent and how those values and concepts are portrayed.

Numerous approaches were used to examine visual features indicating multicultural values in an EFL textbook. First, graphic motifs representing tradition, women's equality, cultural product, and viewpoint were picked for the textbook. Second, the visual components selected were classified into four categories: Respecting Other People's Traditions (ROPT), Appreciating Women's Equal Rights (AWER), Appreciating Other People's Cultural Products (AOPCP), and Appreciating Other People's Perspective

(AOPPP) (AOPP). These categories are based on Moran's (2001) five aspects of culture and Chao's (2011) framework of cultural categories: source culture (SC), target culture (TC), and international culture. "source culture" refers to Indonesian culture, while "target culture" refers to English-speaking countries such as the United States of America, New Zealand, Australia, and Canada. "International culture" refers to cultures found in all countries except Indonesia's English-speaking countries. Thirdly, we assessed the visual aspects. And last, the analysis's outcome was interpreted.

Results

The current research identified six pictures that depict multicultural ideals in the Pearson English textbook for Primary school issued. These six photos are classified according to three multicultural value categories: Respect for Other People's Traditions (ROPT), Appreciating Women's Equal Rights (AWER), and Appreciating Other People's Perspectives (AOP) (AOPP). Regrettably, no photographs qualify as Appreciating Other People's Products (AOPP).

The textbook consists of 119 pages and six chapters. 2 of the six chapters in the textbook include visual elements representing multicultural values. These visual elements are located in (a) chapter 1: All about School, p. 4 and p. 14; (b) chapter 6: That's Entertainment! p. 109; and p 115.

Table 1. Visual Data Representing Multicultural Values in EFL Textbook

Unit	Themes	Description	Location	Multicultural Values Being Represented
Chapter 6	That's Entertainment!	A group of students joining the comic book exhibit	Page 109	Respecting Other People's Tradition (ROPT)
Chapter 6	That's Entertainment!	A people playing traditional music	Page 115	Respecting Other People's Tradition (ROPT)
Chapter 6	That's Entertainment!	Girls having a good day at a festival	Page 109	Appreciating Women's Equal Right (AWER)
Chapter 1	All about School	Two girls kan together	Page 4	Appreciating Women's Equal Right (AWER)

Chapter 1	All about School	Group of students doing workgroup in a park	Page 14	Perspective Appreciating Other People's Perspective (AOPP)
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Respecting Other People's Tradition

The present study found two visual images categorized as Respecting Other People's Traditions (ROPT). These visual images are located in: (a) chapter 6: That's Entertainment! p. 109; and p 115.



Figure 1. A man plays traditional music



Figure 2. A group of students joining the comic book exhibit

The tradition illustrates how young people spend their time. The cultural category of this visual image is in source culture (SC) because this tradition happens in Western countries.

Appreciating Women's Equal Rights (AWER)

Appreciating Women's Equal Rights (AWER) is found in chapter 1: All about School p. 4. and in chapter 6: That's Entertainment! p. 109. The visual image illustrates two primary school students wearing different outfit in a school. Figure 4 shows three students wearing a different uniforms. However, there are different outfit styles of theirs. Denotatively, these two characters depict the way students dress up in school.



Figure 3.



Figure 4.

Perspective Appreciating Other People's Perspective (AOPP)



According to the results above, three multicultural ideals are reflected visually in the Pearson English textbook. Apart from representing multicultural principles, the graphic pictures also depict socio-cultural phenomena and the real-world conditions of a diverse western school. The visual pictures allow pupils to develop their Intercultural Communicative Competence (ICC) and respect and be tolerant of cultural variety.

Discussion

The study results shed light on discussing multicultural values as follows. Several scholars communicated the findings of a number of their textbook studies. Language textbooks serve as an essential foundation for teaching the topic, but they also can influence students' innate principles of language knowledge demonstration (Alshammri, 2017). It defined how the display of English textbooks in class affects students' academic competence due to the language material's presentation. Additionally, pupils can gain additional knowledge such as cultural values through the textbook. Sulistiyo, Supiani, Kailani, and Lestariyana confirm this (2020). They emphasized the substance (skill) offered in language textbooks and the moral ideals embedded in the textbooks. They stressed the importance of moral values in the textbook while simultaneously emphasizing the importance of linguistic skills such as reading, speaking, listening, and even writing. Meanwhile, Li, Dong, and Duan (2019) demonstrated that the application of English language textbooks is not only for enhancing linguistic knowledge but also as the primary resource for understanding the cultural diversity features of English. This study demonstrated that the benefits of ELT textbook adoption boosted students' and teachers'

communication competence and increased their knowledge of culture. This suggests that, according to past research, textbooks include language ability or linguistics knowledge and the application of values. Additionally, it encompasses the pupils' innate principles and the diversity of English cultural characteristics.

The cultural references in the textbook provide an opportunity for numerous educational staff members and critical academics to do intriguing research. Setyono and Widodo (2019) conducted a study on depicting multicultural values in textbooks. They identified four themes of multicultural values that should be manifested in ELT textbooks. First, the textbooks representation of multicultural admiration for ethnic and religious diversity. This image aims to inspire students and teachers and users of ELT textbooks to be proud of discovering diverse faiths and ethnicities. The second is about recognizing intelligence's multiculturalism. This value subject taught students and teachers and readers of the ELT textbook to be conscious of their unique particular competencies. The third objective is to avoid conflict and live in harmony with all forms of life and nature. This value topic encourages ELT textbook readers to be calm and kind people to all living things, including humans, animals, and plants. The final recommended value is one of respect for multicultural results that are creative. This application in the textbook is expected to retain the students' and teachers' distinct perceptions of the cultural product as ELT textbook readers. It encompasses the value placed on cultural products such as tradition, art, and language. The textbook concluded that faith, ethnicity, intelligence, tranquility, and tolerance are all related as multicultural principles.

As a result, these multicultural values topics are strongly suggested for inclusion in ELT textbooks to ensure equitable treatment of students and teachers. According to the relevant study by Zareia and Khalessib (2011), books do not just contain trends toward global issues; they also include comprehension of religious and cultural diversity. Additionally, it includes self-promotional elements such as cultural and personal distinctions. This portrayal of self-promotion in the English textbook was connected to personal distinctions; it was also linked to values such as intelligence, tranquillity, and tolerance of cultural products. Their study demonstrated how the variations in culture appeared in the textbook aimed at training the reader on how to react in society through intercultural comprehension. As a result, the prior research demonstrated that English textbooks impart academic knowledge and cultural values. Ideals of cultural diversity were depicted in the textbooks from various views, and multicultural values were represented throughout the values of cultural diversity in the textbooks.

Conclusion

The current study analyzed three categories represented in an Indonesian junior high school EFL textbook produced by the Indonesian Ministry of Education and Culture. Respect for Other People's Traditions (ROPT), Appreciating Women's Equal Rights (AWER) and Appreciating Other People's Perspectives (AOP) (AOPP).

As a result, instructors play a critical role in bridging the divide between multicultural principles and cultural source information. Technologists should exercise caution while selecting a good textbook that is rich in multicultural representation and cultural richness. To address the imbalance, the publisher believes that the book should include more visual pictures that depict appreciating other people's cultural products (AOPCP) and the origins of the target culture (TC). To address the imbalance in the classroom, instructors should take a more active role in guiding students' comprehension of multicultural values and source culture via classroom activities connected to visual aspects in the textbook. Additionally, instructors may urge students to analyze and observe similarities between the source culture described in the textbook and their cultural background to engage students in the classroom.

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