

CHAPTER 1

INTRODUCTION

1.1. Background

Multicultural value is one of the most highlighted values in Indonesian education, specifically English language learning. The multicultural values represented stem from the concept of pluralistic ideology, which appreciates the existence of cultural differences of people from different ethnic, religious, socio-economic, and geographic backgrounds (Setyono & Widodo, 2019). Multicultural values are very meaningful in society because they are linked to norms, beliefs, customs, practices, and symbols. Therefore, these values need to be maintained, and transferred on to the younger generations, either through family, education, or community organizations. In the education field, multicultural values can be obtained from various sources such as textbooks, and other materials that can be accessed by teachers or students.

The textbooks should not only contain the subject matter of the lesson but also the elements of cultural and attitudinal values according to the curriculum in which the book is used. Julho (2015) suggests that a textbook should be written by a specialist, who knows the condition about the curricula and cultures where the textbook is used because it represents the main source for the teaching-learning process. By knowing the condition of curricula and the cultures of the books used,

the writers can convey the cultural and attitudinal values infiltrated in the textbook that the readers already know.

There are studies that have been investigated on the ideological, cultural, and political studies of ELT textbooks dating back to the work by Liu (2005) and Lee & Collins (2008) focusing on the cultural knowledge and gender representation in ELT textbooks. In a similar vein, Feng (2017) investigates the representation of social values and their ontogenetic development in EFL textbooks in Hong Kong adopting a social semiotic approach. Setyono & Widodo (2019) examined the multicultural values depicted in the nationally adopted English textbook in Indonesia. Findings of the study revealed that there are four themes of multicultural values from the textbook, such as respect for cultures of different ethnic and religious groups, respect for cultures of indigenous people, conflict-avoidance and peace with all forms of life and nature and appreciation of creative cultural products.

The present study investigated multicultural values as have been conducted by Setyono & Widodo (2019), but this study more focused on the respect in difference, appreciating traditional products and infiltrating the foreign culture entrenched in Indonesia. The multicultural values are investigated in chapter covers of an Indonesian ELT textbook entitled *Bahasa Inggris: "When English Rings a Bell"* for secondary education students. The book was chosen because it is widely used in the country, written by experts and published by *Pusat Kurikulum dan Perbukuan, Balitbang*, the ministry of education of Indonesia.

The analysis on chapter covers has been conducted by many researchers as Kim & Park (2015) analysed the culture-related content in English textbooks, Parlindungan et al., (2018) studied the representation of Indonesian cultural diversity in middle school English textbooks. From several studies mentioned, also, the research was conducted and analyzed using a variety of analytical tools. The present study used Multimodal Discourse (MDA) and Transitivity as analytical tool of the study. The analytical tools was chosen because it is not only analysed on verbal meanings but also visual meanings which can be communicated comprehensively in the textbook.

1.2. Formulation of The Problem

Based on the title of this study, the researcher is formulated as follows “How are multicultural values represented multimodally in chapter covers of Indonesian ELT textbook *Bahasa Inggris When English Rings a Bell* ?”.

1.3. Operational Definitions

To avoid misinterpretation of this research, here are the operational definitions of each keyword:

1.3.1. Multicultural values:	Values obtained from differences in culture, race, language, social, economic, and values of
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knowledge. In applying multicultural values, many things need to be learned such as togetherness, respecting others, behaving morally, and giving good examples for the youth generation.

1.3.2. Chapter Covers of an Indonesian ELT textbook:

The chapter cover of a book, contains the title, illustration pictures, the goals of the chapter learning, and preface of the materials that will be learned. Chapter covers in Indonesian ELT textbook *Bahasa Inggris When English Rings a Bell* for second grade of junior high school, mainly used as the face of the chapters that the students see before they read the chapters of the book.

1.3.3. Multimodal Discourse Analysis (MDA):

An approach that looks at multiple modes of communication such as text, color, and images. It is a method of discourse analysis that looks at not just how individual modes communicate, but how

they interact with one another to create semiotic meaning.

1.4. Aims of The Research

This study aims to investigate how multicultural values are represented in the chapter covers of an English Textbook '*When English Rings a Bell*' used in the second grade of junior high school reviewed from multimodal discourse analysis (MDA).

1.5. Significances of The Research

1.5.1. Theoretical Use

Theoretically, this study revealed the multicultural values in Indonesian ELT textbook of using Multimodal Discourse Analysis (MDA).

1.5.2. Empirical Use

This study provides insight into how multicultural values are represented linguistically and visually in the Indonesian ELT textbook. It was contributed to the Representational meaning analysis (Kress & Van Leeuwen, 1996).

1.5.3. Practical Use

This study will present representation visually and linguistically represented of multicultural values in the ELT textbook that can make the teacher more selective to choose the textbook.