

REPRESENTATION OF MULTICULTURAL VALUE IN LISTENING TEXTBOOK USED BY UINSI

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ABSTRACT

Numerous consequences on East Borneo's multicultural environment will result from the New Capital Country's presence there. Because Indonesia is a cosmopolitan nation with a diversified background, it is crucial to learn multicultural principles there. Thus, including intercultural ideals in textbooks is advantageous. Both the culture of Indonesia and the cultures of other nations must be represented in EFL textbooks. The fact that an EFL textbook is one of the resources students might utilize to learn about the outside world should cause worry. Higher education ought to have featured more cultural representation. In this study, the multicultural ideals portrayed in the listening textbook used at UINSI Samarinda are to be examined. Utilizing the content analysis method, the researcher conducts qualitative research. Klaus (2004) asserts that reliable data references from content are the main emphasis of content analysis. The researcher employed Yuen's (2011) theory, which included the Big C, Little C, perspective, and person categories, to analyze multicultural values. After analysing the data, the researcher found that Little C was the category that was most prevalent in this listening textbook because it portrays cultural practices such as people's daily lives, such as their attire, cuisine, tools, and so on. It may also depend on how people act and how they live their life.

Keyword: Multicultural value, English, Textbook, Culture

ABSTRAK

Berbagai dampak terhadap lingkungan multikultural Kalimantan Timur akan diakibatkan oleh kehadiran Ibu Kota Nusantara. Karena Indonesia adalah negara kosmopolitan dengan latar belakang yang beragam, maka penting untuk mempelajari prinsip-prinsip multikultural dalam lingkup Pendidikan Tinggi. Oleh karena itu, memasukkan cita-cita antar budaya ke dalam buku teks adalah hal yang menguntungkan. Baik budaya Indonesia maupun budaya negara lain harus terwakili dalam buku teks EFL. Fakta bahwa buku teks EFL adalah salah satu sumber daya yang mungkin digunakan siswa untuk belajar tentang dunia luar seharusnya menimbulkan kekhawatiran. Pendidikan tinggi seharusnya menampilkan lebih banyak representasi budaya. Dalam penelitian ini, cita-cita multikultural yang tergambar dalam buku teks listening yang digunakan di UINSI Samarinda akan dikaji. Dengan menggunakan metode analisis isi, peneliti melakukan penelitian kualitatif. Klaus (2004) menegaskan bahwa referensi data yang dapat diandalkan dari konten menjadi penekanan utama analisis konten. Peneliti menggunakan teori Yuen

(2011), yang mencakup kategori *Big C*, *Little C*, *perspektif*, dan *orang*, untuk menganalisis nilai-nilai multikultural. Setelah menganalisis data, peneliti menemukan bahwa *Little C* adalah kategori yang paling banyak digunakan dalam buku teks mendengarkan ini karena menggambarkan praktik budaya seperti kehidupan sehari-hari masyarakat, seperti pakaian, masakan, peralatan, dan sebagainya. Mungkin juga tergantung pada bagaimana orang bertindak dan bagaimana mereka menjalani hidup mereka.

Kata Kunci: Nilai Multikultural, Bahasa Inggris, Buku Teks, Budaya

A. INTRODUCTION

One of the most important resources for learning and teaching English in a classroom is a textbook. There are two varieties of English textbooks in Indonesia: one that is required and one that is optional. The Ministry of Education and Culture of the Republic of Indonesia issued the required textbooks, while other publishers released the optional ones. An English textbook must accurately reflect its culture. Text or visual elements might be used to depict a culture.

The basic concept of Multicultural Values proposed by Yuen (2011) as cited in Davidson & Liu (2020) classifies cultures into four aspects, products, practices, perspectives and persons. Clarification of values understanding is also necessary. Values are things, feelings, attitudes, beliefs, and actions that are acceptable, desirable, and even praiseworthy to the individual, according to Dewey (1997).

This study investigates the multicultural values reflected in an EFL textbook. This research is significant because it can be used to expand the topic of multiculturalism in education. Moreover, by analyzing the multicultural value in a textbook, the researcher may contribute to a greater understanding of culture and the significance of teaching students' cultural values.

This research is using an EFL Listening Textbook used by UINSI as an object of study. This listening textbook was compiled by Language Development Unit in UINSI. This listening textbook has been used since 2020.

It is asserted that this textbook's material has a method based on genres, a variety of relevant activities, significant amounts of reading, and character development. As a result, it is clear that this textbook is deserving of deeper analysis. The researcher formulates one research question: How is the representation of multicultural value in Listening textbook used by UINSI?

Therefore, the objective of the study is to find out the multicultural value in Listening textbook used by UINSI. The significance of multicultural values for both educators and other researchers is another contribution that this study will make. It can demonstrate that multiculturalism is the same as significant as other issues.

B. LITERATURE REVIEW

1. Multicultural Values and Education

Culture is a multifaceted concept with varying interpretations based on how it is perceived by different individuals. One culture's perspective may differ from that of someone from another culture. Consequently, this disparity can at times result in a misunderstanding. Hellemans (2017) also explained that being critical of culture is essential because it helps people to better comprehend one another. With the complexity of culture and the differences between cultures, it is more important than ever to be accommodating and understanding in a multicultural setting.

Multiculturalism, as defined by Rosado (1996), is a system in which the groups recognize and respect each other's beliefs and behavior, acknowledge and value each other's differences, and give empowerment to all the organizations or the people of the groups in the system by encouraging and enabling their contributions to society. In the context of education, Ozturgut (2011) explained that multicultural education is a reform of the educational system that creates a secure learning environment for individuals from diverse backgrounds and cultures. Therefore, understanding multiculturalism and multicultural education is the first step in acquiring multicultural values.

Multicultural education is an approach that fits the culturally diverse society of Indonesia. Respecting cultural, ethnic, and religious differences, this approach offers cultural transformation through an educational mechanism. Since the time of national and democratic reform, multicultural education discourse has continued to grow for at least two decades. Multicultural education becomes a tool that unites the nation, offers opportunities, and maximizes the potential of each student (Rahmawati, et al., 2014; Normuslim, 2021; Sudarsana, et al., 2020; Jayadi, et al., 2022).

2. Multicultural Values in Textbook

The Big C, Little C, perspective, and person framework developed by Yuen (2011) is the foundation for the investigation of intercultural values in the Indonesian EFL textbook. Due to the nature of the person and Big C as products of culture, they were the two categories with the most representation out of the four.

According to Setyono and Widodo (2019), there are four ways to classify cultural aspects: Products (Big C), practices (Little C), perspective (Subjective culture), and people (Big C) come first. Yuen (2011) provided further context for these classifications. First, formal culture is what big C refers to. Formal cultures are those that reference the cultural product. It can include formal institutions, arts, and literature, among other things. Second, little C or cultural practices refers to the people's daily existence, such as clothing, food, and tools. It may also be the conduct of the individuals. How they conduct themselves and how they live their lives. Third, subjective culture consists of the people's perspectives. It consists of a person's worldview, values, and beliefs. Subjective culture is a more abstract concept of

culture that cannot be observed by others; to comprehend subjective culture, one must know the individual. Fourth, the term "person" refers to those who influence the culture or become its symbol.

3. Review of Previous Studies

Given the uniqueness and diversity of cultures in Indonesia, Rahmawati et al. (2014) argue that multicultural issues must be addressed in Indonesia. It discussed the significance of national identity in multicultural education as a reform issue in Indonesian education. Regarding the significance of this issue, they emphasized the necessity of maintaining cultural diversity in Indonesian education.

Previous research on the content analysis of EFL textbooks in Indonesia has utilized diverse methodologies, frameworks, and subject areas. Ena (2013) used the framework proposed by Kress and van Leeuwen (2006) to analyze the cultural representation in EFL textbooks for Senior High School (grades ten, eleven, and twelve). The outcome demonstrates unbalanced representation and inaccurate portrayal. The Melanesian ethnic group is underrepresented, not all official religions in Indonesia were represented, and women were over represented in terms of numbers and positions.

Another previous study was conducted by Shafa (2022), she examined students' views of multicultural education in learning at an Indonesian Islamic higher education. This study's findings provide an overview of the various perspectives of Islamic higher education students regarding multicultural education in their learning. This study categorizes the perspectives of Islamic higher education students on multicultural education into three categories: (1) Highly Supportive on Multicultural Education, (2) Moderately Supportive on Multicultural Education, and (3) Low Supportive on Multicultural Education. There are still students who do not comprehend the values of multicultural education and who strongly support its implementation in every lecture and campus policy, despite the fact that the majority of students have grasped these values.

C. RESEARCH METHOD

The researcher conducts qualitative study using the paradigm of content analysis. According to Klaus (2004), content analysis focuses on referencing valid data from the content. It also has objective and systematic methods for analyzing text, images, and spoken data. This will help the researcher obtain greater validity for their research based on the evidence gathered throughout the research process.

1. Source of Data

The aim of the present study is to analyze the multicultural value in listening textbook use by UINSI. This textbook was compiled by the listening team of language development unit in UINSI. This textbook has been used since 2020 and it consisted of 85 pages.

Specifically, it has been divided into four units such as the first stride, Indonesia and other countries, Islamic concern and education.

2. Research Instrument

The research instrument utilized in this study was derived from Yuen's (2011) framework. The framework's components were used to identify multicultural values present in Listening textbook used by UINSI.

Table 1: Research Instrument

No	Construct	Conceptual definition	Components	Extract
1	Multicultural values in Textbook	Multicultural values are an ideology concept that originated from pluralistic ideology. It values the cultural diversity of individuals from various backgrounds. There are four aspects of culture that can be classified as Big C (formal institutions, historical figures, product literature, fine arts, and science), Little C (people's lifestyles), Perspective (values and beliefs), and Persons (famous symbols or people). (Yuen, 2011)	The components are meant to establish the existence of Big C (formal institutions, historical figures, product literature, fine arts, and science) and Little C (people's lifestyles), Perspective (values and beliefs) and Persons (famous symbols or people)	Textual: Dialogue, narration, instruction, text, etc Visual: Any pictures, illustration

3. Data Collection Techniques

In this study, the researcher took several steps as the procedure of collecting the data. The researcher has already used this book for teaching listening in UINSI since 2020. The researcher read carefully this listening textbook and classified each page which indicated multicultural values.

4. Data Analysis Technique

To analyze the data, the researcher used content analysis which is used to characterize the content of EFL textbook.

Step 1: Prepare the data

Step 2: Define the unit of analysis

Step 3: Categorize the data

Step 4: Recheck the process of categorizing

Step 5: Draw Conclusions

Step 6: Report the findings

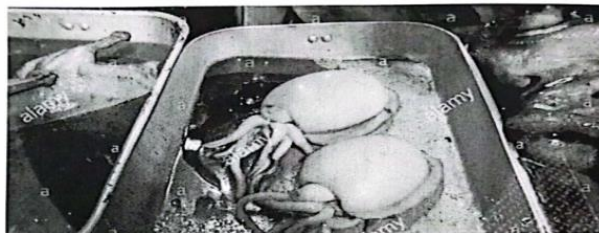
D. FINDINGS AND DISCUSSION

After collecting the data and conduct the first stage of classifying the data based on the framework developed by Yuen (2011), the researcher reports the findings as follow.

Excerpt 1

CULINARY *Unusual food in the world*

TS. 1.8 Part A



<https://www.alamy.com/stock-photo-new-york-ny-usa-unusual-food-on-display-in-window-of-chinese-restaurant-50841474.html>

After listen the audio, answer these questions:

1. How many countries mentioned in this script?
2. What countries are therein the script
3. Where does Katka come from?
4. What do you know about *sushi*?
5. Who does like "*snake*" based the audio?

The excerpt above was taken from unit 1 page 16. It describes the unusual food in the world. The narrator also talked about sushi from Japan and several unusual food such as snake. The aim of the representation of this multicultural value, specifically practice, is to introduce the students about other cultures around the world in this case cuisine. The concept of Little C proposed by Yuen (2011) includes the lifestyle of people, cuisine, daily life, and clothing. The representation of Little C from the textbook showed the various cuisine from

different countries. Food and identity are closely related on a religious, national, and ethnic level. Every group utilizes food to demonstrate how unique and superior it feels.

Excerpt 2

Transportation Apps for Women Become Popular in Brazil



TS. 1.9 Part E

Listen and read the following text and answer the questions.

Private car services that work only with women are becoming more popular in Brazil due to concerns about safety.

One of the car services has a mobile **app** called Femi Taxi. It has more than 1,000 drivers giving some 20,000 rides per month. Femi Taxi has expanded into

The excerpt above was classified as Big C (product of literature) since it represents other countries 'Brazil'. The representation of other country in this textbook indicated that this book contained multicultural value. The excerpt above discussed about the transportation apps in Brazil. This excerpt also highlighted the representation of gender which implicitly stated the equality of women in Brazil. Indirectly, this content facilitates the promotion of gender equality among students in higher education.

Excerpt 3

INDONESIAN CUISINE



<https://www.bookmusei.com/112-best-indonesian-foods-you-must-try>

*The speaker is talking about Indonesian cuisine.
It is interesting to listen to the story.
How is his complete experience?*

TS 2.1 Part A

Listen to the man's experience in Indonesian market and try to retell content with your pair. Discuss it. Finally answer these following questions.

1. When does the man explore the Indonesian food in that market?
2. What the first Indonesian food does the man find in that time?
3. What is main stuff of this Indonesian food?
4. Are there any crackers in this menu?
5. What is the secret of that food flavor based on the man?

TS 2.1 Part B

1. What the second Indonesian food does the man explore in that market?
2. Does the man find the fried chicken in this food?
3. What does the man smell so aromatic in that food stall?
4. What food stuff did the seller mix in this food?

The excerpt above was taken from unit 2 page 22. it describes Indonesian traditional cuisine which can be found in Indonesian market. Specifically, it illustrated how a foreigner tasted and perceived Indonesian cuisine. This data was classified as Little C because it mostly presented the culture of Indonesia through cuisine.

Excerpt 4

25

TOURISM SPOTS



<https://www.touropia.com/tourist-attractions-in-indonesia/>

The tourist explained about one tourism spot in Indonesia. This spot is very popular because of cool and beautiful crater. How are her complete coverage about this place! let's listen to the following experience.

TS 2.2 Part A

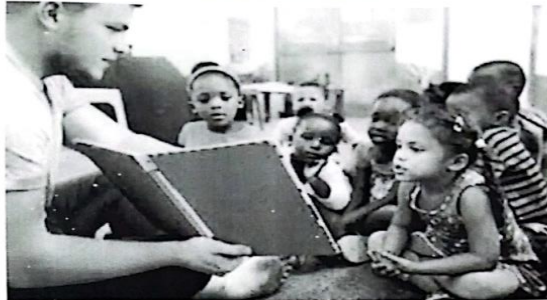
Listen and identify to the traveller's experience in one tourism spot in in the audio. What does this traveller feel and talk to the audiences. Answer these following questions.

1. What is the most well known in this tourism spot?
2. What is the name of the National Park?
3. What are the attractions of that tourism place?
4. Who is Patricia in this audio?
5. Where is the place located?

The data was taken from unit 2 page 25. it describes about tourism spot in Indonesia from the perspective of a foreigner. During the narration, students can hear that the tourist has a positive experience toward Indonesian tourism spot. This excerpt was considered as having multicultural value 'Big C' product of culture. It represents a product of culture which is tourist attraction.

Excerpt 5

LANGUAGE LITERACY



<http://www.easternct.edu/cece/language-literacy/>

TS 4.7 Part A

Listen to Audio and answer the questions.

Listen the audio, the speaker who talked about "Lost in Translation"

Get the information in it and answer the following questions.

1. In your opinion, what does the speaker think of people who only speak one language?
2. What can happen when a dictionary is used without knowing how to use one?
3. How can we test the accuracy of automatic online translation services?
4. Why did the officials from Swansea believe they were doing the right thing when they used the email reply for that road sign?

This data discussed about the language literacy and described about the speaker's opinion related to obstacles in translation. This data represents the various of language and the possibility it caused. It is classified as 'Little C' or practice in culture. Language is part of our daily life, we used it everyday even though it is invisible.

Excerpt 6

TRADITIONAL MUSIC



<https://jnews.id/wisata-budaya/mengenal-alat-musik-tradisional-suku-dayak/>

TS. 2.8 Part A

Listen to the audio above. What topic does the speaker tell us?. Listen to it carefully and try to answer these following questions.

1. What does the instrument's name discuss in this audio?
2. How does Matthew learn to play this traditional instrument?
3. What was originally the instrument used?
4. Does Matthew have students?
5. Mention the similar instruments like that in your town.

This task elucidates the instruments of traditional music in Borneo. In addition, Wagiran (2011) describes local wisdom as ceremony, tradition, tourist attraction, tourism, museum, art, legend, norm, environment, and health, among other things. Alternately, Tomlinson (2014) elucidates that instructors can assist students in comprehending the materials by modifying and enhancing them. By emphasizing the traditional instruments in textbook, the higher education students got an exposure and awareness related to foreigner's positive impression about traditional instruments in Indonesia. Since the most noticeable product of culture in this data is about fine art, the researchers classified this data as Big C (Formal culture). This statement is supported by the theory of Yuen (2011) which stated Formal cultures are those that reference the cultural product. It can include formal institutions, arts, and literature, among other things.

Excerpt 7

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The script

Korea Today: Moslems in Korea prepare Ramadhan

<https://www.youtube.com/watch?v=gvDX2XPdRZY>

From sunrise to sunset some 1.6 billion. Muslims across the world are **(1)** Ramadan which is the holy month of fasting for the believers of Islam only a small proportion of Muslims live in Korea currently but the numbers are growing and for more on this special holiday for Muslims we have **(2)** joining us in the studio.

Good morning good morning well like you said officially Ramadan started last night and today is the first full day of fasting for the devout now the Muslims all around the world which accounts for about 23 percent of the world's population go through Ramadan without eating or drinking from sunrise to sunset for a month and it is a time of increased **(3)** and worship so how big is the Muslim population in Korea are we talking **(4)** right now which includes foreigners and Koreans now Korean Muslims alone account for **(5)** although the Muslims here in Korea do face some unique challenges

Another representation of multicultural value can be found in the excerpt above. This task portrayed the activities of Muslims in Korea during the preparation of Ramadhan. Since it highlighted the distinctive features of other country, the researchers classified this data as formal culture or known as Big C. Due to the exposure of culture from other Asia's country, it could enrich higher education students' knowledge and improve their mindset.

Excerpt 8

INDONESIAN CULTURE



<http://www.indoculifest.com/>

TS. 2.6 Part A

TS. 2.6 Part B

TS. 2.6 Part C

Listen to Audio part A, B and C and try to catch the points and infer the information about Indonesian culture. After you make the overview. Answer the below questions:

TS. 2.6 Part A

TS. 2.6 Part B

TS. 2.6 Part C

Listen to Audio part A, B and C and try to catch the points and infer the information about Indonesian culture. After you make the overview. Answer the below questions:

Listen and answer the questions!

1. Why does the speaker say that "Indonesia is very rich and fascinating"?
2. Based on this audio, how many population does Indonesia have?
3. What does the speaker tell about the religious monuments located in Indonesia?
4. Why does UNESCO consider these buildings as the world heritages?
5. What is your opinion about the Indonesian culture?
6. As the University student, what will you do to the Indonesian Culture?
Explain your systematic program concerning with this issue!

The excerpt above highlighted the culture of Indonesia. According to Tomlinson (2008), locally developed materials are distinguished by their incorporation of local content and familiar environments. Consequently, it is essential to develop supplementary listening materials for higher education students by incorporating their surrounding or local knowledge. Furthermore, it also paid bigger attention to university students' opinion and their systematic program concerning with Indonesian culture. It also discussed some religious monuments located in Indonesia. Based on this consideration, this data combined two values such as perspective and person (famous symbols).

E. CONCLUSION

Culture is commonly regarded as the fifth skill in language acquisition, but as a term it is quite fluid, shapeless, and ambiguous, making it challenging to define. However, cultural literacy or cultural intelligence is essential part in higher education as a way to promote multicultural diversity among students. Listening textbook which has been analyzed represent some multicultural value which is dominated by the aspect of 'Little C' or practice of culture. "Little c" culture, is the more invisible type of culture associated with a region, group of people, language, etc. Some examples of little c culture include communication styles, verbal and non-verbal language symbols, cultural norms (what is proper and improper in social interactions), how to behave, myths and legends. Therefore, it is essential to incorporate Indonesian local knowledge into supplementary listening materials for the purpose of enhancing students' abilities.

During the process of analyzing the data, the researcher found the absence of multicultural value in the aspect of 'person' or history icon in this textbook. Hopefully it could be concerned so the textbook could be more multicultural and increased its ability in promoting multicultural values in higher education. However, this book has already succeeded in providing the representation of multicultural values. Furthermore, suggestion for higher education students to improve their supplementary materials to enrich their knowledge related to listening ability.

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