

CHAPTER II

THEORITICAL REVIEW

This chapter presents the theoretical review. It discusses about multicultural values, students' language learning attitude, students speaking ability and some previous studies about cultural aspect on English textbook.

2.1 Students' Perception on Multicultural Values

Multicultural values are the combination cultural diversity where condition puts the culture from particular home-culture or we can say national culture and international culture. Cultural diversity become the issues of every field especially on education side. In this era, we could say that nationalism and pluralism become the point of educational aspect when teachers need to recognize and understand. Once they got the idea of them, their task would be how to teach them into their learners or students.

Multi-cultural value is an aspect of cultural diversity, which students and teachers could find in the process of learning and teaching. This value could be easily find in the textbook or needed to be interpreted first from the material of teaching and learning process. Talking about English textbook in Indonesia, Ministry of Education and Culture (Kemendikbud) has provided some books for junior and senior high school. As we have known that in the stage of elementary school, our government does not include English lesson into the primary lesson anymore.

The new 2013 Indonesian Curriculum aims Indonesian students to become religious, productive, innovative and passionate in every fields (Setyono and Widodo, 2019). School graduates are expected to be able to respect religious, social and cultural values, enjoy working hard and creatively at both national and international levels. It also expected the students to be able to manage both of their hard and soft skills.

Cultural diversity values in Indonesian curriculum has been one of the values students are required to accomplish from the learning and teaching process. Furthermore, the content of English textbook in Indonesia must have some multicultural values where students might find. English textbook in the practice of English learning and teaching mainly becomes the standard or limitation for teachers to be able to manage their time to teach well. Textbook as the guide of delivering material knowledge, has another functions as the media of communicating global or specific community-values (Gebregeorgis, 2017).

Global and local (home) culture might include on the contents of the book to spread its values or just make sure that the existence of the values are still known. On the side of global culture, their cultural values would spread and be known by the world and students would get basic knowledge on other countries, even building their curiosity on the values itself. As in local culture values, it would be a good patriotism building on students as young generations. As students, they have to recognize and understand the presence of those values by their own way of interpreting or getting some help from teachers. It means that the values must be

called enough in the learning and teaching process so that students might get the stimulus to recognize them.

Indonesian endorsed book has provided the multicultural values which is in line with the aim or goal of Indonesian Curriculum (Setyono and Widodo, 2019). Setyono and Widodo analyze one of government-endorsed book in the grade of XII which is currently being used. Visual representation and verbal or textual Although, the presence of International values are still under standard, we could say part of the textbook provides enough side of Indonesian culture as the home culture of the textbook itself.

Setyono in his study mentions there are four multicultural values which he found in Indonesian Ministry-endorsed EFL textbook (Bahasa Inggris for Senior High School Grade XII) (Setyono and Widodo, 2019). Those values are:

- 2.1.1 Respect for cultures of different ethnic and religious groups.
- 2.1.2 Respect for cultures of indigenous people.
- 2.1.3 Conflict avoidance and peace with all forms of life and nature.
- 2.1.4 Appreciation of creative cultural products.

From those four aspect of multicultural values, the researcher focuses on only two aspects of multicultural values which has been mention of Setyono and Widodo's research. Those aspects are respect of cultural diversity and conflict avoidance and peace with all forms of life and nature (character building). The reason behind the process of choosing those aspects are simply because those aspect dominate the content of the textbook which is being studied.

James on her last dissertation studied teacher's perception of the multicultural values on classroom curriculum. Those perceptions focused on the term of multicultural and diversity awareness (James, 2004). The result showed that the teacher tend to fill the values of multicultural and diversity experiences for their students. They think that showing a certain experiences of diversity awareness to students will help fill their understanding of the values. In the end of the study, James conducted the test of student's understanding of the values and reached the conclusion that the experiences telling of multicultural values on the classroom showed a good sign of understanding result. From the result, we can say that the previous study have a good example of the reason why the subject awareness of multicultural values need to be taken care of in the process of learning and teaching.

From the dissertations, the researcher got a suggestion to fill the hole of James' dissertations. James clearly mentioned the important of getting multiple point of view from students, administrators, parents and community members. Those point of views would likely show the importance of being aware of multicultural values, then hopefully it will bring a good influence in every aspect of educational program.

Pilot study of Rivera in 2010 showed great result of students' changing perception before and after taking multicultural values content course. The students feel that they could engage the diversity issues which is the multicultural values Rivera chose to focus on (Rivera, 2010). However, from the study Rivera suggests that the research still lack of validity and reliability of the perception questionnaire.

On this research, the research attempts to fill the hole by getting resources of valid and reliable questionnaire to be used or adapted.

Munroe Multicultural Attitude Scale Questionnaire (2006) and Multicultural Personality Questionnaire (2001) are chosen to be the main idea of the questionnaire of this research. Munroe's questionnaire provides the three aspects of Know, Care and Act. Those aspect are the categories of this research. This decision is made knowing that the researcher has analysed that there are kinds of values which the researcher found on the textbook chosen from the list of values from Setyono and Widodo's study (2019). From Multicultural Personality Questionnaire, the researcher takes the idea of some statement which related or rather similar with the aspects of multicultural values which have been mentioned above.

2.2 Students' Language Learning Attitude

Students' language learning attitude is the way students' react to something related to the language they learned. Students' language attitude appears from the feeling they have to the language they learned. In this case, we talk about students' language learning attitude in English Learning and Teaching (ELT) process. Students' language learning attitudes cannot be separable to students' motivation to study English. As in, many studies stated about their relationship on students' achievement. One of the studies about the role of language learning attitude was the research from Gardner. It stated the studies about the correlation between language learning attitudes toward students' achievements (Gardner, 1985). The research focused on the whole statements of the rate of correlation on students' achievement especially on learning toward English as second language. Despite the positive

correlation between language learning attitude and students' achievement, there are some external factors which affect the rate of correlation on them.

Students' language attitude are considered as students' expression on behalf of the language learning itself. Their expression on English language learning would certainly affect their performance on the process of learning and teaching. Imagine that there is a student who does not have any willing to study English at all and it is because English is such a difficult thing to understand for him. Would he be able to at least could follow the lesson?

Indonesia which is included into expanding country where English becomes the foreign language, who or where the students learn English quite face the problem of language acquisition (Rezaei, Khosravizadeh and Mottaghi, 2019). World Englishes becomes new standard on learning and teaching process. Although, the practice of World Englishes itself are still underrated from looking at the fact many students who competing on mastering English just like the native speaker of English. The inner circle country where English become the first language are still becoming the 'standard' which many expanding country followed as guide.

The fact that many teachers and students who still followed the standard of using English especially dialect which become the ghost the students afraid of. Students tend to build their anxiety of using English their speaking ability by thinking about accent, grammar and stuffs. On the other hand, there is a previous study which stated that 'non-standard' English is defined as the varieties of spoken or written which does not expected to be similar with the standard variety in terms

of pronunciation, grammar, or vocabulary (Rezaei, Khosravizadeh and Mottaghi, 2019). The thought of being confident on practicing English by not worrying about the rule or making mistakes from the basic standard are needed to be taught to students.

Taking the example of building valid and reliable questionnaire for measuring the students' attitude, the researcher decided to adapt the questionnaire from Gardner. Gardner's Attitude or Motivation Test Battery contained hundreds of statements related to students' attitude and motivation toward English learning and teaching (Gardner, 1985). This question has been said as a reliable test for measuring students' attitude (Ndura, 2004). From hundreds of statements, the researcher took two indicators which are related to speaking achievement. The two indicators are the basic power of learning English which consists of students' confidence to speak and students' interest to learn English in general. The other indicator is the problem which the students might face in the process of learning English speaking.

2.3 English Speaking Ability

Speaking ability is one of the productive abilities, which learners have to have in the process of language learning. The ability to speak in general means also the ability to communicate. The new Indonesian Curriculum has expected much about the use of soft and hard skills to become the goal and aim of the learning and teaching process.

There are five types of speaking stated by Brown. Those types are imitative, intensive, responsive, interactive and extensive (monologue). Just like the name, imitative, it focuses on being able to imitate the thing the teacher says before the practice.

It is related to the students' ability to parrot back at everything that have been said (Brown, 2004). It also related to the students' ability to maintain their pronunciation. The second type, intensive include directed response tasks, reading aloud, sentence and dialogue completion, limited picture-cued tasks including simple sequences, and translation up to the simple sentenced level. Next, responsive type requires limited interaction ad text comprehension. It often occurs in a very short conversation. Then, interactive type is the developed version of responsive type speaking. It usually requires multiple exchange and/or multiple participant and it has purpose of exchanging specific information. Last, Extensive or monologue include speeches, oral presentations and story-telling (Brown, 2004). It usually requires the students to plan their sequence in speaking in formal way.

In the process of English learning and teaching, especially in the country where English becomes the foreign language, speaking ability has stayed as the difficult ability to study after listening ability. The lack of practice and environment become the cause of it. Practicing English speaking ability need a full intention from the learners and full support from the environment itself. Good environment where the learners could actively communicate with other who are able to active speak English or even only in the same learning condition will much more help to the process of practicing.

Other boundaries of practicing English speaking ability namely students' anxiety. Students tend to be shy and doubt themselves in the term of speaking foreign language. They feel awkward and afraid of making mistake. Those feeling remain unsolved there would be no practice done. No practice means that there

would never be improvement on their ability to speak. Previous study on Riasati stated that students' willingness to speak English connected to students' anxiety and students' language learning motivation to affect students' learning process in the classroom (Riasati, 2018).

Wutun in his study stated that bringing culture especially local culture as the tool of making English speaking practice becomes comfortable discussion is effective in English learning and teaching (Wutun, Arafah and Yassi, 2018). Furthermore, the local culture functions as well in the term of bringing joy to the learning and teaching process. As the part of learning and teaching process, there would be such big effect on the process if the culture could bring excitement to the students. It does not always remain on the main part of the learning and teaching process but also functions as ice breaking.

There are five criteria which are being used for measuring the speaking ability of the students. These criteria are vocabulary, grammar, pronunciation, fluency and comprehension. These four criteria of speaking ability are taken from six criteria based on Brown.

2.3.1 Vocabulary

Vocabulary means the appropriate diction which is used in communication (Brown, 2004). If speaking is a product of skill then we can say that the vocabulary is the main material of the speaking skill itself. Without having an enough amount of vocabulary, students cannot be communicative enough on expressing their idea. Having limited vocabulary is also a barrier that students have to pass even before they take the action in speaking.

2.3.2 Grammar

Grammar is needed for students to arrange a correct sentence in conversation (Brown, 2004). Grammar is often said as not really important in speaking skill. This is related to the fact that beginners need the courage to speak first before thinking about the grammar. If students become anxious on behalf of practicing speaking skill, there would be no use on doing practice itself. Once students gain the courage and the confidence to speak they would be able to relax and could focus on grammar. The utility of grammar is also to learn the correct way to gain expertise in a language learning.

2.3.3 Pronunciation

Pronunciation is a basic quality of language learning. Poor pronunciation can obscure communication and prevent students from making his meaning known. Many misunderstandings will occur when students could not maintain their pronunciation. Pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak (Brown, 2004). In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

2.3.4 Fluency

Fluency is related to how comfortable the students could muster their speaking. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers” (Harris, 1974). These pauses indicate the students’ signal of stress in expressing their message. Their mind could rapidly think about what they intend to say and their

fluency will appear that way. One could have excellent grammar and still fail to be fluent and that is very normal to happen. It is because fluency does not improve at the same time with other language skill. It requires much more practice and confidence.

2.3.5 Comprehension

Speaking is the matter of expressing idea. It clearly indicates the understanding between the speaker and listener. The subject of the speaking activity needs to be made as clearly as possible so that the point could be taken. For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it (Harris, 1974).

2.4 Previous Studies

There were many previous studies about the presence of multicultural values on English textbook. The urge to study about the content inside the book rises by looking at the crucial role of textbook in the process of learning and teaching. Textbook is definitely useful as a guide; providing the learning and teaching process and material so that it does not expand to other accordance material (limitation). Recently, there were a Discourse Analysis study about one of Indonesian Government-Endorsed English textbook in the grade of XII senior high school (Setyono and Widodo, 2019).

In the stated study, it showed some multicultural values which appears on visual and verbal or textual part of the textbook. Visual representation of the textbook appears as some icon which portraying the diversity of race and religion. Some of the example of them are the appearance of two different women who wears

a different kind of teacher uniform. One of them wearing a formal brown uniform with black short hair and other wearing a long dress with hijab. Other examples showed skin colour difference which represents cultural race natural skin colour.

Other aspect which could be found on the analysis is verbal or textual representation where the researcher analysed song and factual news report. Some texts entitled as *Baduy* People, Teenage Bullying and other song lyric with title Heal The World are being analysed. From those two aspects, the researcher found out another aspect of multicultural values, which are cultural diversity and social awareness. From those aspects of analysis, the researcher found that the side of Indonesian culture has appeared on English textbook.

Content analysis was conducted to know the cultural dominance on Korean textbook (Song, 2013). The analysis focused on the textbook characters' race, nationality, gender, and intercultural interactions. Song conducted this study on four different textbook and found out that the appearance of American culture has dominated the content of the textbook. The textbook showed various cultural/intercultural interactions which is limited to a superficial level of discussion, and non-Korean, white, mostly American and male characters play a dominant role in the texts. From the result, the researcher suggested both teachers and textbook writers to be more critical on the term of critical cultural and linguistic consciousness in order to discuss intercultural interactions, injustice, and unequal cultural representations at a deeper level.

In the studies of English book in Khoe primary school students in eastern Botswana showed that the cultural diversity on four textbook which they analysed

are still in the state of lacking (Magogwe, 2009). The modern culture are still dominant in their textbook which is not in the same line with the students who live in rural area where modern culture are beyond their imagination. The findings also stated that the students and the teachers do not have any knowledge or slightly information about cultural diversity in English textbook instruction. Fortunately, students have a high motivation to learn English despite the lack of knowledge of cultural aspect inside their textbook. They often confused by the cultural things the book mentioned and it confused the teacher even further by having to explain the things beyond their knowledge. Still the students' attitude and motivation are not affected by the lack of cultural inclusiveness in the learning materials they found.

Previous study from English textbook in Japan also stated that teaching diversity through studying English is a trend of spreading the use of English as Multicultural language (Yamada, 2010). Through their textbook, they could found that their textbook has provided many cultures from international countries as well as Japanese culture. As English becomes worldwide language which belongs to everyone and brings so much more purposes, their English textbook could bring the purpose of bringing good attitudes as like anti-racist attitudes. Their textbook takes place to help educators and students recognise the internal diversity of Japan where multilingual and multicultural communication takes place.

Other textbook analysis from Ethiopia specialized the analysis on the aspect of social awareness, which is peace aspect (Gebregeorgis, 2017). Peace aspect contains of the feeling of being always positive in life, creating a good environment

for health, building solidarity and social responsibility and other stuff. This showed that cultural diversity does not linger on cultural thing but also social awareness.

The presence of multicultural values have a big history of study which proved many things about the availability of the values itself. From students' perception, there are not much study about it. For example there was a study about students' perception of some values of multicultural values. Those values are divided into four aspect which are (Rivera, 2010):

2.4.1 Laws and Legal & Ethical Issues

2.4.2 Concept knowledge which consist of awareness, cultural behaviors, impact of stereotypes, psychological theories, and changing workplace.

2.4.3 Procedural & conditional knowledge which consists of potential gains, management style, critical analysis, communication skills, ethical behavior, and business case.

2.4.4 Checking Personal Perception consist of treat coworkers, affirmative action, sexual orientation, qualified applicant, motivation to stay in job, women's salaries, minorities & women, diverse workforce, prejudice against groups, and disabilities act

Those values mentioned above are the values which was being studied on previous study from Rivera (2010). On that study, it focused on students' perception of legal and ethical issues related to diversity issues did change after engaging in the course process. The findings revealed that the result of their post-course of learning and teaching had improved in the term level of knowledge of legal diversity issues compared to their knowledge before the class.

On the side of students' language learning attitude, it was found that students' learning attitude and motivation does affect students' ability on language usage (Magogwe, 2009). Students' willingness to speak affect their English ability and their achievement on it (Riasati, 2018). When they are willing to study English, they will have the courage to always learn excitedly. Learning language sometimes brings difficulty to students of they do not have intention, willing and courage to study. Furthermore, there was a study about the role of emotion on encouraging English speaking skill (Wutun, Arafah and Yassi, 2018). Students' emotion condition affect the students' ability to speak English in the way the fact that students' anxiety have a big effect on students' performance on speaking