Multiculturalism on English Textbooks for the First Grade Student at Indonesian Senior High School

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Abstract
This article describes the result of document analysis and depth in interviews with English language teachers toward existing Multicultural Indonesia on English textbook used by teachers at Indonesian Senior High School. By identifying and classifying document analysis; current National curriculum, standard competence, basic competence, and English textbooks published by National Education Department, and elaborating from English language teachers' perspective. Based on the data analysis, the researcher found that 1) the existing English textbooks used by English language teachers at Indonesian Senior High School did not have a good proportion on Multicultural Indonesia. 2) Point of view from English language teachers showed that English language teachers' perspectives argue that English textbooks must be enclosed learning materials based on Multicultural Indonesia, 3) In line with language teachers' perspective, most students believe that learning materials based on multicultural Indonesia have potential energy for them to generate their English achievement and teach them how respect, growth of tolerance, and mutual understanding among their classmates. Based on the result study above, it can be concluded that developing Multicultural Indonesia on English textbooks is urgent to be designed with multicultural approaches based on the Indonesian's context. Finally, by having a good understanding of Multicultural Indonesia, teachers and students are expected to be aware of the important role of Multicultural Indonesia to actively take part in maintaining the awareness of their own multicultural.

Keywords: Multicultural Indonesia, English Textbook

Introduction

Indonesia has more than 350 ethnic groups dispersed from *Sabang* island, *Aceh* to *Marauke* island, *Papua*. As a country that has diverse cultures and languages, Indonesia can become an attractive tourist destination to be visited by domestic tourists and foreign visitors from around the world. The number of tourists who visit Indonesia will have a role and positive impact in increasing sources of income for the country from non-oil and gas. Increase the amount of income from the promotion of culture and language as one of the wealth of promises for the next life of young generations, but on the other hand, if the potential energy of multicultural is not well maintained, then it will be a potential that can be threatening for the life of the nation for future generations because of the potential conflict may repeat itself as happened like in the 2000s.

One of the essential things that need to be noted for policymakers in Education is to realize Multicultural Indonesia becomes one of the important things in the teaching and learning of students at Indonesian Senior High School. Although, it is not currently visible English textbooks

that really are developed based on the multicultural of Indonesia, student achievement in the dominion of English language competence is still relatively far from expectations. This is caused by the material being taught is never taught at the level or the previous level, giving rise to boredom in learning English.

Multicultural Indonesia is one of the important issues that must be understood well by English language teachers at Indonesian Senior High School. Not only how to design learning materials based on multicultural Indonesia, but also be taught it for students of Indonesian students. Multicultural Indonesia is a potential English language learning and teaching material that provides opportunities for students to understand their original culture better, but unfortunately, the learning and teaching material like that cannot be seen in several textbooks used in Indonesian Senior High Schools. According to Supriadi (1999) noted that in the last 3 years concern has been growing over multiculturalism in textbooks and that "schoolbooks should also be culturally sensitive and recognize varied students' sociocultural backgrounds which affect their learning.

Today, Language teachers face the technology era, technological advances that are not accompanied by understanding of indigenous Multicultural Indonesian will result in students losing their identity in the digital world and it isn't easy to build the original character of the Indonesian generation especially to be able to share information about the richness of Indonesian culture to citizens of the world. Multicultural Indonesia must be massive to the Indonesian generation who study at Indonesian Senior High School, so that they can build a life tolerant of diversity or growth of tolerance from Indonesian Multicultural motto "*Bhinneka tunggal ika"* in community life.

Multicultural Indonesia has uniqueness from *Sabang* to *Merauke* island that must be understood as an affirmative life model. Anyone who lives in an ethnic group community must be truly respected as part of a free and responsible as an Indonesian citizen. This will be difficult to achieve if the teaching and learning materials do not emphasize the multiculturalism of Indonesia on generations. It will be increasingly difficult for them to understand cultural differences because a lot of cultural information does not provide information about the lives of ethnic groups in Indonesia. This can lead to hostility, hatred, deep differences, the absence of tolerance so that in the end the birth of cultural discrimination. Therefore, Educators should recognize that the goals and values of school curriculums, materials, and activities reflect social values. Educators should ensure that textbooks are culturally sensitive and respect students' varied sociocultural backgrounds. This study sheds light on the multicultural values of EFL textbooks (Lie, 2000).

Most of the textbooks studied by students in high school only focus on how students can master language skills; listening, speaking, reading, and writing, but not emphasized on Indonesian multicultural based teaching content. The existence of the English textbooks are studied and taught to the students is still far from expectations in a discussion about the life of a multicultural Indonesia, the tendency of the textbooks which are taught are still general and not discuss the content about the culture of Indonesia as a whole and a thorough.

Literature review
English as a multicultural language

English as a Foreign Language textbooks used in Indonesian senior high school is expected to introduce multicultural Indonesia and how Indonesia's domestic diversity will be constructed in those textbooks. Furthermore, to study representations of Indonesia's domestic diversity, English textbooks should explore Indonesia's cultures. Therefore, the concepts of race and ethnic relations in a global context will be discussed to understand representations of individuals. Drawing upon

the concept of English as a multicultural language, this study suggests that this multicultural perspective will not only promote understanding English language use in classroom interaction between teachers and students in Indonesian contexts but also help educators and students recognize the internal diversity of Indonesia where multilingual and multicultural communication takes place. So, providing representative textbooks based on multicultural Indonesia will guide Indonesian students in line with their cultural background and equip students with English proficiency.

In sociology, the concepts of 'race' and 'ethnicity' are understood as social constructions. Kivisto (2008) explains that there are three major positions regarding the discussions of 'race' and 'ethnicity'. The first position is to understand that race and ethnicity are different notions and should be treated as being analytically distinct. The second position is to acknowledge that race and ethnicity overlap in some circumstances, although they have distinct features. The third position is that race should be viewed as a subset of ethnicity, while ethnicity should be treated as the overarching term. Although the idea of 'race' and 'ethnicity' is fluid, it is important to use both concepts to investigate 'how people define situations fully and to determine what the implications of those definitions are for social relations' (Kivisto 2002, 18).

Multicultural education in Indonesia

Today, multicultural Education is one way to overcome the social problems faced by society. It starts from the school as a formal institution to form the students' character. In Indonesia, all students who study at the school, are from different cultures, a different point of view of cultural understanding, norm, and the way the practice of their culture. Every student must have an equal opportunity to achieve to her or his full potential. Positive potential to develop and grow in one community. Every student must be prepared to participate in an increasingly intercultural society competently.

Teachers must be prepared to effectively facilitate learning for every individual student, no matter how culturally similar or different from her- or himself. Schools must be active participants in ending the oppression of all types, first by ending oppression within their walls, then by producing socially and critically active and aware students. Education must become more fully student-centered and inclusive of the voices and experiences of the students.

Educators, activists, and others must take a more active role in reexamining all educational practices and how they affect the learning of all students: testing methods, teaching approaches, evaluation and assessment, school psychology and counseling, educational materials and textbooks, etc According to Gorski (2016)

> Multicultural Education is a progressive approach for transforming education that holistically critiques and addresses current shortcomings, failings, and discriminatory practices in Education. It is grounded in ideals of social justice, education equity, and a dedication to facilitating educational experiences in which all students reach their full potential as learners and as socially aware and active beings, locally, nationally, and globally. Multicultural Education acknowledges that schools are essential to laying the foundation for the transformation of society and the elimination of oppression and injustice.

Multicultural should be designed to teach Indonesian Senior High School students to identify the core value of each culture teaching, recognize the characteristic and social norm of practicing of each culture in daily life, accept and appreciate differences in culture, ethnicity, social class.

Marshal (2002) in Norsana (2012) defines Multicultural Education as a vision of schooling based on the democratic ideals of justice and equality.

Indonesian context, Multicultural Education should be taught at school by designing a new teaching approach. The traditional Schooling that did not explore Multicultural Education, is a thing of the past, advocating restructuring within the areas of teaching styles based on the multicultural style, teaching techniques must accommodate the best way to deliver teaching materials by considering Multicultural Education, and interpersonal interaction among the students at school.

Base on Education decree chapter 4 verse 1 No. 20 year 2003 stated that National Education was implemented based on democratic, justice, not discrimination, and support the human right, social life, cultural moral value of the multicultural nation. According to Nuh (2012) in Napitupulu (2013) says

> *Pendidikan multikultural kita bangun lewat tokoh-tokoh dalam buku teks siswa. Dengan demikian, anak-anak akan terbangun kesadarannya bahwa Indonesia itu memang beragam. Kehidupan Indonesia tidak lengkap jika salah satu agama atau etnis tidak ada di Indonesia, tokoh-tokoh yang akan hadir dalam buku teks yakni Siti (anak perempuan berjilbab) dan Lina (bermata sipit dari etnis Tionghoa). Ada juga Edo yang berambut keriting dari Papua, Benny berasal dari etnis Batak, atau Udin dari Betawi. Nanti terus dikembangkan pendidikan yang memperkuat kebanggaan siswa sebagai generasi penerus bangsa*

Referred to the definitions, it can be revealed that multicultural Education incorporates the idea that all students, regardless of their different cultural practice and social class and their ethnic, racial, or cultural characteristics should have an equal opportunity to learn and respect each other in school.

Teaching and learning on multicultural Indonesia

Teaching multicultural Indonesia for students of senior high school need to be well designed because it multicultural is preparation for the social, political, and economic realities that individuals experience in culturally diverse and complex human encounters. This preparation provides a process by which an individual develops competencies for perceiving, believing, evaluating, and behaving in differential cultural settings. Students at school come from different cultural backgrounds, they need to understand that culture has an important role in their learning development.

Thus, multicultural education is viewed as an intervention and an ongoing assessment process to help students become more responsive to the human condition, individual cultural integrity, and cultural pluralism in school life. Provision should be made for instruction in multicultural education in teacher education programs. Multicultural Education should receive attention in courses, instruction, learning materials, all students' experiences related to teaching and learning activities, and other types of students' activities.

Multicultural Education could include but not be limited to the experiences which: (1) promote analytical and evaluative abilities to confront issues such as participatory democracy, racism and sexism, and the parity of power; (2) develop skills for values clarification, including the study of the manifest and latent transmission of values; (3) examine the dynamics of diverse cultures and the implications for developing teaching

strategies; and (4) form a basis for the development of appropriate teaching strategies. (Patricia G. Ramsey and Leslie R.Wlliams w, (2003).

Multicultural education in classroom interaction

Stevick in Brown (1994: 173) cautioned that learners can feel alienation in the process of learning a second language, alienation from people in their home culture, the target culture, and from themselves. In teaching an " alien" language, we need to be sensitive to the fragility of students by using techniques that promote cultural understanding.

By understanding learning problems faced by students in learning the English language, a Language teacher, who can generate the students' performance in the class, should promote cultural understanding by providing a certain teaching technique. Teaching techniques will help all students can learn and share their knowledge with their classmates without any reluctance.

A teacher must clearly understand that multicultural Education covers histories, texts, values, beliefs, and perspectives of people from different cultural backgrounds in the form of teaching and learning. In the classroom interaction, teachers can modify instructional teaching and learning materials to reflect the cultural diversity of the students. It also describes the race, ethnicity, nationality, language, religion, class, gender, but not sexual orientation, and finally, it will create a mutual understanding among the students in respecting each other in processing teaching and learning at school activities. By understanding the students' cultural background, the language teacher must provide the learning atmosphere that invites students' motivation by having it. Teachers also generate the students to dare in expressing their cultural background. It will make the teaching and learning interaction run well.

Multicultural Education is educational <u>equity</u> for all students, regardless of culture, and it strives to remove barriers to educational opportunities and success for students from different cultural backgrounds. In practice, teachers may modify or eliminate educational policies, programs, materials, lessons, and instructional practices that are either discriminatory toward or insufficiently inclusive of diverse cultural perspectives. Multicultural Education also assumes that how students learn and think are deeply influenced by their cultural identity and heritage, and that to teach culturally diverse students effectively requires educational approaches that value and recognize their cultural backgrounds. In this way, multicultural education aims to improve the learning and success of all students, particularly students from cultural groups that have been historically underrepresented or that suffer from lower educational achievement and attainment.

Research method

A descriptive qualitative method was employed in this research since the main interest concerned with the existence of multicultural Indonesia on English textbooks used by English language teachers, Students and describing their point of view or opinion related to the learning and teaching content based on multicultural Indonesia. Three English textbooks were analyzed and described the content based on culture. The English textbooks were published by the Publisher of the National Education Department, they were taken from first-grade students of Indonesian Senior High School. Furthermore, an interview session with 14 open-ended questions was intended to see the three language teachers and some selected students' points of view related to the learning English based on Multicultural Indonesia. Therefore, the setting of this research was conducted at Indonesian Senior High School with the consideration that the English textbooks were applied here. After interviewing with 4 English language teachers and 12 selected students did coding, as is the case in qualitative research data, the researcher carefully reviewed all interview

transcriptions to discover learning and teaching related to multicultural themes. Qualitative data obtained from semi-structured interviews and document analysis were analyzed in various procedures (Creswell (2012).
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Finding and Discussion

The following Table 1 is the core competence of teaching and learning English at Senior High School. This is the expectation of the 2013 curriculum that students can gain it as graduate school

Table 1. Core Competence of First Grade Students of Indonesian Senior High School

Core Competence	Description
Spiritual	Accepting, carrying out, and respecting the teachings of the religion they adhere to
Social	Demonstrate good behavior: a) honest, b) discipline, c) self-confidence, d) care, and e) responsibility in interacting with family, friends, teachers, neighbors, and the state.
Knowledge	Understand factual, conceptual, procedural, and metacognitive knowledge at the basic level by a) observing, b) asking, and c) trying. Based on curiosity about themselves, the creatures and their activities, and objects that they found at home, at school, and in society
Skill	Demonstrate the skills of thinking and acting: a) creative, b) productive, c) critical, d) independent, e) collaborative, and f) communicative in a systematic, logical, and critical language, in aesthetic works, in reflecting healthy students, and behavior according to their developmental stages.

Core competencies in Table 1 become a reference for the developing learning material based on multicultural Indonesia. These abilities are manifested to students have language skills, knowledge, social and spiritual in learning interaction in the school community. Therefore, teaching and learning material emphasized on skills carried out by integrating language skills, knowledge based on content development about Indonesian culture and its uniqueness including the beauty of Indonesia's natural heritage and culture, and it is expected in their learning and teaching to create awareness of living and interacting with friends at school or the community.

Based on the results of document analysis of the 2013 curriculum in Table 2 Standard Graduation of Senior High School Students was the expectation at the end of student learning in general that they can have the following abilities to have a good attitude, knowledge, factual information, conceptual, procedural. These will also be the basis for teachers to emphasize the purpose of the learning process and classroom teaching students can have these competencies before graduating from Senior High School.

Table 2. Scope Standard Graduation at Indonesian Senior High School

Competence	Learning Materials

Identifying social functions, text structure, and linguistic elements of the text to everyday students' activities.	Texts: advertisements, recounts, narratives, explanations, reports, descriptive, proverbs, puzzles, songs, brochures, leaflets, banners, pamphlets, factual reports, biographies, expositions
Communicate interpersonally, transactionally, and functionally about themselves, family, concrete and imaginative objects, which are closest to everyday students activities at home, school, and society, and related to other subject lessons.	Interpersonal, transactional, and functional text structures.
Arrange oral and written texts by using accurate, acceptable, and linguistic elements.	Listening, speaking, reading, and writing interpersonal, transactional, and functional skills that are covered by linguistic elements.
Editing written text by using text structures and linguistic elements.	
	short and simple phrases
Using language accurately, acceptable, and spontaneously	Modality with a clear definition.

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The result of textbook analysis and interview

The following Table 3 was the example of Learning content from one of the English textbook for the first-grade student:

Table 3. Learning Content in English Textbook (SMA/MA/SMK/MAK) for Grade X "Bahasa Inggris" by National Education Department (2008)

No.	Chapter	Topic	Sub-topic
1	1	Let Me Introduce Myself.	*Greeting Someone* *Asking How Someone is* *Saying How You are* *Introducing Yourself* *Introducing Someone* *Functional Text: Recount Texts*
2	2	I'm Sorry to Hear That	*Showing Attention* *Showing Sympathy* *Functional Text: Recount Texts*
3	3	That Sounds a Nice Idea	*Accepting an Offer/Invitation* *Declining an Offer/Invitation* *Giving instruction* *Functional Text: Procedural Texts* *Short Functional Texts: Invitation Letters*
4	4	Can I See You at 11 a.m.?	*Making Appointments*

			Approving Appointments
			Canceling Appointments
			Functional Text: Procedural Texts
5	5	I'm Delighted to Hear That	*Saying that You Are Pleased*
			Thanking
			Responding to Thanks
			Functional Text: Narrative Texts
			Short Functional Texts: Announcement
6	6	It was the Least I Could Do	*Thanking*
			Responding to Thanks
			Functional Text: Narrative Texts
7	7	What a Nice Hair Cut!	*Complimenting Someone*
			Congratulating Someone
			Responding to Compliments and Congratulations
			Functional Text: Descriptive Texts
8	8	I Find It Very Interesting	*Saying that You Are Excited*
			Functional Text: Descriptive Texts
			Short Functional Text: Advertisement
9	9	I Don't Believe It!	*Expressing Disbelief*
			Expressing Surprise
			Functional Text: News Item Texts
10	10	That's Very Kind of You.	*Accepting an Offer/Invitation*
			Functional Text: News Item Texts

The next document analysis was conducted to get clear information and expectation of the course formally stated in the National Curriculum of learning and teaching English at Senior High School. Subsequently, a content analysis was the method in describing the result of document analysis of English textbooks used by English language teachers for first-grade students. There were three English textbooks that were analyzed with one category only for the first-grade level.

A content analysis was conducted on all lesson themes to identify the textbooks used by English language teachers. The theme distribution in books for the first-grade level was 42 themes. Then, the content analysis yielded some findings on one category only. To understand this document analysis finding better, the researcher identified the textbooks for first grade was 3 three books. Those textbooks were published by the Ministry of Education and Culture (2017) entitled Bahasa Inggris for first-grade students of Senior High School (Revised Edition) and Ministry of National Education (2008) entitled Developing English Competencies and Interlanguage for first. This finding can be seen in Table 3 theme distribution in the textbooks.

It is not surprising that multicultural Indonesia in English textbooks for students of Senior High School was much less represented than other themes, such as western culture. Students should have a chance to expose multicultural Indonesia to expand their students' horizons in the globalization era. The representation of multicultural Indonesia in the textbooks must be high proposed to consider the immense variety of ethnic groups and local wisdom for all Indonesian

students. Lie (2000) describes that students from the non-Java ethnic group might feel alienated by textbooks that seem foreign, irrelevant, and unfamiliar.

A curriculum is a set of instructional learning materials and learning objectives that must be taught to the students for some periods. Curriculum 2013 is one of the Government's efforts through the National Education Department to resolve the various problems being faced by the Indonesian of Education today. Ministry of Education and Culture (henceforth, MONEC) released The 2013 Curriculum. It aims to help students acquire four language skills; listening, reading, speaking, and writing skill. Themes were selected based on the students' cognitive development and interest. This curriculum integrates reading, listening, speaking, and writing, but emphasizes reading. Teaching grammar, vocabulary, pronunciation, and spelling enhance rather than promote mastery of each of the four skills. Widodo (2016) notes that The 2013 Curriculum for English language teaching curriculum aims to prepare Indonesian students to become citizens who are religious, productive, innovative, and passionate, and that can give contributions to their social life, national, and global civilizations. students are also expected to be global citizens of the world who respect religious, social, and cultural values; enjoy working hard, and creative thinking to contribute at both National and International levels

However, some experts state that it is urgent to make our students can express their own culture in teaching and learning atmosphere, it is based on their cultural background. Cultural themes in Curriculum 2013 have not talked about cultural values, but it still discusses cultural material. Lie (2000) explains that designing a curriculum and developing learning materials that reflect multicultural perspectives may not be easy. One set of books will not be adequate to incorporate the various components of Indonesian cultures. But She suggests that scholars and educators from all regions should be encouraged to get involved in determining curriculum content. Meanwhile, teachers should be aware of the growing diversity in schools and the implication of using a certain set of curricular materials in their classrooms. The other experts, (Duff and Uchida (1997) argue that the cultural underpinnings of language curriculums and teaching must be further examined, "particularly so in intercultural situations in which participants were negotiating their socio-cultural identities as well as the curriculum."

Whereas, what we want is to internalize Indonesian values and local wisdom in teaching and learning materials. In cultural Education, the most important thing is how cultural values can be manifested or implemented as behavior.

Based on the data finding on research was conducted on analyzing some English textbooks used by English language teachers at Senior High Schools showed that most of English textbooks did not explore multicultural Indonesia.

Table 4. Theme distribution in the textbook unit used by English instructors of first grade

No.	Publisher	Year	Title	Community	Weather	Advertisement	Western	International	Environment	Entertainment	Geography	Disaster	Correspondent	National Hero	Mass Media	Comm and IT	Famous Person	Personal life	Culinary	Culture and art	language and art	Total
1.	MONEC	2017	*Bahasa Inggris*	2	1	1		1	1	3		1	1	2			1			2		16
2	MONE	2008	Developing	2	-	1	-	-	-	-	1	-		-	2		-	1		3	2	12

3	MONE	2008	English Competencies Interlanguage	1		1		3	1			1	1		4	1	2		15
				5	1	2	1	1	1	6	2	1	1	2	3	1	1	5	1	7	2	42

Concerning the textbook for the first student of Senior High School, Table 4 was intended to describe finding from document analysis on learning materials used by English language teachers from three English textbooks. In the first book, *Bahasa Inggris* published by the Indonesian Ministry of Education and Culture (henceforth, MONEC), the representation of multicultural Indonesia was very low. Even though there was some theme discussed famous person and culture and art. Meanwhile, the second and third textbooks were published by the Ministry of National Education. Most of the themes still far from exploring multicultural Indonesia, and some students have the expectation to get the materials of multicultural Indonesia in order to renew their cultural understanding and increase their cultural knowledge of multicultural Indonesia.
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> *"In my opinion, Learning material based on multiculturalism must be taught to us. Multicultural-based learning is useful learning material because we learn English through Indonesian culture so that we can follow modern culture, and we can learn our culture so that we do not forget our own cultures" (KUR, X)*

> *"I think it is good learning because we learn English and do not forget our culture. There are many cultures in our country that are forgotten by the young generation because they love western culture. Hopefully, with this kind of learning, we can appreciate our brotherhood as Indonesian people" (JSLD, X)*

> *"In my opinion, learning English based on multiculturalism is very important for the development of our mindset as a young generation, so that we can understand each other's differences and prevent divisions between ethnic groups". (AU, X)*

> *"I think it is very interesting because we learn English while learning Indonesian culture so that we are able to respect each other's cultures, so I think these learning materials are unique, which is different from the others". (ADP X)*

> *"I think learning English based on multicultural ethnic is very interesting because we can know various kinds of our own culture and we can also learn English easily. In addition, we can also find out the other traditional languages in Indonesia". (ATR, X)*

Based on their expectation, developing multicultural Indonesia-based learning materials is expected to improve students' cultural awareness and increase their understanding of cultural knowledge. Therefore, the main goal for teachers in teaching cultures to the students is to develop multicultural awareness, tolerance, and acceptance of differences of ethnic groups among them,

and to enhance the attitude, cultural knowledge, and intercultural skills of the students. It is really expected that all students who have studied the developing multicultural Indonesia-based learning materials are capable of promoting and practicing their cultural understanding and awareness with respecting other students' cultural backgrounds.

Since students showed a high sense of attachment and contribution to the nation rather than to their local community and ethnic group, there is a possibility for them to prevent conflict and maintain unity as a good nation. In the civic Education of the national curriculum, students are taught multiculturalism as a pillar supporting the unity of the country (Nakaya (2018)

Another following statement of first-grade students related to multicultural Indonesia-based learning materials for students of Senior High School.

> *"Learning English based on culture is a good breakthrough, we need to know now that many young generations have a cultural crisis by forgetting about their own culture. What Pak Arifin proposes was very impressive because it packs multicultural-based English learning very well and interestingly" (Satria M.S, X MIA).*

> *"In my opinion, multicultural-based English lessons are very exciting activities because Indonesia is well known for its cultures and languages. So that we do not only develop the language we use every day, but we need to know other traditional or local languages because we have friends, family, and friends who have their own traditional or local languages" (Suriani, X IPS)*

> *"I think that learning multicultural-based English is very important because it can increase our knowledge of other people's cultures so that we have broad insight into other cultures and avoid cultural conflicts that occur around us" (Wahyu Prima Wardhana, X IPS)*

> *Learning Engish based on multicultural Indonesia is very good because We can learn English and get other knowledge about a culture. We can also know many others and lead to tolerance, including mutual respect for each other. Learning multicultural is like a proverb saying: "One row, two-three islands are exceeded" can speak English, get to know our culture (DC, X- MIA 1)*

> *I think learning English based on multicultural ethnic is very interesting because we can know a varied culture and ethnic and we can also learn English easily. In addition, we can also find out the other traditional languages in Indonesia. (ATR, X- MIA 1)*

Related to the data finding in Table 4 was intended to find out the theme in which the students studied from an English textbook used by English language teachers. Based on the data in Table 4 showed that the learning themes are still far from multicultural Indonesia. It was only 7 themes from 42 themes that the students received from the existing English textbooks. The researcher recommended in designing instructional materials that can help students to connect with their cultural background or teaching and learning should emphasize multicultural Indonesia. The

information about the theme should relevant to the field of students' interest was also obtained from the interview with the students and English language teachers.

> *"I think the English language teacher should understand first about Multicultural Indonesia and learn the students' characteristics through the student cultural background. It is an important notion before the teaching and learning process will be started".* (Bdr, English language teacher 1)

> *"I agree if the teacher knows well his or her students' cultural background because teaching in the class not only talk about learning materials but also how the students interact each other should be identified in order to English language teachers are able to conduct the holistic assess or evaluate."* (Slm, English Language Teacher 2)

> *" I think teachers have a lot of psychological burdens to learn all the students' cultural background because She or He actually should focus on what the teaching materials can be discussed with the students and how they are able to gain the core standard and basic standard competencies were gained by the students. But learning the students' cultural background generally, I think it is ok for English language teachers."*(Btw, English Language Teacher 3)

> *" I think it is a must to be learned by English language teacher because by having it, the teachers are able to identify the students' competence based on their cultural background. It will help the teachers to identify the smart and active students. "*(Imm, English language teacher 4)

The cultural content is one of the challenging English teachings for Indonesian teachers today since many English textbooks are lack of Indonesian cultural understanding. Based on the data findings in Table 3 was conducted displayed that the author of the English textbooks should provide a portion of many Indonesian multicultural themes rather than foreign cultures and explore Indonesian cultural theme from Sabang to Merauke. As a result, students have a chance to learn about their own cultures. However, the teacher should increase their understanding of multicultural Indonesia first before going to teach the cultural knowledge from the other countries. It is a great expectation that students are able to master their understanding of multicultural Indonesia, then culture from neighboring countries. Using English as a medium for communication and bringing multicultural Indonesia as teaching content is more interesting.

Table 5. Representation of ethnic group and local culture in the textbook for First Grade Students

No.	Publisher	Year	Title	Number of Ethnic Group and Local culture/ page												Total
				Bali	Javanese	Toraja	Jogya	Madura	Makkasar	Pelmbang	West Java	Banjarmasin	Buginese	Acehnese	West Sum	

1.	MONIC	2017	Bahasa Inggris 1		2 (63, 123)							1 (53)	1(134)	1(145)	1(172)	6
2	MONE	2008	Developing English Competencies 1	2(6, 123)	3 (20, 106,116)											5
3	MONE	2008	Interlanguage 1	2(2, 73)	3(49, 73, 85)	1 (27)	1 (45)	1 (47)	1 (48)	1 (49)	2 (50, 73)					12
				2	8	1	1	1	1	1	2	1	1	1	1	**21**

The data in Table 5 showed that the author of the English textbooks only mentions 21 times the names of the regions discussed in the overall theme of teaching and learning English at first grades. The finding also showed that Javanese, 8 points, has the highest number of cultures and ethnicity discussed in an English textbook. Meanwhile, the other culture and ethnicity representation was a small number. It recommends that the future author of English textbooks should understand that the cultural representation in the textbooks not only Javanese culture and ethnicity but also Indonesian culture and ethnicity are potential to be discussed in teaching and learning English for students of Senior High School as the young generation of Indonesia.

Patrick (1998) and Lockheed and Verspoor (1990) as quoted in Lie (2000) state that textbooks are the dominant classroom instructional learning and teaching media. Textbooks are the main learning sources and as the main tools for teaching and learning interaction in the classroom used by language educators and students. unfortunately, textbooks were analyzed in this study show that less of cultural or multicultural topics, most of the topics were general. The other expert, Supriadi (1999) noted that in the last 3 years, concern has been growing over multiculturalism in textbooks and that "schoolbooks should also be culturally sensitive and recognize varied students' sociocultural backgrounds which affect their learning.

Therefore, Educators should recognize that the goals and values of National curriculums, materials, and activities reflect social values. Educators should also ensure that textbooks are culturally sensitive and respect students' varied socio-cultural backgrounds. This study sheds light on the multicultural values of EFL textbooks ((Lie, 2007)).

We are always shocked by how little students understand their own cultural background. do not our educational officers in Education local and national departments know that teachers have one of the hardest and most important jobs or task in making their students are able to understand their own ethnic group and others.

Based on recommendation research was done by (Lie, 2000), there are seven research recommendations about textbooks used by language educators at Senior High Schools. To develop instructional learning materials based on Multicultural Indonesia for peace and development, the following are recommended:

1. The Department of National Education should ensure that the curriculum respects diversity.
2. The department should endorse more than one set of books to provide a larger choice.

3. *Schools should be free to choose textbooks that are suitable and relevant to local contexts as long as these textbooks comply with the goals, objectives, and principles set in *Teaching and Learning Program Guidelines.*

4. Educators and textbook writers should ensure that textbooks do not contain discriminatory and stereotyping language and content in relation to gender, socioeconomic, local cultures, and ethnic diversity.

5. Educators-especially from outside Java should be encouraged and helped to develop curricular materials and write textbooks suitable and relevant to local needs.

6. Textbook writers at the national level should involve local educators as partners and empower them to develop learning materials that address the diverse cultural, racial, personal, and academic needs of their students.

7. Teachers should be aware of the growing diversity in schools and always attempt to create a learning environment in which differences are recognized and accepted while providing students with a common set of norms and values.

Conclusion

By putting the teaching and learning of English language-based on multicultural Indonesia on the first-grade students of Indonesian Senior High School, it will provide an opportunity to the students to be able to learn about tribes and life of Multicultural Indonesia. So, they can create a life full of tolerance and life in the difference that mutual respect for one another. Therefore, the absence of teaching and learning content-based on Multicultural will facilitate the students do not appreciate each other over the differences such as lack of empathy, respect, honor, and harmony in the study. Thus, it is important for teachers to encourage policymakers on Education affair to formulate teaching and learning content-based related to the cultural understanding for students of Indonesian Senior High School because of the disquiet felt not only by students over the possibility of the occurrence of conflict in the classroom but also the wider easy the occurrence of social conflicts in the community because of the lack of knowledge about multicultural Indonesia since on the first-grade level.

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