

CHAPTER I

INTRODUCTION

1.1. Research Background

Intercultural education has become a common practice in English language teaching. Knowledge about the target language culture serves as a crucial contextual factor that facilitates meaningful and contextual foreign language learning (Miftakh, 2017). Additionally, understanding cultural differences should be introduced to students from an early age because it is a fundamental concept that should be grasped during childhood (Johnson, 2019). This understanding will help them become individuals who can interact with various cultures.

Besides classroom activities, intercultural education should also be integrated into every textbook used by students (Fatgehipon, 2023). When intercultural education is incorporated into textbooks, students will be able to more easily and quickly accept and appreciate the diversity of individuals or groups with different backgrounds. Research on intercultural education has become an increasingly important topic in the current context of globalization (Sechandini et al., 2023). The research involves the study of how culture, identity, and intercultural experiences influence the education and learning process. Research is conducted to understand how students' culture influences the way they learn and how appropriate learning approaches can be developed to meet the needs of students from various cultural backgrounds (Purwanto et al., 2023).

Intercultural education teaches how to live in diversity to create peace in diversity. This is closely related to peace education, which is education about how to resolve a conflict to create a peaceful education. The important thing in intercultural education is tolerance which is in line with peace education. In peace education, tolerance is the main factor that often causes

conflict in diversity. The introduction of the seeds of tolerance, respect for differences in formal and non-formal education both in schools will be a strong foundation for achieving peace (Fahmi, 2022). Purnama Sari et al. (2022) argues that strengthening attitudes of tolerance can also be useful for maintaining harmony in society, preventing divisions, and uniting differences. Research on the relationship between intercultural education and peace education has attracted the interest of academics and educational practitioners because both have similar goals in promoting understanding, cooperation, and respect for cultural diversity as well as encouraging peace and reconciliation between individuals and groups (Sechandini et al., 2023). According to Maulidiah et al. (2023), research was conducted to explore how intercultural education can prepare individuals to participate in intercultural dialogue that promotes peaceful conflict resolution. This relates to the goal of peace education to build skills in non-violent conflict resolution.

Indonesia has a very plural population, including religion, language, customs, etc., so it is very vulnerable to conflict (Wulandari, 2015). Putra et al. (2020) Intercultural education and peace education are important things to teach to students. With intercultural education, students will learn about the cultural diversity that exists in Indonesia and outside Indonesia. With intercultural education, students will understand how to live amidst cultural diversity. Intercultural education will teach students to be tolerant of other cultures in Indonesia or cultures outside Indonesia. Elbes & Oktaviani (2022) The vulnerability of conflict that occurs due to cultural diversity and lack of tolerance can be overcome by teaching peace education in the world of education. Purwanto et al. (2023) Peace education will teach how to resolve conflicts that occur so that peace can arise in cultural diversity. In Indonesia, research on intercultural education and peace education is becoming increasingly important along with the complexity of cultural, ethnic, and religious diversity in Indonesia. Khojir et al. (2021) This research focuses on analyzing intercultural and peace education English material, focusing on speaking skills in Junior High School.

Along with the development of education in Indonesia, Indonesia has made several changes to the curriculum to support educational progress. According to Marzuqi and Ahid (2023) the curriculum is a key in implementing educational activities, because it is related to determining the direction, content and process of education which ultimately determines the type and qualifications of graduates of an educational institution. In line with changes in the curriculum, this also led to changes in textbooks. The change in textbooks as a result of curriculum changes in Indonesia can have a significant influence on intercultural education. Curriculum changes are often followed by updates to the content of learning materials. In the context of intercultural education, this could include increasing the representation of cultural, ethnic, religious and linguistic diversity in textbooks.

Better recognition of this diversity can promote better understanding and appreciation of the different cultures in Indonesia. Changing textbooks due to changes in the curriculum in Indonesia can be an opportunity to strengthen intercultural education and promote a better understanding of cultural diversity among Indonesia's young generation.

Apart from textbooks, intercultural education and peace education can also be taught through speaking lessons. Speaking is a skill or ability to express opinions, comment, and reject other people's opinions if they do not match our opinions, as well as the ability to ask and answer these questions (Muzammil, 2015). Teaching intercultural education and peace education through speaking lessons can be a very effective method because direct interaction between students allows them to share experiences, build mutual understanding, and develop very important intercultural communication skills (Sechandini et al., 2023). One method that can be used to teach intercultural education and peace education through speaking lessons is the role play method. With the role play method, students can be given the role of several people who have different cultures. With a conflict, students are asked to do a role play and resolve the conflict in order to create peace.

Intercultural education and peace education are important things to include in textbooks because human life has different cultures so it is very possible for intolerance to occur, which causes conflict (Khojir et al., 2021). Apart from textbooks, intercultural education and peace education can also be taught through speaking in English language learning (Maulidiah et al., 2023). With the importance of intercultural education and peace education, it is necessary to carry out research to find out how intercultural education and peace education are in English textbooks and in English language learning and how intercultural education and peace education can be taught through speaking lessons.

This research holds significant importance as it delves into two crucial aspects of education: intercultural understanding and peace education. In today's interconnected world, fostering intercultural competence among students is paramount for promoting tolerance, empathy, and harmony among diverse communities. By doing document study method, it can evaluate the intercultural and peace education English materials, particularly focusing on speaking skills in junior high school, this study not only sheds light on effective teaching strategies but also contributes to the broader goal of nurturing global citizens who are equipped to navigate Intercultural environments and contribute positively to a peaceful society.

1.2. Identification of the Problem

Although speaking materials in English language learning have undergone significant development, there are still several problems in its implementation in the field. According to Abas (2020), the goal of teaching speaking materials is for students to be able to communicate ideas or thoughts verbally, or to express knowledge, life experiences, ideas, images, aspirations, and so on. However, there are several key issues that affect the achievement of these goals.

First, some speaking materials are not relevant to students' daily lives or interests. Unfortunately, speaking skill still become student's obstacle in

learning English. Students' difficulties related to speaking skill are their lack of understanding to reflect with their social or cultural context (Suryanto & Sari, 2021; Susanto et al., 2020). For example, some students who were interviewed said that they often felt obstacles in speaking English skills due to certain factors, namely lack of vocabulary, shyness, and hard to understanding with material on the textbook not reflect based knowledge in cultural context. The topics discussed in textbooks often do not reflect the social or cultural contexts that students face in their daily lives, making it difficult for them to connect with the material being studied. The lack of engaging or relevant contexts can reduce students' motivation to learn and actively participate in speaking lessons. As a result, students may end up merely memorizing phrases without truly understanding how to use the language in real-life situations.

Second, speaking materials usually focus too much on mechanical exercises such as pronunciation of words and phrases, without providing enough space for students to practice active communication in a broader context. For example, exercises often emphasize correct pronunciation but do not give students the opportunity to engage in conversations or discussions that reflect real-life communication scenarios. This can hinder students' ability to speak confidently and fluently in real-world contexts, where the ability to adjust communication style to the audience and situation is crucial.

Third, the representation of intercultural education and peace education in English teaching materials is often limited. In English textbooks published in Indonesia, the representation of intercultural and peace education can vary greatly depending on the approach and focus of each book. According to Mulfianti (2013), as cited by Ira (2018), understanding the cultural context included in English textbooks can enhance students' understanding of Indonesian culture while learning English. However, in reality, the materials often lack attention to cultural diversity and the values of tolerance, as well as

conflict resolution skills that students need to face an increasingly complex and diverse world.

Fourth, there is still a lack of integration of peace education values in English speaking materials at the junior high school level. Existing materials often do not teach conflict resolution skills or the importance of peaceful coexistence in a diverse society. When students are not equipped with these concepts, they may not be prepared to face social challenges that can arise from cultural and ethnic differences, both in the school environment and in the broader community.

Therefore, this research will analyze how intercultural education and peace education are represented in English teaching materials at the junior high school level, as well as their impact on students' motivation to learn and their development of speaking skills by compare 3 different curricula. This study will examine whether the existing materials adequately address the need to understand and appreciate cultural diversity and teach peaceful conflict resolution, or whether there are still gaps that need to be addressed to make English language learning in Indonesia more relevant, inspiring, and beneficial for students.

1.3. Research Limitation

This research is only limited to the analysis of intercultural and peace education, focusing on English material in Junior High School.

1.4. Research Questions

Based on the background of the study and the identification of the problems, research questions are formulated as follows:

1. How do junior high school English books represent intercultural education?
2. How do junior high school English books represent peace education?

1.5. Research Objectives

Based on the research questions above, several research objectives are formulated as follows:

1. To describe the representation of intercultural education in Junior High School English books
2. To describe the representation of peace education in Junior High School English books

1.6. Research Significant

a. Theoretically

This research can be used as a reference for research that has similar research connections and interests

b. Practically

1. For students

For students, they can use English as a means of communication and learn about culture. They will know how to behave in interaction and communication with other people who have different cultural backgrounds than English.

2. For teachers

For teachers, this research as a benchmark to find out about intercultural education so far and as a new way to teach diverse cultures through English language.

3. For other researchers

For other researchers, this research can be used as a reference and guidance in conducting similar research