

An Analysis The Symbolic Violence of Pictures In English Textbooks Used at SMAN 1 Mamuju

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Abstract

Symbolic violence is a non-physical violence as an exertion to legitimate domination in a social group. Symbolic violence practice possibly occur everywhere and every time including school. Nevertheless, that practice tends to be considered as a normal phenomenon. Thus the object of the violence unconsciously put himself as the victim of the violence. The theory of Bourdieu was used to explain social class dominantly represented in the pictures of text books and symbolic violence represented in the pictures of English Text Books used. Data analysis of the pictures was based on Pragmatic Semiotic theory that explained in qualitative descriptively at the end. The research has shown that high class characteristics are dominantly described and several pictures of the two books represented symbolic violence practice. However, it always considered normal without proper explanation. Another concerned finding was that Symbolic violence practice was indicated by the representation of particular social class's characteristic dominantly. It could be an obstacle for those who have never seen the modals previously. This research has proven the existence of symbolic violence in school and as an alert as well for those who plays any role in education to prevent social discrimination and symbolic violence practice.

Keywords: Symbolic Violence, Text book

Abstrak

Kekerasan simbolik merupakan kekerasan non fisik sebagai upaya untuk melegitimasi dominasi dalam sebuah kelompok sosial. Praktek kekerasan simbolik dapat terjadi kapanpun dan di manapun. Akan tetapi, praktek tersebut cenderung dianggap sebagai fenomena yang wajar sehingga objek kekerasan tersebut tanpa sadar menempatkan diri sebagai objek kekerasan. Pendekatan Teori Bourdieu digunakan untuk memaparkan kelas sosial yang dominan di representasikan di dalam gambar pada buku teks dan praktek kekerasan simbolik yang digambarkan di dalam buku teks bahasa inggris. Analisa data berupa gambar didasarkan pada teori Pragmatig Semiotik dan diterangkan dalam bentuk deskriptif kualitatif. Hasil studi menunjukkan bahwa kelas sosial yang dominan digambarkan pada ilustrasi buku teks bahasa inggris adalah High class. Sementara beberapa gambar pada ke dua buku tersebut merepresentasikan praktik kekerasan simbolik. Akan tetapi penggambaran tersebut hanya dianggap hal biasa tanpa diterangkan sebagaimana mestinya. Hal memprihatikan lainnya adalah praktik kekerasan simbolik terhadap peserta didik terindikasi dari pemaparan karakteristik kelas sosial tertentu yang dominan. Pemaparan karakteristik modal kelas sosial tertentu akan menghambat proses belajar peserta didik yang jarang atau bahkan belum pernah melihatnya. Hasil studi ini merupakan pembuktian adanya praktik kekerasan simbolik di sekolah sekaligus memberikan tanda siaga kepada setiap unsur pendidikan untuk mencegah diskriminasi sosial dan praktik kekerasan simbolik di dunia pendidikan.

Kata Kunci: kekerasan simbolik, buku teks

Introduction

A text book is an instruction in any branch of study in the schools even in the colleges to support a teaching program which is design based on the curriculum. Kepmen No: 36/D/O/2001, chapter 5, verse 9 (a); Textbooks is a handbook to review a course written and compiled by specialists related fields and meet the rule textbook published operates as well as the official and disseminated". In teaching and learning process, textbooks can be used as a major reference book or be a supplement/ additional.

According to (Seguin, 1989, p.3) ensuring the provision of school books to educational system is one of the problems which many countries still have to face. One important consideration is about the contents of the book to be provided. These are significant and decisive aspect, because one of the main objectives of educational authorities is to provide educative textbooks that meet the needs of their educational system. The pictures content in textbooks essentially aims to stimulate students to understand the concept or content of the book. Realistic visuals can provide readers with a real experience. The more the image matches the original object, the greater the stimulus you receive. The images presented in textbooks can be images of objects, animals, plants, humans, or interactions between one another. In particular, language textbooks contain lots of pictures of social interactions. However, in depictions of social interactions, inequality of power dominance is often seen, whether in the cultural sphere or class of society. This case is what Bourdieu means by a symbolic violence.

It is expected that the teachers should precisely use a good book, thus the students can be stimulate precisely and their knowledge must not be misleading. Nevertheless we should wonder about the fact that in selecting the textbook teachers are hardly consider the pictures represented inside. A problem we can deny is the possibility that textbooks as a source of teaching materials used by teachers in schools are a means of socializing the practice of symbolic violence.

Symbolic violence is a violence occur by symbols or sense such as cultural, group or class trough particular way and legitimate by the object of violence unconsciously. It is not a physic violence even psychologist. These both violence forms could be recognized easily but symbolic violence is not. The practice of Symbolic violence could be everywhere and any time unconsciously. Its existence always legitimate as a reasonable phenomenon and impact to majority, they accept the phenomena easily as they put them self as the object of symbolic violence outright. Stated in (Martono, 2012, p.42) Bourdieu believes that school is one of many fields where the symbolic violence practice grows rapidly. We can deny the possibility that textbooks as a source of teaching materials used by teachers in schools are a means of socializing the practice of symbolic violence.

Symbolic violence is a term introduce by a French sociologist Pierre Felix Bourdieu. He was born in Denguin Pyrenia Atlantik (France) in 1930. He used to study literature in France. He thought literature at several places before he finally appointed as directeur at Ecole des Hautes Etudes en Sciences Sociales (EHESS) and Centre de Sociologie Europeenne. He achieved the peak of his academic career when he was appointed as an expert in sociology and succeeded Raymond Aron in leading the College de France (1981).

Bourdieu's writing lies on many fields ranging from politics, education, culture, arts, to literature. In January 23 2002 cancer finally got him in to his long rest.

Among Bourdieu's brilliant thought, one of the most popular concepts he developed was *Habitus*. *Habitus* is such a system of dispositions (schemes of perception, thought, and action) that are acquired and persist over time. It is a lifestyle, values, disposition and group expectations of certain social. "Habitus is a mental structure to understand the social world; this mental structure is the main product of internalization structure of the social world" (Bourdieu, 1990, p.14). *Habitus* is not a single thought thus to understand the concept completely, we need a difference kinds of viewpoint.

Habitus is social values which internalized by humans, and is created through a process of socialization of values that lasts long, so it settles into a way of thinking and behavior patterns that persist within the human self (Wattimena, 2012, P.3). *Habitus* that is so deeply embedded and settles become the physical behavior which he called as *hexis*. (Syatir, 2014, P.17) said each class will have a different *habitus*. This *habitus* is precisely then forced by the dominant class to the dominated class.

SMAN 1 Mamuju is one of favorite and famous school in Mamuju consists of students from variety soacial class. It could be a suitable subject to review the equality of facilities distribution for all social groups of students through the presentation of illustrative images. It could be media investigating the existence of symbolic violence in the school at the same time. Bourdieu's theories on the previous several paragraphs help the researcher classifying the class of social class and symbolic violence represented in the English textbooks. Analyzing sign in the form of pictures semiotic concept will be applied.

In the past "Semieon" (Greek) was used by Greek as the refferal of a science which is inspect around sign system in the human life. From word "Semieon" the terms of "Semiotic" was formed. Semiotic terms refer to scientific ivestigation of sign, symbolism and human's work not only in the range of linguistic but also investigation of painting, carving, photography, and many more visually object.

Pierce (in Rusmana, 2014, 1p.7) define Semiotic as the study of sign and all the things refers to sign; how signs representates things, idea, condition, situation or feeling out of the sign it self. Semiotic lies on the study of system, rules, and convention which is allows these signs means something. Sign is something wich is phisically can be captured by the five human senses and refers (presentate) things out of itself. The process of semiosis consit of representament, object and interpretant. The process of semiosis is analyzing the object to find out the meaning of the sign (representamen by the interpretant). Pierce classify sign based on the relation between representament and object into three, they are; icon, index and symbol. Symbol are signs which is appear based on cenvention, Icon are signs which is appear based on phisically similarity and Index are signs which is appear from causal relationship. Semiotic applied could be reflected trough simbol, index dan social phenomena.

On the other side (Rusmana, 2014, p.5) define semiotic as a branch of study about sign investigation and all the things refers to signs such as sign system and process that is prevails to the sign. Semiotic is sign as a komunikasi action that is complete into a literature model including factors and apect substance to understand the phenomena of literature as communication tool in the society.

Significantly semotic inveastigate the sign in the words and explain the signs meaning trough find out the relation between sign characteristics and it meaning. Based on the explanations above we can conclude that semiotic is a study lies on the sign system consist of sign characteristics, functions, rules and how the sign represent a meaning that is prevail in human's life.

Broadly semiotic classified into three basic concepts, they are semiotic pragmatic, semiotic syntactic and semiotic semantic (Pierce in Rusmana, 2014, p.22). Semiotic pragmatic describes the origin of signs, function of sign based on the applicant, and the effect of the sign to the interpretant. Semiotic syntactic describes about how the sign used by applicant without pay attention to the sense or the relation to the subject. This semiotic obey the effect due to the subject who interprets. Semiotic semantic describes about the meaning of a sign based on the meaning conveyed and relation of sign each other.

Based on the explanation above we know that the most suitable field to analyze this research is pragmatic semiotic. In this case pragmatic semiotic describe the effect of the sign to the interpretant that we need to analyze the effect of the picture represented in the textbook to the students.

Research Methodology

The qualitative descriptive design used to reveal the social class that dominantly represented in the pictures in the English textbook and the symbolic violence which was represented in the pictures of English textbook used at second grade in SMA Negeri 1 Mamuju. The research was conducted on March academic year 2022/2023.

The subject of the research were two English textbook used in second grade of SMA Negeri 1 Mamuju. Each textbook are guidance book (English Zone) and hand book (students' book). In this case guidance book used by the teacher is English Zone published by Penerbit Erlangga. On the other side handbook used by the teacher design by English teacher team of SMA Negeri 1 Mamuju. These books are taken based on particular purpose that the subject should meet the requirements and specific.

The instrument used to collect the data in this research were documentation and observation checklist. The researcher collected 114 pictures including 106 pictures from English Zone and 8 pictures from student's book. Observation checklist designed based on the Bourdieu's categorization of social class that could be recognized through habitus or life style and capital or properties presented in the pictures. Furthermore the social class in this case was classify into three, they are higher class, middle class and lower class. The next, data were analyzed through semiotic theory specifically pragmatic semiotic which emphasizing sign as the object of study.

The procedure of collecting data, using the Miles and Huberman model that is collect the data, reduce the data, display the data and make a conclusion or verification of the data, (Sugiyono, 2011, p.146). The research was conducted through steps below:

Collecting Data

Firstly the researcher collected all the English textbook used by second grade English Teachers of SMA Negeri 1 Mamuju and documented all the pictures. Then the researcher classify the information dealing with social class represented in the pictures into the observation checklist.

Data Reduction

After collected all the data through observation checklist, the researcher reduced all the object from 114 pictures down to 46 pictures including 41 pictures from English Zone book and 5 others from student's book. Reducing means that summarize, choose things that are basic, focus on things that are important, sought themes and pattern and also remove unnecessary. This step is very important because we need to sharpen the point of the data. In this research reducing data started by separating unnecessary data from the observation

checklist. The researcher blacklisted numbers of unneeded pictures. Then the researcher made new list consist of choosen necessary data.

Data Display

The next step after reducing the data was presentating the data in the form of brief description, relationship between categories and so on.

Conclude/ Data verification

The last step was making conclusion or verify the data. The conclusion of the research designed to answer the research question in the beginning of the research.

Finding and Discussion

English teachers at SMA Negeri 1 Mamuju are using many books to support each teaching process, such as English Zone by Eka Mulya Astuti published by Penerbit Erlangga, A Practical English Grammar by A.J Thomson, Improving Your English by M.J Lado pulished by Arikha Media Cipta, Standard English Vocabulary by Drs. R. Nur Asir., M.Hum. published by Yayasan Fatiya and student's work sheet (Student's book) designed by English Teacher team of SMA Negeri 1 Mamuju.

The information was acquired that teacher at SMAN 1 Mamuju use these books alternately or combining them because there is no perfect textbook. Every book has it deficiency. A book may not contain something that exist in another book, and vice versa. These books are completing each other, that is why itthey are used together.

Although English teacher at SMA Negeri 1 Mamuju use many books, but the book which is choosen as the data resource was only small part of total numbers of the book used. The book which is fulfill the requirements to be investigated are books that is used at present academic year of second grade. In this case there were only two books taken as the subject of the research. They are English Zone by Eka Mulya Astuti and Student's hand book designed by English Teacher team.

The data collected through documentation showed 106 pictures from English Zone which means 92,98% from 114 pictures and 8 pictures from student's book which means 7,02% from 114 pictures. After analyzing the pictures, it's number then reduced into 46 pictures including 41 pictures from English Zone which means 89,13% from 46 pictures and 5 others from student's book which means 10,87% from 46 pictures. The data were reduced for untaken pictures do not meet the requirements for research need.

There were only 46 pictures that describe the characteristics of social class. The other 68 pictures depicted table, animals, plants and sceneries.

First book

Higher class were presented in the pictures number 2, 3, 10, 28, 29, 45, 53, 54, 55, 56, 57, 61, 63, 71, 77, 91, 92, 97, 98, 102, 103, 104 and 105.

Middle class presented in the pictures number 1, 6, 9, 11, 13, 30, 31, 38, 60, 73, 78, 81 and 84.

Lower class presented in the pictures number 3, 14, 67, 74, 75 and 83.

Second book

Higher class were presented in the pictures number 4 and 5.

Middle class presented in the pictures number 1, 2 and 3

The description above tells us that 23 pictures from first book and 2 pictures from the second book describe higher social class in the society. The social class represented by objects that commonly dealing with high class habitus such as luxurious jewelry, clothes, furniture, personal vehicle, expensive food. More over habits or activities of high class described in the illustrations such as shopping and buy many things, collecting luxurious jewelry, driving own vehicle and playing golf. Besides, there were 13 pictures from first book and 2 pictures from the second book that shown middle class habitus which were characterized by the object such as jewelry, clothes and electronics. The activities described this class such as visiting particular store to buy something, playing baseball, watching in the cinema and using telephone. On the other hand, there were only 6 pictures from first book describe lower class habitus. Objects described this class were bad clothes and activities such as saving money in the piggy bank; draw some water from a well and hoeing in the field. These data lead us to the finding that the text books used by the teachers at SMAN 1 Mamuju represent more high class habitus than middle and lower class habitus. This finding indicates concern dealing with discrimination toward students need. Those who owned high class characteristics dominantly facilitate through the illustration that those who not.

This finding relevant to the statements that social creates habitus, rather than the process of individual. It leads to form of enduring and transferrable from one context to another, but that also shift in relation to specific contexts and over time. Habitus can be changed under unexpected situations or over a long historical period' (Navarro, 2006, p.16). It is neither a result of free will, nor determined by structures, but created by a kind of interplay between the two over time: dispositions that are both shaped by past events and structures, and that shape current practices and structures and also, importantly, that condition our very perceptions of these (Bourdieu, 1984, p.170). This pointed out that habitus is created and reproduced unconsciously, 'without any deliberate pursuit of coherence, without any conscious concentration.

Another finding is that there were three pictures represented symbolic violence. The first picture showed a social phenomenon in which a young man is playing a guitar loudly. Grimacing face of neighbors depicted disturbed by the noises but can do nothing. The second picture showed a rich corruption man and a poor young girl. It represented an extremely different prosperity level.

There was no visible action of hurting each other but we know that indirect impact of a corruption is a misfortune of some citizen. The third picture showed a group of kids doing their group project. Three of the kids were busy finishing the project while the five other were watching them. Group tasks should not only be done by parts of group member but should be done together. However, some people consider their full performance of a joint task to be a matter of pride. Besides, his other colleagues might consider it as an advantage of having a servant. A victim of symbolic violence may not realize their self as an object but they actually bear negative impacts and experience injustice.

The students who were taught with the books that were the subject of the research were actually the objects of symbolic violence just like the victims in the pictures that have been investigated. They will most likely consider that the pictures contained in the books they are studying are the wisest provisions. They are just unable to show where the injustice they receive lies. Is it school who force its power over students? Definitely it is not. It is only a field of invisible violence practice. The subject must be the author. The author includes images in his work subjectively with the assumption that that is what they should be in it.

Those who are not familiar with symbolic violence will have a smaller chance of understanding this situation. If their teacher understands the practice of symbolic violence then there is a possibility that one day they will be aware by their teacher's instructions. Nevertheless what if they do not? That must be a bad luck. For this reason, further studies regarding these conditions are needed to identify as many as possible practices of symbolic violence in schools and to examine appropriate steps to overcome the practice of symbolic violence in schools. Even if it is possible, find preventive actions.

Conclusion

The issues were finally clear that the pictures or illustrations lies in the two English Textbooks used at second grade SMAN 1 Mamuju dominantly represented high class habitus or characteristics. It is about 54,35% represented high class habitus, 32,61% represented middle class habitus and only 13,04% represented low class habitus. Symbolic violence is a power that works through languages or symbols to lead those who are dominated to follow the meaning produced based on the interests of those who dominate. The research has proven that symbolic violence is represented in the three illustration of textbook used. It does exist in school as well through inequality in exposure the social class characteristics in textbooks. Students from low and middle class are not facilitated equally to those from high class. This finding supports Bourdieu's statement that symbolic violence possibly exist everywhere and any time.

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