

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter is divided into two sub-chapters. The first sub-chapter would be the conclusion of the research. The second sub-chapter would be the suggestion for further study of selected children's picture books.

#### 5.1 Conclusion

After analyzing the selected multicultural children's books (*I am Whole, Paletero Man, Different Like, Mommy's Khimar, Lailah's Lunchbox, Our Favorite Day of the Year, Our Diversity Makes Us Stronger, and My Food, Your Food*). It could be seen that multiculturalism in the USA is depicted in selected children's picture books. Those books show how to embrace the multiculturalism that exists in USA society. Picture books with multicultural themes are a vehicle to introduce readers and show the reflection of USA society. Those books are a medium of effort to promote acceptance of diversity in the community. In addition, Picture books can help students of all ages respond to literature while teaching them cultural knowledge, emotional intelligence and creativity, social and personality development, and literary history. These books are critical in teaching readers how to be good members of multicultural communities and to respect differences. The writer discovered that the selected children's picture books depict the real-life situation community in the USA. Therefore, it may be concluded that:

The authors and illustrators of the multicultural children's books selected for analysis in this study effectively handled the problems and experiences of minority groups in USA society. The book's authors have successfully embraced the diversity of identities in the USA society as well as built high tolerance and respect for each other. The children's picture books that were written by Shola OZ are entitled *I am Whole*, *Palatero Man* by *Lucky Diaz*, and *Different Like Me* by Xochitl Dixon. Those books show that the ethnic and racial diversity that exists in the USA society can coexist without discrimination. Therefore, interracial relations can be accepted by the American people, who are mostly white people. These books have an essential purpose in showing the harmony of American society that can coexist with minority groups.

*Mommy's Khimar*, *Lailah's Lunchbox*, *Our Favorite Day of the Year*, *Our Diversity Makes Us Stronger*, and *My Food, Your Food* are books with multicultural themes. Those books are beneficial in teaching readers the beauty of tolerance between religious communities and minority groups. Muslims constantly face negative stereotypes that are based on their beliefs. After 9/11, they continued to be discriminated against. Over time, the negative stereotypes began to diminish. On the other hand, these books also teach readers to be able to accept the practices of the minority group. It can be seen from the interaction of religious communities and the toleration of other people's traditions as reflected in the selected children's picture books that the writer chooses as an object of the analysis. In addition, differences in traditions do not become a barrier to celebrating diversity.

However, in Indonesia literary works with multicultural themes still need to be discussed. In the USA, literary creators create books with multicultural themes to invite diversity to be accepted. On the other hand, children's literature in Indonesia still needs more diversity in literary works, especially in children's books. The distinguishes Americans and Indonesians is their way of thinking about minority groups. People in the USA can see and know there is a race and tolerance problem. They strive for peace through literary works that show the stories of minority groups. Literary works in Indonesia do not address the acceptance of minority groups. For example, the Eastern part of Indonesia has always faced discrimination, such as being called primitive, backward, poor, and prone to struggle. Because these stereotypes make them often face discrimination. Indonesian people build this stereotype through movies or books. Producers or authors describe the characters of the Eastern Indonesian people as primitive, stupid, poor, and other dangerous things. Therefore, children's literature as a vehicle for introducing diversity in Indonesia has an essential role in embracing diversity.

In conclusion, all those books show the acceptance of racial diversity, cultural diversity, and religious tolerance in multicultural communities. The minority group has no mandatory following of the majority group in every way. Minority group has their identities that should be celebrated. Thus, the minority group does not need to be ashamed or afraid and cover up their identity. On the other hand, the acceptance that authors try to make in their books is a positive trend. It can be seen from the diversity that is highlighted in those books. Hence,

the tradition must be introduced to readers to understand and respond correctly to something they need to learn. Those books are an effort by authors and illustrators to appreciate minority groups in American society and a medium for readers, especially children, to appreciate differences and introduce minority groups in the USA. Those books promote multiculturalism and have a positive impact on readers. It can be seen in the increasing number of picture books with multicultural themes. It proves that literary works can be a place to convey social issues to readers. USA citizens have begun accepting diversity, but some still discriminate against minority groups. Fortunately, today's condition is very different from the 1960s, when Americans still lacked an attitude toward accepting the minority group.

## 5.2 Suggestion

In this sub-chapter, the writer would like to suggest the next researchers who will analyze objects and topics similar to this research. This research focuses on promoting acceptance of racial diversity and embracing multiculturalism in the USA. In addition, multicultural books focus on racial diversity and embrace multiculturalism and have relevant stories of real issues such as violence and bullying. Diversity is an essential theme in literary works. It can be seen from the sub-genres of children's literature, such as chapter books and middle-grade books, that raise multicultural themes. My suggestion for the next researcher in analyzing another sub-genre of children's literature, such as chapter books and middle-grade books, and compare children's literature from the United Kingdom and children's literature in Indonesia.