

**An Analysis of Multicultural Values in ELT Textbook Endorsed
by Indonesian Government**

A Thesis

**Presented to Department of English Language Education as Partial
Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in
English Language Education**



Conveyed by:

Neneng Herbyanti

17322084

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA
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APPROVAL SHEET
AN ANALYSIS OF MULTICULTURAL VALUE IN ELT TEXTBOOK
ENDORSED BY INDONESIAN GOVERNMENT

Conveyed by

Neneng Herbyanti

17322084



Approved at April 2nd, 2021

By

Supervisor

Intan Pradita, S.S., M.Hum

NIP: 123220403

RATIFICATION SHEET
AN ANALYSIS OF MULTICULTURAL VALUES IN ELT TEXTBOOK
ENDORSED BY INDONESIAN GOVERNMENT

By

Neneng Herbyanti

17322084

Defended before the Board Examiner on Friday, April 9th, 2021 and Declared

Acceptable

Board Examiner

Chairperson : Intan Pradita, S.S., M.Hum

First Examiner : Ista Maharsi, S.S., M.Hum

Second Examiner : Adam Anshori, S.S., M.A

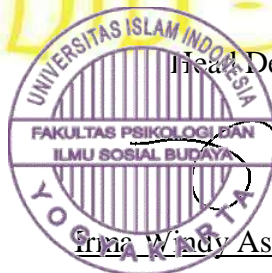
Yogyakarta, April 18th, 2021

Department of English Language Education

Faculty of Psychology and Socio-Cultural Sciences

Islamic University of Indonesia

Head Department



Irma Windy Astuti, S.S., M.Hum

NIP: 062216005

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work of parts of the work of other people, except those cited in quotations and references, as a scientific paper should.

Yogyakarta, April 2nd, 2021

Writer,



Neneng Herbyanti

17322084

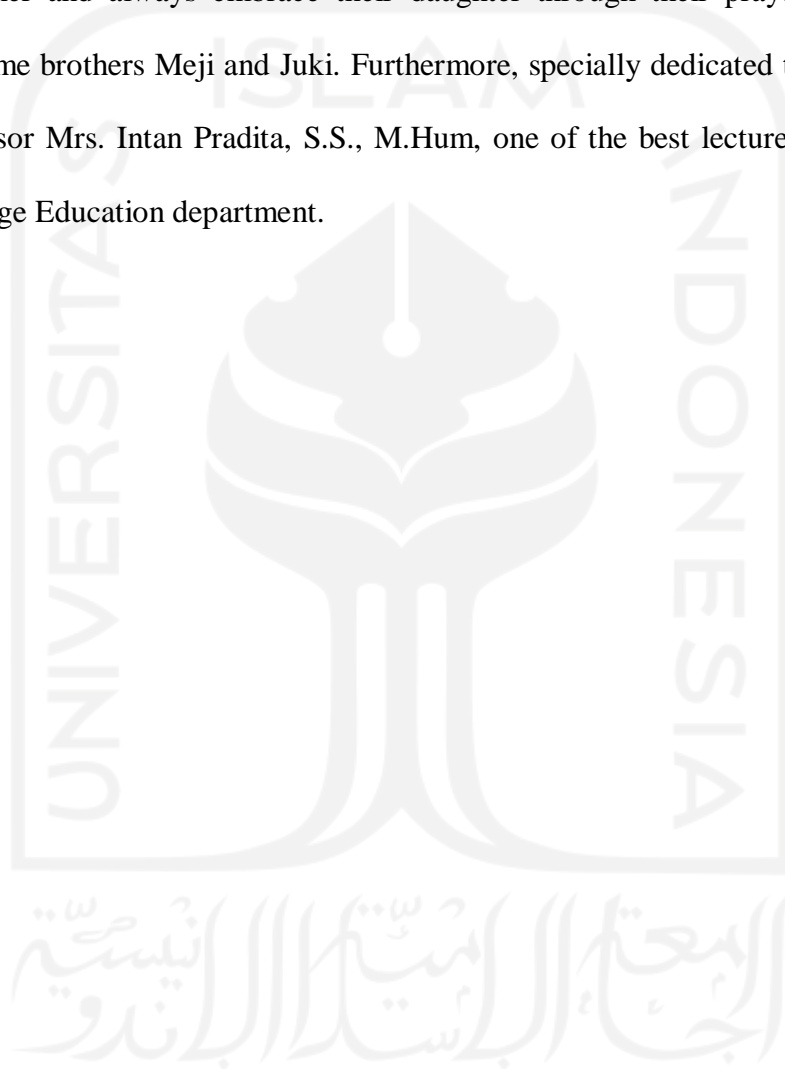
MOTTO

I have the capability, people around encourage me, and Allah SWT shows his pride. Thus, do as I can do and realize I am a blessed person.



DEDICATION

I dedicate the thesis to the best souls in the world which are the researchers' beloved parents Mr. Rahnan and Mrs. Zaitun Aini, who trust the researcher and always embrace their daughter through their prayers. Then, to handsome brothers Meji and Juki. Furthermore, specially dedicated to sweetheart supervisor Mrs. Intan Pradita, S.S., M.Hum, one of the best lecturers at English Language Education department.



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The researcher realized this research is not perfect. In hence, it is required to attain any recommendations from the readers. The researcher expects this research is able to be advantageous for the readers.

Wassalamualaikum warrahmatullahi wabarakatuh

Yogyakarta, April 2nd, 2021

The researcher,



Neneng Herbyanti

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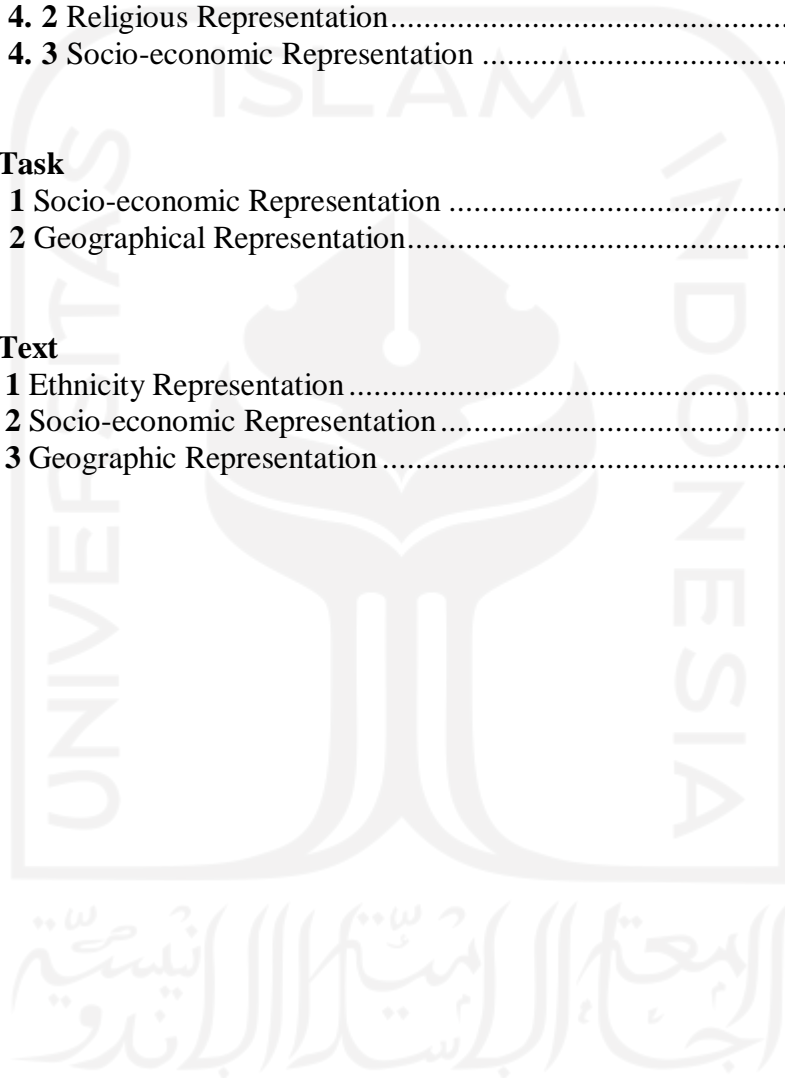
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APPENDIX I

Data Collection of Textbooks Analysis



AN ANALYSIS OF MULTICULTURAL VALUES IN ELT TEXTBOOK

ENDORSED BY INDONESIAN GOVERNMENT

Conveyed by

Neneng Herbyanti

17322084

ABSTRACT

The cultural appearance in the textbook is presented through visual and also textual artefacts. The cultures are presented differently as multicultural representation in the textbook. The students as the readers of the textbook are necessary to comprehend the Multicultural diversity by discovering the representation of multicultural values in the textbook. For this intention, this paper is purposed to analyze the representation of multicultural values that was embodied in textbook. This qualitative study was conducted by analyzing the senior high school students' textbook, *Buku Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas X* endorsed by Indonesian government that was published at 2017. This study adopted the research instrument of Baker (2012); and Hajisoteriou & Angelides (2016). There are two kinds of items as the artefacts in the textbook, it consist of visual artefact such as visual images and textual artefact it contain the tasks and texts. Otherwise, four components that were depicted visually and textually, it consist of ethnicity, religious, socio-economic, and geographical background. The ethnicity values presented by recognizing the diversity of physical appearance such as the name, skin colors and hair types. Furthermore, component of multicultural values such as socio-economic background is delineated throughout manners in social interaction across gender, age, occupations, and respecting the other personal capability. The other component is geographical background, it is demonstrated by concerning the representation of skin colour, hair type, name of person and the name of the place. Whereas, the religious component is delineated by regarding the personal appearance such as respecting the person who wears hijab and regarding the person who has muslim name. There 57 representation of multicultural values throughout the visual images in the book and 52 representation of multicultural values textually in the book. But additionally, the researcher identifies only five visual representation of muslims and two textual representation of muslims in the book. There is merely found the evidence of religion multicultural values and the researcher could not discover the representation of the other Indonesian religion values such as hindu, buddhist, confucian, protestant and catholic the book.

Keywords: Cultures, multicultural values, students, textbook, and representation.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Current studies on the implementation of multicultural value of English language teaching (ELT) textbook have highlighted some issues related to the culture and also the students' social competence. Based on Setyono & Widodo (2019) they revealed that English students have to be proficient for having the interaction through communication to others especially to the people who have different linguistic and cultural backgrounds. For this intention, not only the Anglo-American and British cultures are depicted in English as a foreign language (EFL) textbooks but also the students' domestic culture value and intercontinental culture value. They suggested that multicultural value from outer and expanding circle countries should be intensified in ELT textbooks.

The depiction of multicultural value in ELT textbooks provides the beneficial for the students, Purba, Malihah, & Hufad (2019) have found that the multicultural value of ELT textbook provides the opportunity for students to not only become more understand about the value of diversity, but also to accept the diversity more, especially in faith and ethnicity. The presentation of multicultural value in education undoubtedly presents the possibility of encouraging the future generations to understand the meaning of diversity and also creating the

harmonious society. Based on Weninger & Kiss, (2013) research, they have identified the implications of the textbooks in displaying the orientation of culture

and also multicultural representations especially in textual and visual materials sessions. Pictures and the texts should be advantageous, more obviously developing the orientation and reflection of understanding multicultural, personal and others. Therefore, from these current research the writer can conclude that the ELT textbooks not only forward the outer countries culture but also depict multicultural values, so that it contributes to the students' social competence.

The research of multicultural value in ELT textbooks endorsed by the government is not common to be discovered in Indonesian context. However a number of the researchers conducted this study in the country. Following the previous study that was researched by Setyono & Widodo (2019), they revealed that the representation of multicultural value through the textbook could be portrayed by respecting the traditional diversities of Indonesian ethnic assortments. Based on the research by Utomo (2013), Indonesian assortments such as culture diversities, languages, race, belief, faith and also ethnicity are included as Indonesian national identity. It indicates the research of ELT textbook analysis by Setyono & Widodo (2019) confirmed that the research of multicultural value representation in Indonesian context is directed to the national identity. Whereas, according to the recent study that was conducted in Maroangin, Indonesia by Mustakim & Lateh (2020), they found that the teaching concept could be demonstrated impartial opportunities for all the students, regardless their civilization, race, faith, the class in society, and also cultural features. Based on the preceding findings, the researchers have been conscious of how significant the multicultural value in ELT textbook to construct the national identity. Therefore, the researchers need to develop the study of multicultural value in ELT textbook

endorsed by the government in Indonesian context to reveal the current circumstances of multicultural value demonstration in ELT textbook.

The researcher found some wrongdoings manifested in Indonesia, based on Kesuma, Triatna, & Permana, (2012), they identified that intolerance of cultural diversities and also moral crises are taking place in the country. While Indonesia is a country which has various topographical locations and it also represents that Indonesia has diversities in cultures. The actors of education have to consider that cultural diversities are required to be comprehended and the knowledge of multicultural values are essential to be demonstrated through the textbook. Based on the research by Nadhif (2017), he revealed that in Indonesian context, not only aiming the students individually. Nonetheless, the textbook for the project of education also presents to raise Indonesian national identity bearing in mind that a moral crisis is appearing in Indonesia right now. Setyono & Widodo (2019) highlighted that raising the issues about the value of cultural diversity is fundamental for teaching identity.

Based on previous researches, the researcher found that multicultural values are crucial to be integrated in Indonesian ELT textbooks to represent Indonesian characteristics. Knowing that understanding multicultural values through ELT textbooks in language education is important, it is necessary

to elaborate how multicultural values are embodied in English textbooks. However, there are still limited studies that have raised this issues, such as Setyono & Widodo (2019) by linking multicultural values in English textbook for Senior High School Grade XII to national identity, and Nadhif (2017) by linking multicultural values in junior high school English textbook to national identity. Rarely does the study on

multicultural values in ELT textbook for Senior High School Grade X students. Whereas, embodying multiculturalism should be endorsed through all levels of education. Thus, the current research about the implementation of multicultural values in senior high school grade X ELT textbooks endorsed by the government is necessary to be conducted in Indonesia.

1.2 Formulation of the Problems

(1) What multicultural values are embodied in ELT textbooks endorsed by Indonesian government?

1.3 Objectives of the Study

The objective of this study is to fill the empirical gap by continuing research about multiculturalism in English textbooks in different levels of education.

1.4 Significances of the Study

The result of the study is to provide the practical contribution for the teachers. The teachers are expected to be conscious of multicultural value implementation through the textbook for their English teaching practice. Additionally, the study is expected to provide empirical contribution for theu further research to develop the issues of multicultural value application in ELT textbook.

CHAPTER II

LITERATURE REVIEW

2.1 Multicultural Values in Language Education

As the media in Indonesian language education system, textbooks have several concerns related to the country. According to Purba, Malihah, & Hufad (2019), the social phenomena manifestation varieties linked to diversity consequently always deliver the comprehension to maintain the national cultural identity. Their research highlighted the depiction of social phenomena differences as multicultural in language education through the textbook accommodating the students to have nationalism. Furthermore, based on the result of the study by Özturgut (2011), he conducted the study concerning multicultural education, the result of the study displaying that regarding cultural diversity. It is promoting multicultural comprehension and encouraging the students' awareness of cultural values for constructing the students' belief to be agents of change. His research defined the students of language education consciousness about cultural values through the textbook provided the opportunity for the students to be aware of their capability to organize the beneficial stuff for their circle. It consists of beneficial stuff related to multicultural value comprehension to contribute for their own country.

In this case, the values that are included in language education textbooks not only have a role to contribute to the comprehension and consciousness of cultural diversities in the countries moreover to preserve nationalism education. The transformation of values perspective was not for themselves as students but additionally for the country. Therefore, in Indonesian

context, the textbooks are restricted by several government recommendations of values. The values that determined by Kemendiknas (2011) were initially about social interaction, it is related to the students' awareness of their social circle. The second is linked to tolerance, it has correlation to the students' comprehension of diversities such as religious differences, appearance and capability. The last is a recommendation to consider self-responsibility. It is related to discipline, nationalism, curiosity and independence. Thus, the appearance of multicultural value in language education could be represented through various themes, such as related to social interaction, tolerance, and self-responsibility. These three multicultural value themes depicted in language education could contribute to the country. It provides the opportunity to construct the students' nationality comprehension.

In language education the multicultural appearance has correlation to the students' social competence in their country. Consequently, the persons are required to be an attractive character. Moreover, developing personality as advantageous, civilized and attentive person inasmuch Indonesia is categorized as a place of high-culture contexts, the values in social relation as indicators of humankind and culture of civility (Sulistiyo, Supiani, Kailani, & Lestariyana, 2020). They highlighted that the education of cultural values in English textbooks accommodate the personality adaptation for taking an interaction in society. So,

following these values, the students were educated to manage their attitude based on the context especially in respecting the values in the country. Therefore multicultural values in the textbook could construct the students' social competence and also their nationalism.

Whereas Widodo (2017) analyzed the values depicted in the textbook. Furthermore, he revealed that the numerous values could be portrayed in English textbooks by investigating the values in English textbooks more critically. It is recommended to discover the value of appearance through the prompts of instructional and images in textbooks. His research determined that visual and non-visual artefacts are necessary to be analyzed for discovering the whole of multicultural values in the textbook for language education. In hence, the representation of multicultural values in the English textbook for education could be displayed through visual and nonvisual artefacts. As the result of multicultural values representation in language education, visual and non-visual exemplification of culture in the textbooks have an involvement to provide the contribution for the country.

2.2 Multicultural Value in ELT Textbook

Certain researchers conveyed a number of their textbooks study results. The language textbooks are not only a significant basis for teaching the subject but also have the proficiency to affect the students' original principles in language knowledge demonstration (Alshammri, 2017). It defined that the presentation of

English textbook in teaching is affecting the students' academic competence caused by the presentation of the language material. Furthermore, the students can learn other knowledge such as the cultural values through the textbook. It is confirmed by the researchers Sulistiyo, Supiani, Kailani, & Lestariyana (2020). They highlighted not only the content (skill) is presented in the textbooks of language but also moral values occurred in the textbook. It means that they emphasized that

moral value is presented in the textbook and the intended skill is related to language knowledge such as the skill of reading, speaking, listening, and also writing. Whereas, in the research that was conducted by Li, Dong, & Duan (2019), they established that the English language textbooks implementation are not only for affecting the knowledge of linguistics, but also deliberated as the foremost resource for learning the cultural diversities characteristics of English. This research explained the effects of ELT textbook implementation were related to communication competence and also increased the students' and teachers' knowledge of culture. It means that referring to the previous studies, the textbooks contain not only the language competence or knowledge of linguistics but also the employment of values. In addition, it surrounds the students' original principles, and also English cultural characteristic diversities.

The cultural employment in the textbook provides the opportunity to be an interesting research for several educational staff and critical scholars. The study about multicultural values representation in the textbook that was executed by Setyono & Widodo (2019), they highlighted four themes of multicultural values that should be materialized from ELT textbook. Initially, the representation of multicultural admiration of ethnic and religious diversities in the textbook. This representation is aimed to encourage the students and teachers as the ELT textbook readers to be proud of finding the different faith and ethnicity. The second one is about respecting the multicultural of intelligence. This value theme taught the students and teachers as the readers of the ELT textbook to be aware of different individual competence in their circumstances. The third is preventing the conflict and having concord with the whole forms of life and nature. This theme of value

prompts the ELT textbook readers to be a peaceful and lovely person for the environment such as humans, animals and also the plants. The last recommended value is about appreciation of creative multicultural results. This implementation in the textbook is expected to maintain the different perception of the cultural product around the students and the teacher as the ELT textbook readers. It is included in respecting the cultural products such as tradition, art and language. It determined that faith, ethnicity, intelligence, peacefulness, tolerance are linked as the multicultural values in the textbook.

Therefore, these themes of multicultural values are highly recommended to be implemented in the ELT textbooks to provide fair circumstances among the students and teachers. According to the relevant study by Zareia & Khalessib, 2011) revealed that the textbooks not only contain the tendencies to global issues which were related to international issues comprehension of religion and ethnicity diversities. Additionally, it contains self-promotion such as cultural personal difference. This depiction of self-promotion in the English textbook was linked to personal differences, it had correlation to value

themes such as intelligence, peacefulness, and tolerance of culture products. Their study explained the differences of culture appearance in the textbook was educating the reader to react in society by applying intercultural comprehension. Therefore, the preceding research exhibited the English textbook not only presenting the academic knowledge but also cultural values. Values of cultural differences in the textbook through several perspectives and multicultural values representation were displayed throughout the values of cultures differences in the textbooks.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study was implemented through analyzing the ELT textbook endorsed by Indonesian government. This study measured the quality aspect of a case. Therefore it is called a qualitative study (Gunantar 2017). This analysis design study accommodated the researcher to identify the multicultural values that are embodied in ELT textbooks endorsed by Indonesian government. The results of the identification provide the contribution to the researcher for discovering the multicultural value affection to the ELT learners.

3.2 Setting and Participant

The research is conducted by analyzing the senior high school students' textbook, *Buku Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas X* endorsed by Indonesian government that was published at 2017. There were items were applied as the requirement to choose the English textbook to be analyzed for this research. These were justifications of the textbook was adopted from the research by Setyono & Widodo (2019):

1. First, the book must be used throughout the country.
2. The English textbook applied to the 2013 curriculum.
3. The representation of multicultural value in the textbook is contained through visual and non-visual artefacts.
4. The author of the textbook highlighted the multicultural value

representation to the learning objectives in the beginning of each chapter as the Indonesian ELT pedagogy foci.

3.3 Research Instrument

This research adopted the study by Baker (2012); and Hajisoteriou & Angelides (2016). The components by them accommodates the researcher to identify the multicultural value in the textbook. The components were required to be applied in coding the visual and non-visual artefacts.

Table 1. Research Instrument

No	The Construct	The Conceptual Definition	The Components	The Visual and Textual Checklist	
				Visual	Textual
1	Multicultural value in ELT textbook	Multicultural values were conceptualized through pluralistic ideology, which was appreciation of	Appreciates the existence of cultural differences	Pictures, photographs and other visual artefacts.	Conversation, report text, and other non-visual artefacts

	<p>people's multicultural diversities. There are different ethnic (such as unique clothes, name, habit), religious (they are about the clothes, habit, name, attitude), socio-economic (financial capability, appearance, title of name, social-interaction) and geographic backgrounds (place representation such as the clothes, name, physical appearance, and life</p>	<p>es of peoples from different ethnic, religious, socio-economic and geographic backgrounds.</p>		
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	necessity or habit).			
	(Baker 2012; Hajisoteriou and Angelides 2016).			

3.4 Data Collection & Data Analysis

In this study, the researcher used tables to collect the data. The tables were adapted from the research by Setyono & Widodo (2019), it consists of multicultural representation through visual and non-visual artefacts. The researcher collected the artefacts as the data by reading the chosen ELT textbook and included them into the tables. The data analysis technique was conducted by the researcher by providing the description of the artefacts, did an analysis by giving coding in the tables, and presenting the tally as the conclusion of the artefacts. The research technique was demonstrated through content analysis by presenting codes that were adopted from the components by Baker (2012); and Hajisoteriou & Angelides (2016).

Title of Book/Video: Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas X

Length of pages/time: Chapter 1-15

Retrieval

Source:

<http://buku.kemdikbud.go.id/index.php/buku/detail/5964a1e3-a6b6-44a5-8774-f859c40bdae2>

Publisher/Producer: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.

The textbook for this research

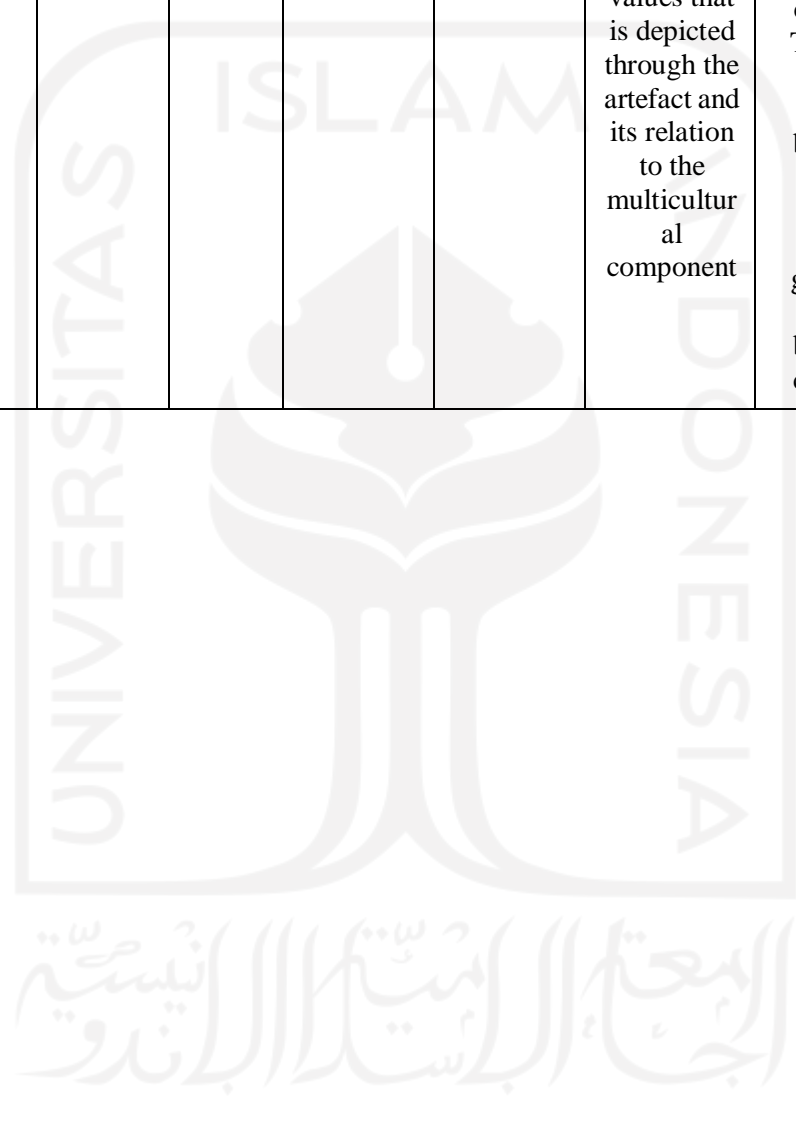
Table 2. Instruments of Data Collection for Textbooks Analysis with Visual artefacts

Unit	Topic	Sample of Visual Artefact	Description	Location/page	Coding	Tally
The position of artefact based on chapter	The topic of artefact in the book	The visual artefact of multicultural values representation	The description of the visual artefact based on the artefact observation	The specific information of artefact location in the chapter especially the page.	<p>The component classification of the artefact</p> <p>The description of cultural values that is depicted through the artefact and its relation to the multicultural component</p>	Providing "I" as a tally. It consist of brown as an ethnicity component colour, blue as a religious component. Then, red as a socio-economic background and green as a colour for geographical background component.

Table 3. Instruments of Data Collection of Textbooks Analysis with Non-Visual Artefacts

Unit	Topic	Sample of Visual Artefact	Description	Location/page	Coding	Tally

<p>The position of artefact based on chapter</p>	<p>The topic of artefact in the book</p>	<p>The textual artefact of multicultural values representation</p>	<p>The description of the visual artefact based on the artefact observation</p>	<p>The specific information of artefact location in the chapter especially the page.</p>	<p>The component classification of the artefact</p> <p>The description of cultural values that is depicted through the artefact and its relation to the multicultural component</p>	<p>Providing "I" as a tally. It consist of brown as an ethnicity component colour, blue as a religious component. Then, red as a socio-economic background and green as a colour for geographical background component.</p>
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CHAPTER IV FINDINGS AND DISCUSSION

4.1 Findings

After conducting data collection, there are four prominent of multicultural values as found in the textbook, they are ethnicity, religious, socio-economic, and geographical background. Many visual representations such as figures, actors, and settings highlighted and emphasized the socio-economic diversity and diverse geographical background. Some actors were found to interact across gender, age, and occupations indicate the diversity of socio-economic background. The other picture shows the actors interact casually in schools with different skin colors and hair types. It indirectly indicate the geographical background difference of the persons. Whereas, in terms of non-visual representation were obtainable through several tasks and texts. There are a number of characters in the tasks and text that present the name of person and name of the place which demonstrates the difference of geographical background. Then, the actors who have different names indicates the ethnic diversity. Furthermore, some actors who have dissimilar names and occupations conduct the social interaction that is depicted throughout the conversation, tasks, and other text.

Through visual and non-visual representation in the book, the researcher analyzed the data by considering Multicultural components by Baker (2012) and Hajisoteriu & Angelides (2016), it is found that 45 components of geographical background are depicted through the book. It is common to be displayed in the textbook. The author seems to bring the learners to not only preview Indonesia, but also worldwide countries. Learners were introduced and exposed to cultural issues of other countries such as Malaysia, London, Germany, Vietnam. In Indonesia, learners were exposed to some tourism objects,

such as Raja Ampat, Borobudur, and Bromo Mountain. Some pages also provide descriptions of historical or industrial sites such as Surabaya, Papua, and Jepara. The other emerging component is geographical background as the most popular to be discovered, there is the diversity of socio-economic background is appeared second most in the textbook. There are 29 socio-economic background components in the book. Socio economic background is demonstrated over the individual manifestation and the interaction in social for instance depicted visually through the clothes and explained textually in dialogue or text. Afterwards, the result of socio-economic background analysis unearths the occupation or personal position such as a fisherman, a Brigadir, Governor, and employees of the company. Moreover, there are some manners in social interaction such as congratulating the other individual about the achievement, supporting the other country's revolution, and respecting the older people. On the other hand, there are 28 components of ethnicity as part of culture. The ethnicity components are common enough to be identified in the textbook. The ethnicity comprises, through visual representation, the religious identity such as muslim, or racial identity such as Javanese, Papuan, Ambonese, Anglos, Arabic people. They are presented visually through physical appearance especially the skin colour, type of hair, and displayed textually through the name of persons. The last component that was analyzed is about religious, only seven muslim representations that are identified in the textbook. The multicultural values of muslim rarely displayed in the book, there are 5 representation of multicultural values that are presented visually and 2 representation of multicultural values that is textually depicted through the text or task in the book. Whereas, the values of religion diversity in Indonesia such as hindu, buddhist, confucian, protestant and catholic were not depicted through the textbook.

This description is represented in the table below:

Table 4. Multicultural Values as Represented in English Textbook

Multicultural Values Represented	Unit	Topic	Description	Location
(Ethnicity)	Chapter 2	Playing together in a school yard	<p>A visual artefact displays Five students are playing ball, boys and girls are talking together in the school yard. They are wearing school uniforms. There is one student wearing a hijab and long uniform, it means she is muslim.</p> <p>They have different skin colours. A woman in hijab, a boy who uses a necktie, and a girl with her long hair are having white skin. Furthermore, a boy with very dark curly hair and a boy with his slightly gray straight hair have dark skin.</p> <p>Then, a girl with her short hair has slightly dark skin.</p>	Page 36, a picture.

	Chapt er 2	Greetin g to others	Textually illustrated that Rani (as the name for a person from melayu) and anisa (the representation of muslim name) meets her teacher, Mr. Sultoni (as the representation of Javanese name).	Page 28, a textual dialogue
	Chapt er 1	Introdu cing themsel ves	A dialogue between Edo and Slamet. There is Edo who introduces himself as a person from Raja Ampat , he works in a tourist resort. On the other hand, Slamet introduces himself as a person from Jepara who works in a furniture company that is ukir Jepara. This company produces Jepara's special carving pattern .	Page 17, A dialogue in a task
(Socio- economic)	Chapt er 2	Congrat ulating and Compli	A visual presentation depicts that there are four people with different skin colours and different generation/age . A boy	Page 20, a picture

		menting Others	carries a fishing rod and a man who wears moderest clothes, carries fishing rods and fish. The other man who is taking conversation with a sick man who wears the stick to stand.	
	Chapt er 2	Congrat ulating and Compli menting Others	Information about someone's opportunity to be an interpreter in international conferences on inter-religion dialogue. The purpose of the activities to concord and accord the social Interaction.	Page 32, an instruction for a task
(Religious)	Chapt er 2	Giving compli ment to friend	A visual presentation displays two women, one is wearing a hijab and the other is not. Both of them were carrying books and a bag.	Page 33, a picture

	Chapt er 1	Self- introdu ction through	A textual artefact provides the representation of muslim names, they are Hannah and alia.	Page 4. A text
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		email		
(Geographic)	Chapt er 15	Making a descript ion of the picture.	Two boys are depicted visually through a picture. They are standing, one of them has Curly brown hair and black skin, his face is showing sadness. The other one who has white skin and straight black hair who is touching the shoulder of the boy in front of him.	Page 194, a picture
	Chapt er 4	describi ng interesti ng place	There is Tanjung Puting national park as Indonesian place and Taj Mahal as a tourist location in India	Page 67, an instruction of task

4.2 Discussion

Through examining all the data, there are three themes that were found in this research. Those are multicultural values in visual images, multicultural values in the tasks, and multicultural values in the texts. The task, in this case, means the instructions of each task or some exercises that are displayed in the book. The texts, in this study, were represented through reading activity intended texts.

4.2.1 Multicultural Values as Represented in Visual Images

Multicultural values visual exemplification in a textbook for a language education context not only presenting the academic knowledge but also cultural values. The appearance of multicultural values in the textbook is available to be displayed through the ethnicity, religious and socio-economic background diversity. It is concluded through the research of multicultural representation in the textbook in Indonesian context by Setyono & Widodo (2019). They determined the themes of multicultural values that are able to occur in the textbook. The theme of multicultural approbation that has correlation to ethnicity and also religious dissimilarity. The other one is about the multicultural of intelligence, it consists of regarding the individual capability differential in their environment, and it is associated with the socio-economic background. Whereas, related to the data examination, the illustrations in the textbook visualize multicultural values such as people ethnicity, religious & socio-economic background differences. Below are the case in point of the multicultural values in

senior high school grade X ELT textbooks endorsed by the Indonesian government.

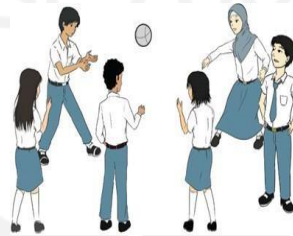


Picture 4. 1 Ethnicity Representation

The picture visualizes the ethnic diversity throughout the physical appearance. Two people who have blonde and black hair color. The man whose skin colour was darker also wore Batik cloth, black pants, and had a black hair. This man was depicted as someone from Indonesia. The cloth that he wore was a significant symbol of Indonesia, as UNESCO in 2011 announced Batik as Indonesian heritage. He was seen to have an engaging conversation with another man. This man was depicted in blonde hair, fair skin color, grey pants, and blue cloth. Both of them brought a cup of (possibly) tea or coffee. This situation tends to occur in a formal event, such as an International conference, or a seminar. The face of the Indonesian man was depicted to be friendly since he was smiling and he did a hand gesture of explaining something. This picture endorsed the idea that Indonesian people, as presented by the man in Batik, had an excellent

communicative competence. Not only he represented Indonesia in an international forum, but also he was depicted to exchange information to his international colleague. To this extent, multicultural values as represented in the textbook shall provide the readers the authentic use of English skills. By attaching this picture, the book author informed the readers that if we learned English effectively, we

could further engage in international and intercultural environments. This interpretation was also similar to Li, Dong, & Duan (2019) who found that through depicting multicultural values in ELT textbooks, it made students understand the importance of learning English. Further, through having the picture as a classroom discussion topic, it increased the students' and teachers' knowledge of culture.



Picture 4. 2 Religious Representation

The visual image of students in Indonesian schools is depicted through the visualization of uniform. A girl whose long black hair and dark skin, she wore short skirt and interacted to a white skin girl who wore hijab. She wore long handed school uniform. She was playing a ball with a boy who had dark skin and black straight hair. Otherwise, there was a girl who had black short hair and slightly dark skin was engaging in conversation with a boy who had black curly hair and dark skin. Furthermore, there is a boy who had white skin is standing and gathering the girl and boy in front of him. He hid his hand in the trouser pockets and while he was seeing the persons in front of him, he looked up his head. The girl in hijab was an exemplification of religion especially a muslim representation. Furthermore, It represented the girl as person who have multi-capability, the girl in hijab could played a volleyball and also talked to the other person by showing well communication competence. It depicts that a muslim girl had an equal opportunity to interact with the other person even to the crossing gender, had a

right to have an education, and also interacted to the other person in inter-religion. For that intention, from the visualization of the students in the school who had different appearance and also different religion. The readers of the book was able to learn the religion difference is not a problem to conduct an interaction among the persons especially the students in a school. The presentation of interaction among the persons with different religion provides the encouragement to the students as readers of the book to be interested to implement a communication and interaction to the person from different religion. Respecting the other person by recognizing of religion dissimilarity encouraged a person to conscious the nationality. Therefore it had correlation to the research by Purba, Malihah, & Hufad (2019), the interaction with the diversity provided the knowledge to maintain the national cultural identity. This accommodated the students to be conscious of nationalism. Therefore the representation of interaction among the person in inter-religion diversity specified the comprehension of the nationalism consciousness.



Picture 4. 3 Socio-economic Representation

Interaction of four persons who were in different generations. A boy in slightly dark skin carried a fishing rod and painted his thumb to a fisherman. The boy was seen congratulating a fisherman in front of him. The fisherman who had grey hair was wearing modest clothes, using a yellow fisherman's hat, carrying the fishing rods and four fish on his hand. Behind the fisherman, there were two people engaging in thoughtful conversation. A man in a shirt opened his mouth and he showed a hand gesture while he was in communication with a man in blue that was standing in front of him. There was a man who was seen to have trouble with his health, he was helped by sticks to stand. His right leg was broken and he used a bandage on his head, maybe he had a vehicle crash. Related to the picture representation of fisherman, it was possibly the boy accosting and congratulating the fisherman about the fisherman's achievement of reaching four fish. The boy who had white skin was wearing a casual appearance, maybe was a student in Indonesia. Otherwise, a man was wearing simple clothes who seemed like an Indonesian fisherman that was indicated through the visualization of worn shirt and pants, fisherman's hat, and fishing rod. It visualized the status contrast among people especially about the age and economic, but they still conduct social interaction. Whereas, the two persons that were standing behind the fisherman, showing the personal consciousness of a respecting healthiness. A man was seen as a visitor of a sick man and entertained the man by conducting the social interaction via direct conversation. It shows the book readers to consider the socio-economic background that was being evaluated for the following period. Therefore, the picture exemplifies the students to realize the culture of regarding the socio-economic background dissimilarity.

The datum of analysis result from Picture 4.1, picture 4.2, and picture 4.3 illustrated the people's dissimilarity of ethnicity, religious & socio-economic background. It visualizes the differential of cultural values such as ethnicity and socio-economic background in the senior high school grade X ELT textbooks. But additionally, there is infrequently established religious artefact in the textbook. Only the depiction of muslim that is provided in the book. Whereas the knowledge of religion is significant to be presented in the textbook, its' beneficial to contribute in manners context. Considering the research by Rahmah, Kasim & Fitriani (2018), they highlighted that religion is utilized to cultivate ambiguity and determine appropriate behavior in arbitrating the decent and the unworthy attitude. Therefore, the outcome of this multicultural values analysis is comparable to the preceding result of multicultural values research.

4.2.2 Multicultural Values as Represented in the Tasks

Multicultural values are not only presented through visual images, but additionally Non-visual in the book. It expounds the multicultural values textually especially portrayed through the task. It existed multicultural values in the case of socio-economic and geographical background. Associated with the result of a study by Setyono & Widodo (2019). They highlighted the other themes of multicultural values for the textbook. The initial theme is thwarting the discord and encouraging the engagement of harmony to the whole forms of life and nature. It is appertain to the environment and nature such as human, animals and also the plants, it has correlation to the socio-economic background. Another theme is reverencing the innovation of multicultural products; it belongs to the tradition, art, and language it is related to the geographical background. However, based on the result of data examination there are socio-economic and geographical

background diversity. Therefore, below are the two specimens of the multicultural values that are discovered in senior high school grade X ELT textbooks endorsed by the Indonesian government.

Christiano Ronaldo came to Bali to campaign for the _____ of the environment.

Task 4. 1 Socio-economic Representation

Chapter five presented a task which depicted Christiano Ronaldo as a Portuguese soccer player who was interested in campaigning to preserve the environment in Bali, Indonesia. The arrival of Christiano Ronaldo showed the effort of someone from abroad to save the environment even for different countries. The social action at protecting the environment around the world is not only providing the benefit of preserving the environment but also saving the relationship among the county. For the case of campaigning, he should understand the target country to adapt the program especially about the habit, language, and also the culture that existed in Indonesia. Therefore, the language that was possibly used by Christiano Ronaldo to communicate to local people was English as the international language. His knowledge of multicultural values and mindfulness of the environment encouraged him to be an agent of change through conducting positive social action for his country and around the world. It could inspire the students as the book readers to be agents of change to their country as well. It has correlation to the research that was implemented by Özturgut (2011), he determined that multicultural diversity recognition was promoting the students to elevate the multicultural comprehension and encourage their consciousness of

cultural values to construct their belief to be agents of change. In hence, the knowledge of multicultural values textually through the task in the book stimulated the students to be aware of the circumstance and motivated the students to be agents of change for better social situations.

10. *When I was in Columbus, America, I heard Tanah Pusaka song. I*

_____ *very emotionally touched, and I even cried. I missed Indonesia, my beloved country.*

Task 4. 2 Geographical Representation

The task at chapter 9 delineated an Indonesian in Columbus, America. The person who was touched and missed Indonesia by hearing Indonesian nationality song, Tanah Pusaka. This textual artefact described the person who doesn't ignore nationality even though the location is abroad. Furthermore, it depicts the place difference among countries such as Indonesia and America. The character in the book who had the opportunity to go to Columbus was able to achieve the chance of understanding the culture in Columbus. But additionally, the knowledge of respecting the multicultural values that have appeared worldwide stipulated this person is still to be aware of cultural identity in Indonesia. Associated to the research that was demonstrated by Purba, Malihah, & Hufad (2019), the social occurrences that were correlated to multicultural diversity presented the comprehension of multiculturalism to construct the national cultural identity. As a result, the depiction of social case differences, especially the geographical background as multicultural in language education through the textbook accommodating the students to have nationalism. Thus, this task illustrated a homage to geographical background diversity and indirectly

presents the nationality consciousness for the students as the readers of the book.

Based on task 4.1 and task 4.2 as the datum of analysis, these textual artefacts prove that the representation of cultural values in the book offer the people distinction of socio-economic and geographical background. Consequently, the previous result of multicultural values analysis is equivalent to the result of this multicultural values analysis.

4.2.3 Multicultural Values as Represented in the Texts

The occurrence of multicultural values in the textbook beyond non-visual artefacts nor merely supported through the task, but additionally via the presentation of the text. Multicultural values in the textbook not only depict the worldwide cultures, but also the Indonesian culture. The appearance of Indonesian cultural values determined the contribution for the country such as the consciousness of nationalism. It is linked to the research by Sulistiyo, Supiani, Kailani, & Lestariyana, (2020), the representation multicultural values in the textbook provides an opportunity to construct the students' social competence and also their nationalism. Furthermore, the other result related to the multicultural values comprehension affection to the people's consciousness of nationalism is expounded through the research by Budirahayu, Wijayanti, & Baskoro, (2018). They elucidated that the implication of Multiculturalism is not only living tranquilly in plurality, nevertheless adept to esteem, receive, and recognize the occurrence of diversities in society. It should be supposed to amplify nationalism and be delighted to sustain the multiplicity. The previous research illustrates that acceptance of difference escalates the consciousness of nationalism. It includes

the diversity of ethnicity, socio-economic & geographical background. Moreover, related to the result of data analysis, the textual illustrations in the textbook describe multicultural values such as people ethnicity, socio-economic & geographical background differences. In hence, to visualize the multicultural values in senior high school grade X ELT textbooks endorsed by the Indonesian government, below are the textual artefact as the evidence.



Text 4. 1 Ethnicity Representation

The text at chapter 1, page 17 was a conversation of two people, there were Edo as a person from Raja Ampat who worked at a tourist resort and Slamet as a person from Jepara who worked in a furniture company that was Ukir Jepara. Edo was a representation of a person from Raja Ampat, West of Papua and Slamet as a portrayal of Javanese. The text presented the exemplification of multi-ethnics in Indonesia. There were two different ethnicities from Indonesia that were imaged in this text, they were someone from Papua and Javanese. Edo as a person who worked in Raja Ampat at the tourist resort signified him as a person who had good communication competence. He was required to have the ability of

communication using decent English to conduct social interaction to the tourists

who visited the resort. Otherwise, there was Slamet as a person who worked in Jepara Ukir which was one of Indonesian traditional culture products. By working in this company, he was engaged to promote the traditional culture product and also contributed for economic development of the country through the traditional industry. Two Indonesians in one place who had dissimilar ethnic backgrounds, they work in their own place to elevate the quality of the country's natural resources. Therefore, this text existence in the book could be a motivation for the students as the book readers to raise the nationality via contribution to the national economic development through the local capacity elevation.

*Your friend has got an opportunity to be an interpreter in an **international conference** on inter **religion dialogue** to create and preserve peace and harmony.*

Text 4. 2 Socio-economic Representation

The textual artefact at chapter 2, page 32 illustrated a person who had the opportunity to be an interpreter in an international conference about inter-religion dialogue. The international conference provided a change for Indonesian to perform their capability especially in language usage. The application of inter-religion dialogue was intended to encourage peace and harmony for worldwide circumstance through the language. The emergence of this text in the book possibly emboldening the readers to realize how substantial the recognition of dialogue difference. The knowledge of dialogue variety was able be concerned by Indonesian students as the book readers to visualize the situation in Indonesia especially about multi-religion dialogue manifestation. The depiction of inter

religion dialogue acceptance in text could inspire the readers to consider the presentation of different dialogue in Indonesia. Therefore, this text educated the readers about social homage, it was included as respecting the people socio-economic background diversity in Indonesia. Indirectly, it increased the teachers' and students' consciousness of nationalism.

*However, a **British plane** from **Jakarta** dropped leaflets all over **Surabaya**.*

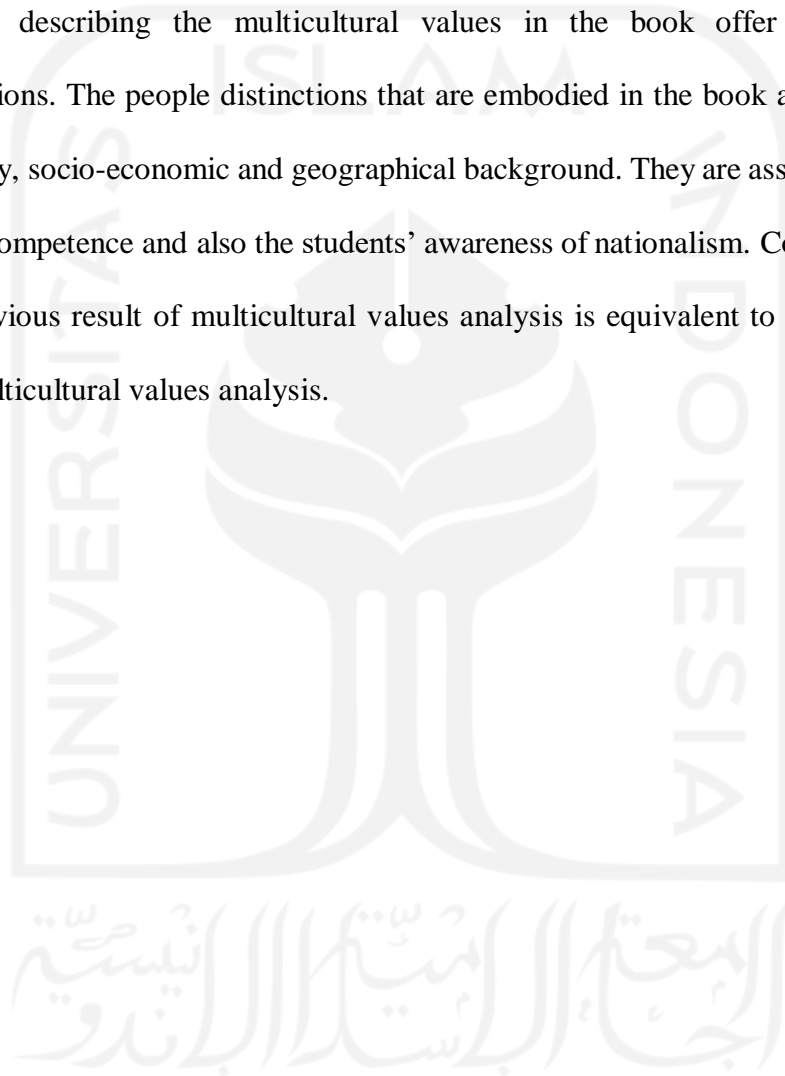
Text 4. 3 Geographic Representation

The text presents the depiction of colonialism that was taking place in Indonesia, there was a British plane that arrived in Surabaya that released the leaflets, the plane flew from Jakarta. This text in the book provides the overview of two cities in Indonesia, Jakarta and Surabaya. The emergence of Jakarta and Surabaya as cities in Indonesia provides insights into different geographical backgrounds in Indonesia. Moreover, the plane belonged to the British Colonial, it signified the technological development of the country. Knowledge and technological capabilities encourage countries to come to the other countries and carry out colonization. It potentially competed to colonize, own the place and also conducted social-interaction to the people in other countries by applying English. Hence, it is possibly spreading English to worldwide, the social-interaction among

people through English application was engaging the indigene to learn English as the language in that colonial era. The presentation of this possibility in the book is able to be the cause for the readers to realize how important English in the colonial era and also could be the motivation for learning English to facilitate the person to demonstrate social-interaction through communication in this current era. But,

the application of the other country language in the local area could affect the local language. Therefore, it was necessary to learn the other language from abroad nevertheless esteem the local language and still apply Bahasa Indonesia as the pride language in Indonesia.

The datum of analysis results task 4.1, 4.2 and task 4.3 as the textual artefact describing the multicultural values in the book offer the people distinctions. The people distinctions that are embodied in the book are about the ethnicity, socio-economic and geographical background. They are associated with social competence and also the students' awareness of nationalism. Consequently, the previous result of multicultural values analysis is equivalent to the result of this multicultural values analysis.



CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The explanation in finding and discussion of chapter four as the result of analysis related to the multicultural values in senior high school grade X ELT textbooks endorsed by the Indonesian government provides the evidence. The evidence answers the question about multicultural values that are embodied in ELT textbooks endorsed by Indonesian government. The multicultural values are embodied through visual images and textual representation such as the tasks and texts. The researcher found that the components linked to the multicultural values in the book, they are about ethnicity by recognizing the diversity of physical appearance such as the name, skin colors and hair types. Moreover, the component of religious is presented by regarding the personal appearance such as respecting the person who wears hijab and regarding the person who has muslim name. The other component of multicultural values such as socio-economic background is displayed throughout the socio interaction across gender, age, occupations, and respecting the other personal capability. Moreover, the other component is geographical background, it is depicted by concerning the representation of skin colour, hair type, name of person and the name of the place. The researcher commonly found that 57 representation of multicultural values throughout the visual images in the book and 52 representation of multicultural values textually in the book. But additionally, the researcher identifies only seven representation muslims in the book. There is merely found the evidence of religion especially through the textual artefacts. Furthermore, the researcher could not discover the representation of the other Indonesian religion values such as hindu, buddhist,

confucian, protestant and catholic the book.

5.2 Recommendation

The representation of multicultural values through visual and textual artefact in finding research recommends the teacher to be conscious of the appearance of multicultural values in the book and consider this aspect to be presented for the students. There are rarely discovered representations of multicultural value related to religious diversity and only the representation muslim is depicted in the textbook. It is essential to discover the portrayal of multicultural value in the book. Therefore, the following research is compulsory to discover the presentation of multicultural value through the visual images and textual artefacts by demonstrating the research related to the multicultural values in ELT textbook endorsed by Indonesian government for the other level of education.

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APPENDIX I
Content Analysis

Title of Book/Video: Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X

Length of pages/time: Chapter 1-15

Retrieval Source:

<http://buku.kemdikbud.go.id/index.php/buku/detail/5964a1e3-a6b6-44a5-8774-f859c40bdae2>

Publisher/Producer: Pusat Kurikulum dan Perbukuan, Balitbang,
Kemendikbud.

The textbook for this research

Conceptual definition of multiculturalism:

Multicultural values were conceptualized through pluralistic ideology, which was appreciation of people multicultural diversities. There are different ethnic (such as unique clothes, name, habit), religious (they are about the clothes, habit, name, attitude), socio-economic (financial capability, appearance, title of name, socio-interaction) and geographic backgrounds (place representation such as the clothes, name, physical appearance, and life necessity or habit) (Baker 2012; Hajisoteriou and Angelides 2016).


Components of multiculturalism:

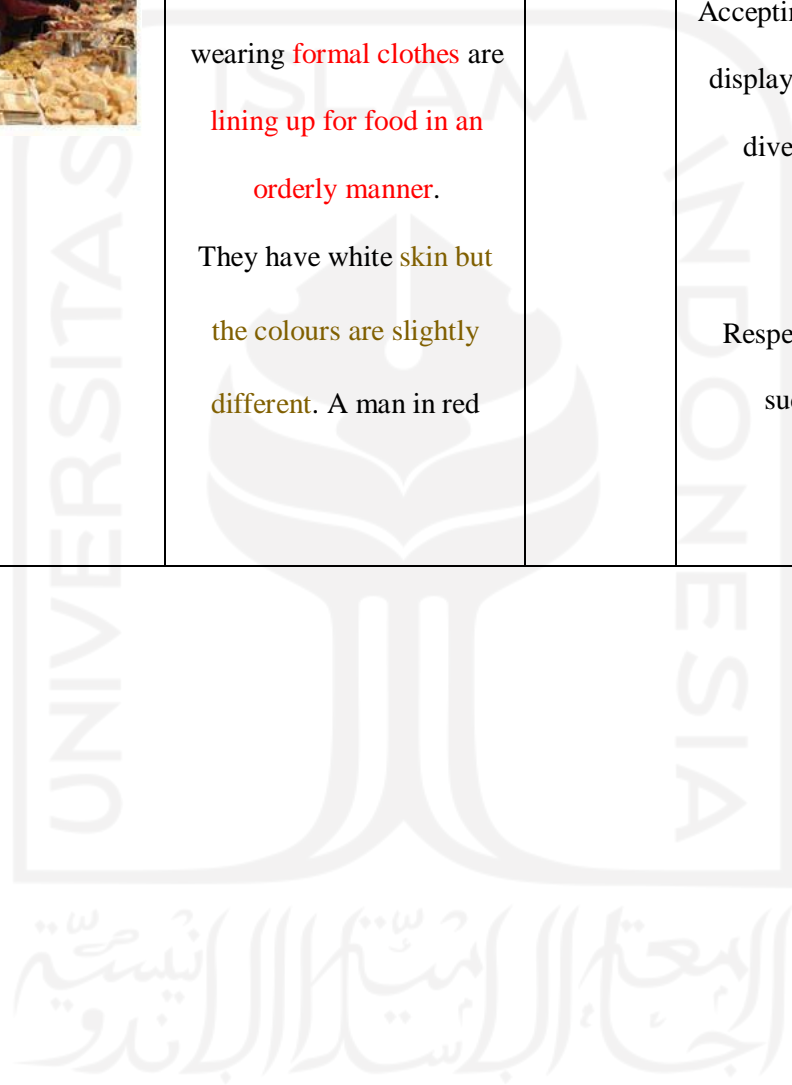
Appreciates the existence of cultural differences of peoples from different ethnic, religious, socio-economic and geographic backgrounds.

Data Collection of Textbooks Analysis

Table 5. Data Collection for Textbooks Analysis with Visual Artefacts.


Unit	Topic	Sample of Visual Artefact	Description	Location /page	Coding	Tally

Chapt er 1	Party time		<p>There are middle eastern cuisines on the table. Men wearing formal clothes are lining up for food in an orderly manner.</p> <p>They have white skin but the colours are slightly different. A man in red</p>	Page 17	<p>(Ethnicity)</p> <p>Accepting the ethnic diversity that is displayed through the slightly skin diversity and the hair colour.</p> <p>(socio-economic)</p> <p>Respecting the social interaction such as queuing for food.</p>	<p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p>
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			<p>has whiter skin, anglo hair and a very thin haircut and a man in black who wears brown jeans has dark brown hair. Otherwise, a man in cream color has a thick beard and a man in blue is standing and eating, he has a thin beard and has brown hair which is very thin haircut, the other men don't have beard and have black hair</p>		<p>(socio-economic)</p> <p>Respecting the owner of the event as the socio-interaction. The picture is depicting the men who come to this event wearing formal clothes.</p> <p>(socio-economic)</p> <p>Recognizing that the other country has a different culture to Indonesia, the picture shows a man standing while eating. It is not common to find it in Indonesia, but the Indonesian</p>	
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				<p>students need to know this cultural diversity.</p> <p>(Geographic)</p> <p>Recognizing geographical background from the picture. There are men with different personal appearance, such as from the beard, skin and hair colour, and food representation on the table</p>	
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<p>Chapt er 1</p>	<p>Talkin g about thems elves</p>		<p>Men are standing and drinking a glass of water on each of their own hands. A man in formal blue with his curly yellow hair and brown skin is talking with a man in batik who has white skin and black hair.</p>	<p>Page 17</p>	<p>(Ethnicity)</p> <p>Recognize that Indonesia has ethnic diversity such as the personal appearance from the skin colour and hair colour/cut.</p> <p>(Socio-economic)</p> <p>Accepting the personal socio-economic background especially from the clothes appearance.</p> <p>There is a person in formal blue and the other person is wearing a batik.</p>	<p>I I I I</p>
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				<p>(Socio-economic)</p> <p>Respecting the other person by implementing social-interaction. They are standing and talking to each other even though they are taking a glass of water. It is not appropriate for Indonesian culture, but for the other country or this modern era, it could be acceptable.</p> <p>(Geographic)</p>	
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					<p>Concerning the Indonesian culture product such as batik as one of Indonesian heritage.</p> <p>(Geographic)</p> <p>Regarding the appearance of Indonesian physical appearance from different geographical backgrounds.</p> <p>It is displayed through physical representation.</p>	
Chapt er 2	Congr atulati ng and		<p>In the picture, there are four people with different skin colours and different generation/age. A boy</p>	Page 20	<p>(Ethnicity)</p> <p>Recognizing the Indonesian ethnicity (Indonesian physical</p>	<p>I</p> <p>I</p> <p>I</p>


	<p>Comp liment ing Other s</p>		<p>carries a fishing rod and a man who wears moderest clothes, carries fishing rods and fish. the other man who is taking conversation with a sick man who wears the stick to stand.</p>	<p>appearance, especially the skin colour).</p> <p>(Socio-economic)</p> <p>Respecting the other persons' economic background.</p> <p>Throughout the appearance of attributes.</p> <p>(Socio-economic)</p> <p>Respecting the older people and the other capability through</p>	<p>I</p>
--	--	--	--	---	----------

					<p>interaction without considering the age differences.</p> <p>(Geographic)</p> <p>Respecting the other geographical background. throughout the attribute such as costume and the fishing rod.</p>	
Chapter 2	Comparison of driving		<p>A man drives a car on the right and another man who wears brown clothes directs to turn left.</p>	Page 27	<p>(Geographic) Recognize the culture of people from geographic backgrounds. Every country has a different system of driving. Indonesia uses the right steering</p>	I


	g a Car!				system, while some countries use the left steering system.	
Chapt er 2	Givin g a compl iment for weddi ng dress		A man with yellow skin and black hair is standing with a woman who has white skin and brown hair who wears western style wedding dress.	Page 27	(Ethnicity) Recognizing the personal appearance differential especially the physical appearance such as the skin and hair. (Geographic) Encouraging the EFL learners to know and respect the characteristics of dress from different places. It explains to the	I I


					learners not only local traditional style for wedding dress but also western style could be represented for wedding dress. It teaches the EFL learner for respecting the product of culture.	
Chapter 2	Giving compliment to friend		In the picture there are two women, one is wearing a hijab and the other is not. Both of them were carrying books and a bag.	Page 33	(Religious) Respecting the religious backgrounds among the students. That was displayed through the way they dress up. Depicting tolerance between students when they respect each other's differences of beliefs and	I

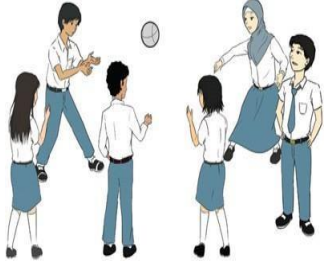
					that each student has the right to receive the same education.	
Chapter 2	giving compliments to someone		<p>A woman smiled and praised the guitar player because his performance was good. Both of them have different skin colour.</p>	Page 34	<p>(Ethnicity)</p> <p>Recognize the cultures of people from different ethnic especially the personal appearance such as the colour of skin.</p> <p>(Socio-economic)</p> <p>Appreciating someone's talents as social-interaction.</p>	<p>I</p> <p>I</p>

<p>Chapt er 2</p>	<p>Comp liment ing father</p>		<p>The conversation of a child with his white skin colour who wears modest clothes and a man with his tan skin colour who wears simple clothes. The child is giving the compliment to the man who reaches the fish in his hand. Both of the are carrying the fishing rod</p>	<p>Page 34</p>	<p>(Ethnicity)</p> <p>Recognizing the Indonesian ethnicity (Indonesian physical appearance, especially the skin colour).</p> <p>(Socio-economic)</p> <p>Respecting the other socio-economic. Throughout the appearance of attributes.</p> <p>(Geographic)</p> <p>Respecting the other geographical background. throughout the</p>	<p>I I I</p>
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					attribute such as costume and the fishing rod	
Chapt er 2	Comp liment to Other s		<p>A woman praises a white woman who looks very beautiful in a white wedding dress. They have different skin colours.</p>	Page 34	<p>(Ethnicity)</p> <p>Respecting difference of ethnicity, it is identified from the colour of skin as the people's physical appearance.</p> <p>(Socio-economic)</p> <p>Giving a compliment to the other person for her wedding is one of the social interactions among</p>	<p>I</p> <p>I</p> <p>I</p>


					<p>humans in this world. It's one of recognizing social interaction.</p> <p>(Geographic)</p> <p>In some countries, especially in Indonesia the brides who wear white dress in their wedding as a sign of a holy moment of wedding.</p>	
Chapt er 2	Comp liment ing someo ne's	 <p>The illustration shows a man on the left saying 'Great job!' and a woman on the right painting a portrait of a woman on an easel, replying 'I'm glad you like it.'</p>	<p>In the picture there is a man with dark skin praising the work of a woman who is painting</p>	Page 34	<p>(Ethnicity)</p> <p>Recognize the ethnicity between people. There are different colour skin, and gender.</p>	I I

	painting		the figure of a woman with long hair.		(Socio-economic) Providing the compliment of the product from the persons' capability such as drawing.	
Chapter 2	Compliment to others		A man with black skin greets the woman whose skin is slightly dark. A woman wears a muslimah clothes and brings books. While, a man holds a brush for painting.	Page 35	(Ethnicity) Recognize the ethnicity, it is displayed through the colour of skin. A man with black skin and woman whose skin is slightly dark. (Religious) Recognizing Islamic culture, it is depicted as Islamic	I I


					woman portrayed (the way of dress) and muslim women has the opportunity to be involved in education.	
Chapt er 2	Playin g togeth er in a school yard		Five students are playing ball, boys and girls are talking together in the school yard. They are wearing school uniforms. There is one student wearing a hijab and long uniform, it means she is muslim. They have	Page 36	(Ethnicity) Depicting the ethnic diversity especially represented through the skin colour diversity. (Religious) Respecting faith diversity among the students, it is depicted by the	I I I I

			<p>different skin colours. A woman in hijab, a boy who uses a necktie, and a girl with her long hair are having white skin.</p> <p>Furthermore, a boy with very dark curly hair and a boy with his slightly gray straight hair have dark skin.</p> <p>Then, a girl with her short hair has slightly dark skin.</p>		<p>representation of muslim girl and the other girls without hijab.</p> <p>(Socio-economic)</p> <p>Concerning the social interaction, it is displayed throughout the boys and girls interaction in the yard. They are talking and playing a ball together.</p> <p>(Geographic)</p> <p>Respecting the person from dissimilar places, the physical appearance as the representation</p>	
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				<p>of different geographical backgrounds. They are the students with different colours of skin, colour and form of hair.</p> <p>(Geographic)</p> <p>Regarding the geographical background especially the uniform of the students. The uniform is the identity of Indonesian senior high school students.</p>
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<p>Chapt er 5</p>	<p>The teache r explai ning the instru ction in the class</p>		<p>There is who wears muslim dress such as hijab, she brings a bag and books. She has slightly white skin. In front of her, there is a man who wears formal uniform, uses desk. He Seems as a teacher in the class, he has white skin.</p>	<p>Page 70</p>	<p>(Ethnicity)</p> <p>Accepting the ethnic deference that is represented from the skin and hair.</p> <p>(Religious)</p> <p>Respecting the faith diversity. It is exemplified from the representation of Islamic women portrayed. There is a woman in a hijab, it is such an Islamic appearance.</p> <p>(Socio-economic)</p>	<p>I I I I</p>
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					<p>Regarding the context of the situation. A man looks like a teacher in a class. He wears a formal uniform to demonstrate the teaching practice in the class.</p> <p>Indirectly, he teaches the students to respect the school policy and social-interaction context.</p> <p>(Geographic)</p> <p>Recognizing that the person from a different geographical background could have the same opportunity in education. It is</p>
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					shown from the skin and hair appearance. They seem from different geographical backgrounds but they are spending the time in the same class.	
Chapter 5	Describing Borobudur		<p>There are men who are talking to each other. A man in a formal red shirt is talking about Hindu worship place that is Borobudur as Indonesian cultural product. He has</p>	Page 77	<p>(Ethnicity)</p> <p>Respecting the other personal ethnic diversity by conducting the interaction to the other person with different physical appearance especially the contrast skin colour and the colour of hair.</p>	<p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p>


			<p>red hair and truly white skin. In front of him, there is a man in formal white who is standing while drinking, he has black hair and dark skin.</p>	<p>(Religious)</p> <p>Concerning the religious culture product such as the temple. This is the place of worship for Hindus.</p> <p>(Socio-economic)</p> <p>Recognizing the persons' economic background. It is represented throughout the clothes. They wear formal shirts with a tie.</p> <p>(Socio-economic)</p>	
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<p>Chapt er 5</p>	<p>Discu ssion in a class</p>		<p>There are twenty-six persons in a room. They are in the class but wearing informal clothes, they discuss and sit in a circle.</p> <p>There are nineteen persons in black and eight persons in white skin. Eleven persons have black hair, twelve persons have blonde hair, a woman has gray hair and another is wearing a hat, and another woman</p>	<p>Page 79</p>	<p>(Ethnicity)</p> <p>Accepting the diversity of ethnic which is depicted through the physical appearance especially by the skin and hair representation.</p> <p>(Socio-economic)</p> <p>The picture displays that the people are in a class, but they wear informal clothes. It is also different to Indonesian culture that the students need to wear formal uniforms or persons in the class are appropriately wearing</p>	<p>I I I</p>
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			<p>is wearing a helisopus.</p> <p>Could identify four children who have curly hair.</p>	<p>shirts rather than T-shirts to respect the other persons during the class interaction.</p> <p>(Geographic)</p> <p>Concerning the persons from the other geographical background is represented in the picture. There are the persons with different skin colour and form/colour of hair.</p> <p>They do the interaction without considering the person's geographical background.</p>	
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<p>Chapt er 13</p>	<p>condu cting discus sion</p>		<p>There are four students in front of the table, they use white and gray uniforms. It indicates that they are Indonesian students.</p> <p>Initially, there is a girl who has white skin and short black hair.</p> <p>Near her, there is a boy. He has white skin and curly black hair who has pointed nose. In the right of this boy, there is a boy in black who has straight</p>	<p>Page 179</p>	<p>(Ethnicity)</p> <p>Respecting the other personal ethnic diversity by conducting the interaction to the other person with different physical appearance especially the colour of skin, the colour of hair, and form of hair.</p> <p>(Geographic)</p> <p>Regarding Indonesian education characteristics such as the school uniform for senior high school.</p>	<p>I I I</p>
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			<p>black hair, the hair is in sharp style. The last is a boy who has slightly dark skin and black hair.</p>	<p>The uniform is the representation of Indonesian students' uniform.</p> <p>(Geographic)</p> <p>Concerning the other personal characteristics especially the physical presentation through the skin and hair diversity as the representation of different geographical background by conducting the interaction to the other person with different physical appearance especially the</p>	
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					contrast skin colour and the colour of hair.	
Chapt er 14	Act out the script on the stage		Seven people seem to be conducting an opera on the stage, their background is the media of making batik as Indonesian culture product. One of them, a woman who acts like a grandmother who wear Batik and Kebaya. Whereas, six people are	Page 90	(Ethnicity) Tolerant the person from different ethnicity. Basically, the persons in the picture have different skin colour, but additionally they use make up to show more contrast skin colour for supporting the presentation on the stage. They teach the audience to conduct the interaction without considering	I I I I

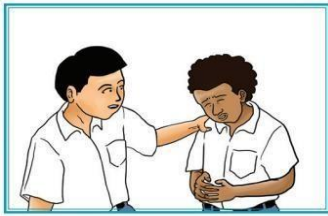
			<p>wearing T-shirts and jeans.</p> <p>They have skin colour diversity, such as a woman in orange has white skin that is displayed through foot even though she wears makeup on face. A man beside a woman in yellow has dark skin, it is depicted through the whole skin appearance.</p> <p>A woman in green has white skin that is</p>	<p>the person ethnic background or physical appearance.</p> <p>(Socio-economic)</p> <p>Based on the picture, the representation on the stage displayed the persons who implement the social-interaction without considering the age of the person and respect the person who is older.</p> <p>(Socio-economic)</p>	
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			<p>presented through the hand appearance, although she wears make on face and feet. The feet colour is dark to silver colour, it seems not natural.</p>	<p>Respecting the individual style of clothes. The picture shows a woman who wears Indonesian traditional clothes which are kebaya and batik. Then, the other younger persons who wear informal clothing, especially T-shirts and jeans.</p> <p>(Geographic)</p> <p>Regarding Indonesian culture products such as batik. It is depicted throughout the background of the stage and a</p>	
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					woman who wears Kebaya and Batik on the stage.	
Chapter 14	Writing collaboration		<p>There are four people sitting in a circle on the red chairs. They discuss something near a table. A woman in pink is touching a green glass, she has white skin, natural makeup and short black hair. Beside the girl, there is a boy in white is touching papers.</p>	Page 191	<p>(Ethnicity)</p> <p>Concerning the ethnic differences that are displayed throughout the physical appearance especially the skin and hair colour. Then, the hair forms which are curly and straight indicate the ethnic dissimilarity.</p> <p>(Socio-economic)</p>	<p>I</p> <p>I</p> <p>I</p> <p>I</p>

			<p>He has black skin and Curly brown hair. On the left chair of this boy, there is a woman who wears a red dress who touches a yellow paper.</p> <p>She has slightly white skin with lightened make up, red lips, and she has yellow hair. The last, near of this girl there is a man in green is touching papers on the table. He</p>		<p>The illustration presents the interaction of people in a place, each person needs to put their eyes to the other person and concentrate on the discussion. It is an attitude during the interaction in social context.</p> <p>(Socio-economic)</p> <p>Respecting the personal appearance from the illustration.</p> <p>Related to the illustration, there are two women who have different appearances. One of</p>	
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			<p>has slightly dark skin and undeviating brown hair.</p>	<p>them wears strong makeup and red clothes. Otherwise, the other girl has soft makeup and clothes colour for attending the meeting.</p> <p>(Geographic)</p> <p>Regarding the person from a different geographical background.</p> <p>The illustration presents the geographical background representation especially through individual appearance such as the hair form,</p>	
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					is it straight or curly, then the skin and hair colour.	
Chapter 15	Making a description of the picture.		Two boys are standing, one of them has Curly brown hair and black skin , his face is showing sadness. The other one who has white skin and straight black hair who is touching the shoulder of the boy in front of him.	Page 194	<p>(Ethnicity)</p> <p>Regarding the ethnic diversity that is depicted through the physical appearance from the skin colour. Then, there are the difference of their hair colour and the form of it.</p> <p>(Geographic)</p> <p>Respecting the person from different geographical background</p>	I I

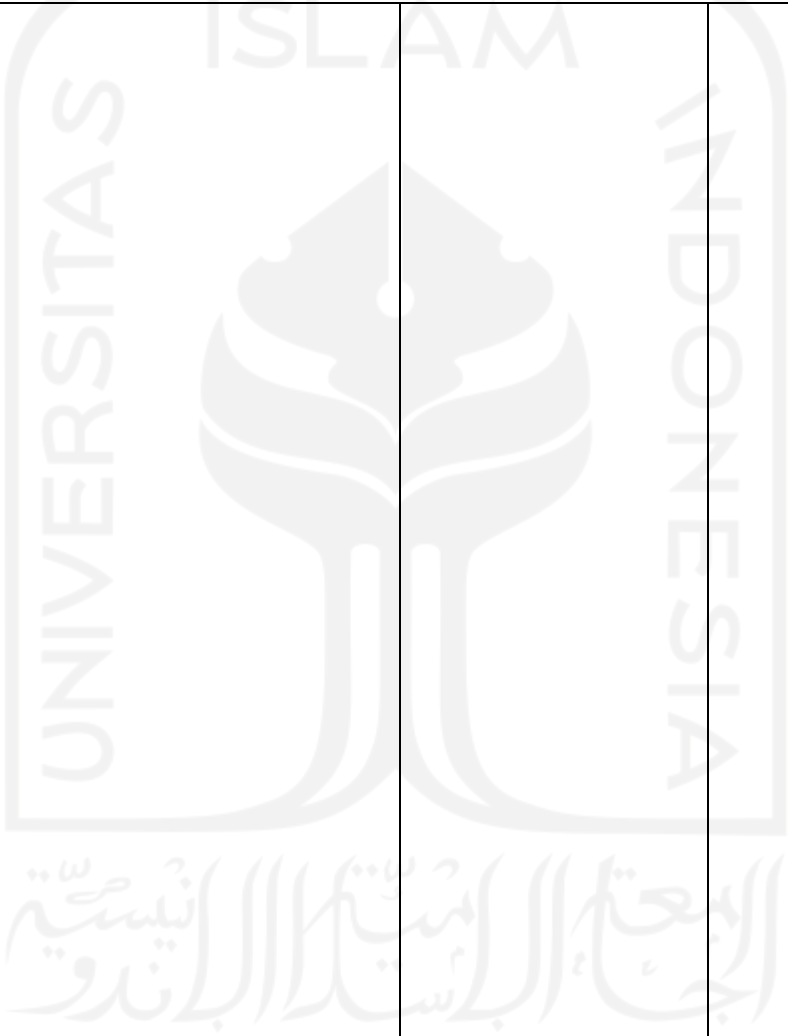
					that is displayed through the physical appearance of the skin and hair.	
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Data Collection of Textbooks Analysis with Non-Visual Artefact

Table 6. Data Collection for Textbooks Analysis with Non-Visual Artefacts

Unit	Topic	Sample of Non Visual Artefact	Description	Location/page	Coding	Tally

Chapter 1	Self-introduction through email	Hello, Alia! Let me introduce myself. My name is Hannah . I know your name from my friend, Caroline . She told me that you sent her an email telling her that you would like to have more pen pals from the US .	Hannah and alia are the name for muslim , she lives in US . Caroline the name usually use for French .	Page 4	(Ethnicity) Accepting the person from other ethnic background that is presented through the name. The persons in the text are from different countries	I I I
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			<p>ethnicity such as muslim country and French.</p> <p>(Religious)</p> <p>Respecting the other person religiously.</p> <p>The text displays the name of</p>	
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					<p>muslim such as Hannah.</p> <p>(Geographic)</p> <p>Regarding the person from a different country.</p> <p>There is Alia from Indonesia, Hannah and</p>	
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					Caroline are from the US.	
Chapter 1	An exercise of subject pronouns	1. _____(Me/I) come to Yogyakarta every month.	There is an exercise number one which informs a person who comes to Yogyakarta . It indicates that the person is not from that place.	Page 14	(Geographic) Depicting the pluralistic place, there is a person who is interested in visiting Yogyakarta.	I
Chapter 1	An exercise of	4. _____(we/ours) plan to visit Thailand next year.	Inform the persons who are interested to	Page 14	(Geographic)	I

	subject pronouns		climb to visit Thailand . Indirectly the people in this exercise are not from Thailand.		Regarding the geographical difference such as the diversity of the country.	
Chapter 1	Introduce the other	1. I am going to introduce _____ (she/her) to one of my pen pals in Malaysia . 2. Lolita told _____ (we/me) that she wanted to send a birthday gift to her pen pal in Papua .	Exercise number one is depicting the person who is interested to introduce a friend to another friend from	Page 14	(Socio-economic) The second exercise depicts the social-	I I

			<p>Malaysia. Exercise number two presents Papua as one of Indonesian provinces. Then, there is “Lolita” as Spanish name. She wants to send a birthday gift to her pen pal.</p>	<p>interaction through giving happiness to the other person such as a gift for a pen pal.</p> <p>(Geographic)</p> <p>Regarding the person from a</p>
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					different country through the interaction without considering the origin of the individual.	
Chapter 1	Exercise of Pronouns and	9. The teacher tells _____ (we/us) to make friends with students from English speaking	A teacher encourages the students to conduct the interaction through	Page 15- 16	(Socio- economic) The exercise displays the	I I

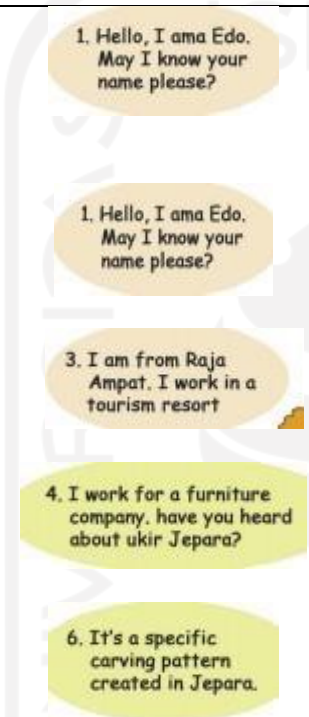
	Possessive Adjectives	countries so that _____ (we/us) can improve our English.	making friends with the students from English countries. It means the teacher and students are not English native speaker.		persons from non-native speaker countries who are interested to demonstrate the interaction to the native speaker country.	
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					<p>(Geographic)</p> <p>The presentation of interaction between persons from different countries such as the person of non-native speaker countries and</p>	
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					<p>native speaker</p> <p>countries</p> <p>indicates the interaction without considering the geographical background of the person.</p>	
Chapter 1	The descriptio	The following is an example of a conversation between Edo and	The name edo in the description text as	Page 17	(Ethnicity)	I I

	<p>n text of conversati on below.</p>	<p>Slamet who meet for the first time in a party.</p>	<p>the representation of a person from Maluku and slamet is the name that is usually used for Javanese.</p>		<p>Respecting the person from a different ethnicity such as the name presentation in the textbook. (Geographic)</p> <p>Respecting the other person from a</p>	
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					<p>different geographical background.</p> <p>The geographical diversity is displayed through the name of person as the identity of persons in the text.</p>	
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<p>Chapter 1</p>	<p>The conversati on to introduce themselve s.</p>		<p>There is Edo who introduces himself as a person from Raja Ampat, he works in a tourist resort. On the other hand, Slamet introduces himself as a person from Jepara who works in a furniture company that is ukir Jepara. This company produces Jepara's</p>	<p>Page 17</p>	<p>(Ethnicity) Respecting the diversity of ethnicity that is presented through the name of characters in the conversation. (Socio-economic)</p>	<p>I I I</p>
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			special carving pattern.		Regarding the other person from different occupation. They have their own capability in economic or talent.	
					(Geographic)	
					Concerning the person	

					from the other place through conducting the interaction without considering the individual geographical background.	
Chapter 2	Congratulations and	Deni : That's wonderful, Alif. Alif : Oh, thanks.	Bintari, Deni and Irvan are the	Page 23-24	(Ethnicity)	I I

	<p>compliment people.</p>	<p>Santi : Good for you. Good luck.</p> <p>Alif : Thank you very much.</p> <p>Bejo : Well done.</p> <p>Alif : Thank you for saying so.</p> <p>Ivan : That was great. You must be very proud of your achievement.</p> <p>Alif : Thanks. I'm glad you think so. But I still have to learn a lot. His staff also congratulate him.</p>	<p>representation of Indonesian names. alif as muslim name.</p> <p>Whereas Santi, Eny and Bejo as the name of a person from Java Indonesia. The people in the conversation are congratulating alif of his achievement.</p>		<p>Regarding the diversity of ethnicity that is depicted through the name of person in conversation. There are Indonesian names, and its specification</p>	<p>I</p>
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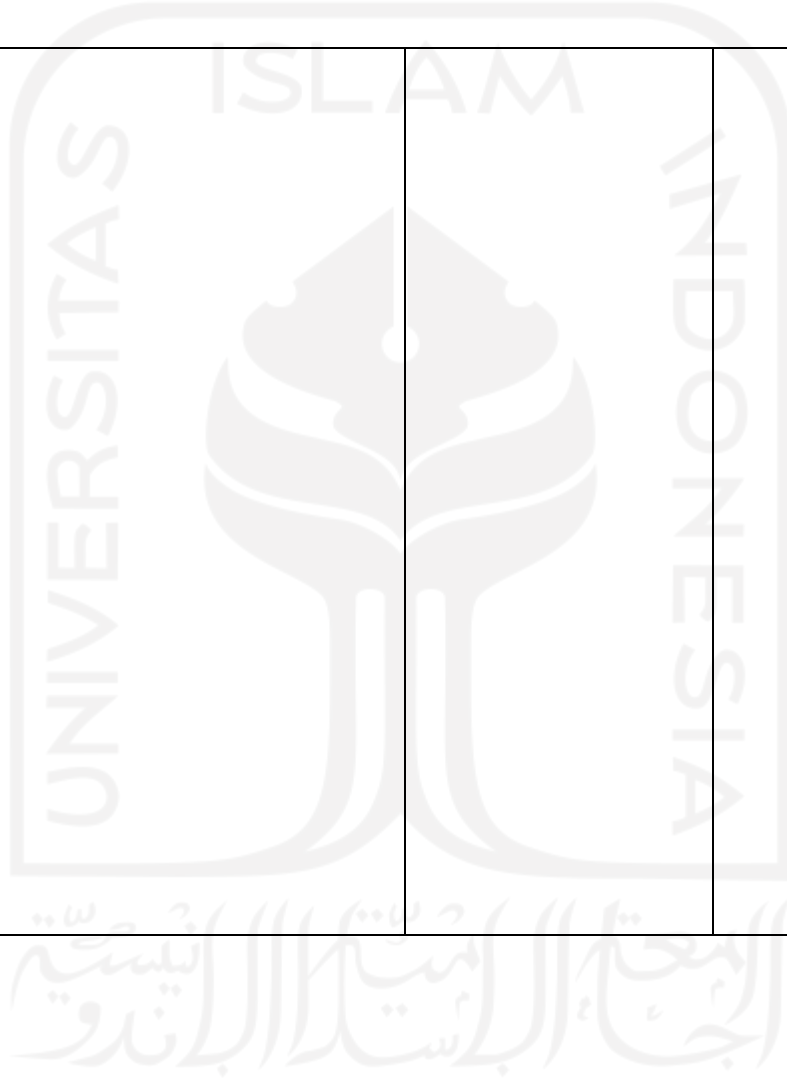
		<p>Eny : Please accept my warmest congratulations, Sir.</p> <p>Alif : It's very kind of you to say so. Thank you.</p> <p>Bintari : I must congratulate you on your success.</p> <p>Alif : Thank you very much for saying so.</p>		<p>of Javanese names, then a muslim name.</p> <p>(Socio-economic)</p> <p>Concerning the other person by providing the congratulation of his achievement</p>	
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				<p>is one of the activities during the socio-interaction implementation.</p> <p>(Geographic)</p> <p>The persons' geographical differences are displayed through the</p>
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					<p>people's names. They conduct the interaction without considering the diversity of geographical background.</p>	
Chapter 2	Greeting to others	Rani : Look. The teacher is coming!	Rani (as the name for a person from	Page 28	(Ethnicity)	I

		<p>Anisa : Pak Sultoni. Mr. Sultoni : Hi, how are you?</p>	<p>melayu) and anisa (the representation of muslim name) meets her teacher, Mr. Sultoni (as the representation of Javanese name).</p>		<p>Respecting the person from different ethnicity such as the name presentation in the text. (Geographic) Recognising islamic culture. Greet to others</p>	<p>I</p>
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					<p>(especially to our teachers)</p> <p>is sunnah in islam. And respect the socio-cultural. It depicts Indonesian culture, giving greetings if</p>	
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					meeting someone.	
Chapter 2	Visit around the World	<p>Ben : I've never seen you in that outfit. Is it new? Rudi : My sister bought it for me when she went to Singapore.</p> <p>Ben : Oh, I see.</p>	<p>“Rudi” is a name that is usually used for the persons from west of java, Indonesia. “Ben” is the name that is usually used in America. There are two countries represented through the name</p>	Page 28	<p>(Ethnicity)</p> <p>Respecting the person from different ethnicity such as the name presentation in the conversation text. There</p>	<p>I</p> <p>I</p>

				<p>are Rudi and Ben</p> <p>(Geographic)</p> <p>Concerning the geographical diversity that is displayed through the name of persons who represent two countries.</p>	
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Chapter 2	congratulating friend	Tomy has just been promoted to be the branch manager of Jepara Ukir Company in London .	Tomy is Indonesian and she has an achievement to be promoted as a branch manager in London . This text depicts an Indonesian company such as Jepara ukir	Page 30	(Geographic) Recognizing the geographical background of a person. There is Tomy who is working in Indonesian Jepara ukir company. (Geographic)	I I
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					<p>The text presents the other country that is London as the geographical difference than Indonesia.</p>	
Chapter 2	congratulating friend	Your friend has got an opportunity to be an interpreter in	Information about someone's	Page 32	(Socio-economic)	I

		<p>an international conference on inter religion dialogue to create and preserve peace and harmony.</p>	<p>opportunity to be an interpreter in international conferences on inter-religion dialogue. The purpose of the activities to concord and accord the social Interaction.</p>		<p>Regarding the other persons during social interaction by encouraging them to concord and accord through multi-dialogue</p>	<p>I I</p>
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					<p>demonstration.</p> <p>(Religious)</p> <p>The textual artefact present the the consciousness of different religious. Indirectly teaches the students to</p>	
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					<p>respect the religion diversity</p> <p>(Geographic)</p> <p>Recognizing the geographical background diversity by providing inter-religion dialogue</p>	
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					during international conference.	
Chapter 4	describing interesting place	You can also pretend to be a tourist guide for Tanjung Puting National Park or Taj Mahal .	There is Tanjung Puting national park as Indonesian place and Taj Mahal as a tourist location in India	Page 67	(Geographic) Recognizing Indonesian tourist attractions from Indonesia such as Tanjung	I

					Puting Park and displaying Indian unique places such as Taj Mahal.	
Chapter 5	Task instruction of vocabulary builder	Read the text about Visiting Niagara Falls. After you read it, scan the text quickly to find the English equivalents for the Indonesian words below	It tells that there is a text about Niagara falls and the students need to read this. The text encourages the students to understand the	Page 70	(Ethnicity) Respecting the language differences through asking the students to	I I

			<p>correspondent of English and Indonesian words.</p>	<p>identify the similar words of English to Indonesian.</p> <p>(Geographic)</p> <p>Indonesian students are asked to increase their knowledge by reading the text about the other</p>	
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					<p>country</p> <p>waterfalls</p> <p>such as</p> <p>Niagara falls.</p> <p>Indirectly,</p> <p>they are</p> <p>taught to</p> <p>respect the</p> <p>other</p> <p>countries'</p> <p>place of</p> <p>tourist</p> <p>attraction.</p>	
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Chapter 5	Reading text of Niagara Falls	Finally, people can also enjoy Rainbow Air Helicopter Tours above and around the American and Canadian Falls	There are two places in different countries in the text, such as American and Canadian falls. They are the place for enjoying the rainbow air helicopter tours.	Page 73	(Geographic) The text depicts different countries as the place for waterfalls. Indirectly, it is respecting the geographical	I

					background diversity.	
Chapter 5	The instruction of task	Task 3: Read again text 1 (Tanjung Puting National Park) and text 2 (Taj Mahal) in chapter 4. Compare those texts with the text about Niagara Falls. Find the similarities among those three texts.	There are three places that are presented in the text. They are Tanjung Puting from Indonesia, Taj Mahal from India, and Niagara falls in Canada and America.	Page 75	(Geographic) Recognizing the other countries by presenting the interesting places that could be visited by tourists.	I

Chapter 5	Vocabulary Exercise	<p>Christiano Ronaldo came to Bali to campaign for the _____ of the environment.</p>	<p>Christiano Ronaldo is a soccer player who is from Portugal. He is interested in campaigning about the environment in Bali as an Indonesian tourist destination.</p>	Page 75	<p>(Ethnicity)</p> <p>Respecting the other person ethnicity. There is Christiano Ronaldo as the name for a person from Portugal.</p> <p>(Socio-economic)</p>	<p>I</p> <p>I</p> <p>I</p>
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					<p>There is socio-interaction through conducting campaigns for the environment.</p> <p>There is socio-interaction between two</p>	
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					<p>different countries.</p> <p>(Geographic)</p> <p>Recognizing the country's diversity, there are two countries that are depicted in the text.</p> <p>Portugal as the</p>
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					<p>Christiano Ronaldo comes from _____ and Indonesia as the place for conducting a campaign.</p>	
Chapter 6	Vocabulary Exercise	<p>This afternoon the football match between Indonesia and Vietnam is held at Gelora Bung Karno _____.</p>	<p>There is the football competition between _____ Indonesia and _____ Vietnam at Gelora Bung Karno.</p>	Page 88	<p>(Geographic)</p> <p>There are two countries as the participants</p>	I

					of the football competition in Indonesia.	
Chapter 9	Reading comprehe nsion about heroes day	On 10 November, Indonesia celebrates Hari Pahlawan or Heroes Day in remembrance of the Battle of Surabaya which started on that very date in the year 1945. The bloody battle took place because Indonesians refused to surrender their weaponry to British army .	Celebrating Hari Pahlawan in Indonesia as remembrance day is a battle in Surabaya . Indonesia was declining the British Army request. Bung Tomo was a	Page 123	(Ethnicity) There are the names of Javanese such as Bung Tomo and surya. Otherwise, there is the	I I I

		<p>British Army at that time was part of the Allied Forces. The defiant Bung Tomo is the well-known revolutionary leader who played a very important role in this battle.</p> <p>Brigadier Mallaby already had an agreement with Governor of East Java Mr. Surya. The agreement stated that British would not ask Indonesian troops and militia to surrender their weapons.</p>	<p>revolutionary leader</p> <p>who played an essential role in the battle. There is Brigadier Mallaby already had an agreement with Governor of East Java Mr. Surya</p>		<p>name of a person from the United kingdom such as Mallaby. It teaches the students that they are multi-ethnic in the textbook indirectly.</p>	
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					<p>(Socio-economic)</p> <p>Respecting the person from a different socio-economic background that is depicted from the title of name and the</p>	
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					<p>social class of a person. there are revolutionary leader, brigadier, and governor</p> <p>(Geographic)</p> <p>Concerning the geographical background diversity,</p>	
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					<p>there is Surabaya as a city in east java, Indonesia. Whereas, there is british army which is from London.</p>	
Chapter 9	Reading comprehension	However, a British plane from Jakarta dropped leaflets all over Surabaya .	There is a british plan that comed from Jakarta and released	Page 123	(Geographic) The text encourages	I

	<p>about heroes day</p>		<p>the elaflets to Surabaya</p>		<p>the students to recognize the geographical background difference. There is the British plan from London. Then, there are Jakarta and Surabaya</p>	
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					as a place in Indonesian.	
Chapter 9	Reading comprehe nsion about heroes day	On 30 October 1945, Brigadier Mallaby was killed as he was approaching the British troops' post near Jembatan Merah or Red Bridge, Surabaya. There were many reports about the death, but it was widely believed that the Brigadier was murdered by Indonesian militia. Looking at this situation, Lieutenant General Sir	Brigadier Mallaby was killed in Jembatan Merah, Surabaya by Indonesian militia . and additionally, Lieutenant General Sir Philip Christison brought in reinforcements to siege the city.	Page 123	(Ethnicity) There are the names of people from the UK such as Mallaby and Philip Christison. Then, there is indonesian militia. It	I I I

		Philip Christison brought in reinforcements to siege the city	Mallaby and Philip Christison are the people from UK.		<p>teaches the students that they are multi-ethnic in the textbook indirectly.</p> <p>(Socio-economic)</p> <p>The text teaches the students to respect</p>	
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					<p>people from different socio-economic backgrounds.</p> <p>It is presented through the title of a person, brigadir, Lieutenant, and militia.</p>
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					(Geographic)	
					Respecting the others' geographical background differences such as british and indonesian.	
Chapter 9	Task about text structure	1. The governor of Java and Brigadier Mallaby made an agreement.	There is a governor of java, Indonesia who made an agreement with the	Page125	(Ethnicity)	I I I
					Concerning the personal ethnic	

		<p>person from the UK that was brigadir Mallaby.</p>	<p>diversity. There are the names of people from the UK such as Mallaby and the governor of java which was an Indonesian. (Socio- economic)</p>
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					<p>The text depicts different socio-economic backgrounds.</p> <p>It is presented through the title of a person, brigadir and governor.</p>	
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					<p>(Geographic)</p> <p>Respecting the person from a different place through the representation of the UK and Indonesia in the textbook.</p>	
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Chapter 9	Task about text structure	10. The Battle of Surabaya awakened Indonesian and International people to support the Indonesian national revolution.	The battle in Surabaya encouraged the Indonesian and people worldwide to support the implementation of national revolution in indonesian.	Page125	(Socio- economic) Regarding the other countries by supporting the country's development. They support the other to have a better nationality	I I
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					<p>through revolution.</p> <p>(Geographic)</p> <p>Recognizing the other person's geographical background.</p> <p>It is depicted through the presentation of different people from</p>
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					different countries.	
Chapter 9	Task about grammar application	10. When I was in Columbus, America, I heard Tanah Pusaka song. I _____ very emotionally touched, and I even cried. I missed Indonesia, my beloved country	There is a person from Indonesia who was in Columbus, America. He loves Indonesia. he was touched by a Tanah Pusaka Song which is Indonesian nationality song. This song was played in America.	Page 128	(Geographic) The text provides two countries such as Indonesia and America. It respects the diversity of country	I I

					(Geographic) There is Tanah Pusaka Song as Indonesian nationality song. it was played in Columbus, America	
Chapter 10	Reading comprehe nsion	In 1962, Habibie returned to Indonesia for three months on sick leave. During this time, he	Habibi returned to Indonesia in 1962. But after they	Page 135	(Geographic) Respecting the other	I

	<p>about B.J. Habibi</p>	<p>was reacquainted with Hasri Ainun, the daughter of R. Mohamad Besari. The two married on 12 May 1962, returning to Germany shortly afterwards. Habibie and his wife settled in Aachen for a short period before moving to Oberforstbach. In May 1963 they had their first son, Ilham Akbar Habibie, and later another son, Thareq Kemal Habibie.</p>	<p>married, Habibi and his wife Hasri Ainun were Indonesian and she moved to Germany.</p>		<p>person's geographical background that is depicted through the representation of two countries in the text.</p>	
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Chapter 10	Task about speaking	Rima : He is one of geniuses from Indonesia. He studied in Germany	Rima as Indonesian student who is learning in Germany.	Page 140	(Geographic) Respecting the geographical background diversity that is shown through the information of a person from Indonesia	I
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					who studies in Germany.	
Chapter 13	Grammar exercise	Kamal _____ (study) about Germany before he _____ (go) there for his university education.	Kamal is a name for representing a muslim and he has the opportunity to learn in Germany .	Page 189	(Ethnicity) Recognizing the person from a different ethnicity that is represented through the name representatio n.	I I

					<p>(Geographic)</p> <p>Respecting the geographical background of a person. Indonesian students as the reader of the textbook are encouraged</p>	
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					to know and respect the other person from abroad such as Germany.	
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Table 7. Tally Total of Multicultural Values Representation in the Book

Number	Component of Multicultural	Type of artefact	Sum of Component	Sum of Component
1	Ethnicity	Visual Artefact	16	28
		Textual Artefact	12	
2	Religious	Visual Artefact	5	7
		Textual Artefact	2	
3	Socio-economic	Visual Artefact	19	29
		Textual Artefact	10	
4	Geographical background	Visual Artefact	17	45
		Textual Artefact	28	