

**A CONTENT ANALYSIS ON MULTICULTURAL VALUES IN
INDONESIAN EFL TEXTBOOK**

A Thesis

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



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STATEMENT OF WORK'S ORIGINALITY

I hereby declare that this thesis that I have made is purely my work. I promise that I did not copy other people's words or writings, other than those I have cited as references for my writings.

Yogyakarta, August 2022



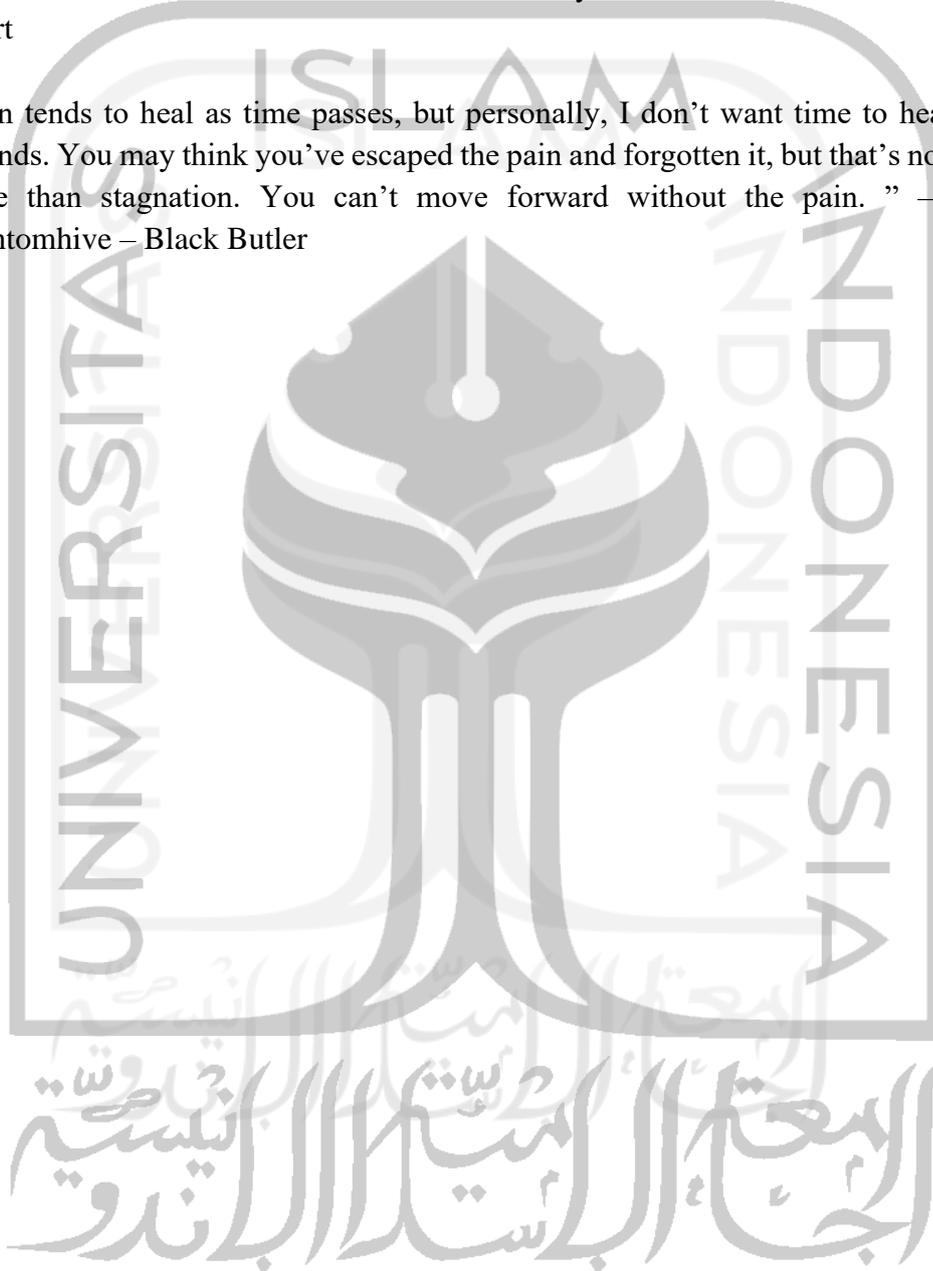
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MOTTO

“Although I’m weak and full of flaws, I will never stop moving forward. No matter who I am, no one other than myself will create my existence. No matter what others may think or feel, I will still move forward as myself.” – Oz Vessalius – Pandora Heart

“Pain tends to heal as time passes, but personally, I don’t want time to heal my wounds. You may think you’ve escaped the pain and forgotten it, but that’s nothing more than stagnation. You can’t move forward without the pain.” – Ciel Phantomhive – Black Butler



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Finally, even though this thesis is far from perfect, I hope it can help to contribute to society, especially in Indonesian education. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis

Yogyakarta, August 2022



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A CONTENT ANALYSIS ON MULTICULTURAL VALUES IN INDONESIAN EFL TEXTBOOK

ABSTRACT

As a multicultural country, the Indonesian EFL textbook has to be inclusive of the culture in Indonesia while also showing the culture of other countries. As an EFL textbook is one of the materials the students can use to learn about the world, it is crucial to show the importance of Indonesian culture in the English language. This study aims to analyze the multicultural values represented in the Indonesian EFL textbook titled *Pathway to English for High School Grade X for Elective English* (Sudawarti & Grace, 2016). The study uses Downe-Wamboldt's (1992) method of content analysis, which identifies the data of pictures or certain phenomenon. To collect the data, the researcher used Yuen's (2011) four categorizations of cultures which are: Big C, Little C, perspective, and persons. From the data analysis, there were numerous representations of culture from the English-speaking countries in the textbook, to accommodate students to speak in these countries. There were also attempts from the author to represent the Indonesian culture by representing the public figures in Indonesia. Even though, the English-speaking countries were still dominating.

Keywords: *Content Analysis, Indonesian EFL Textbook, Multicultural Values*

CHAPTER I

INTRODUCTION

1.1. Background of the Study

English as a foreign language (EFL) textbooks are used by multiple teachers as teaching material for their students. It is used extensively because of its accessibility and practicality in its usage. It contains every material that can fulfill the learning objectives. Besides, by having a textbook as a reference, teachers will save time to prepare materials for the learning activity. These multicultural representations in an Indonesian EFL textbook are important and necessary to be researched in a content analysis because the Indonesian students who use this book come from diverse backgrounds.

Multiple researchers have studied EFL textbooks. First, the research from Davidson and Liu (2018) explained that having a good variety of cultural representations and not just focusing on the source culture. They also explained how the low cultural representation in a textbook can cause the students to stereotype certain countries' cultures. Dinh and Sharifian (2017) also showed that a conceptualization of local culture in an ELT material will be able to raise the awareness of the student's culture and empower their cultural view in a conversation. Therefore, analyzing an EFL textbook can provide many benefits for the students specifically in terms of the multicultural values that will be discussed further in this research.

Further ahead, this research is going to examine the multicultural values that are represented in an EFL textbook. This research is important

because it can be used to broaden the topic of multiculturalism in Education. Moreover, by the researcher analyzing the multicultural value in a textbook, it may help to enhance the awareness of culture and how significant it is to teach cultural values to students.

1.2. Limitation of the Problem

This research is using an EFL textbook published by a private publisher called Erlangga. It is especially published for the high school level for X grade. The content of this textbook is claimed to have genre-based approach, various meaningful activities, extensive reading, and character building. Therefore, it is seen that this textbook is worth analyzing.

1.3. Formulation of the Problem

The research question of this study is:

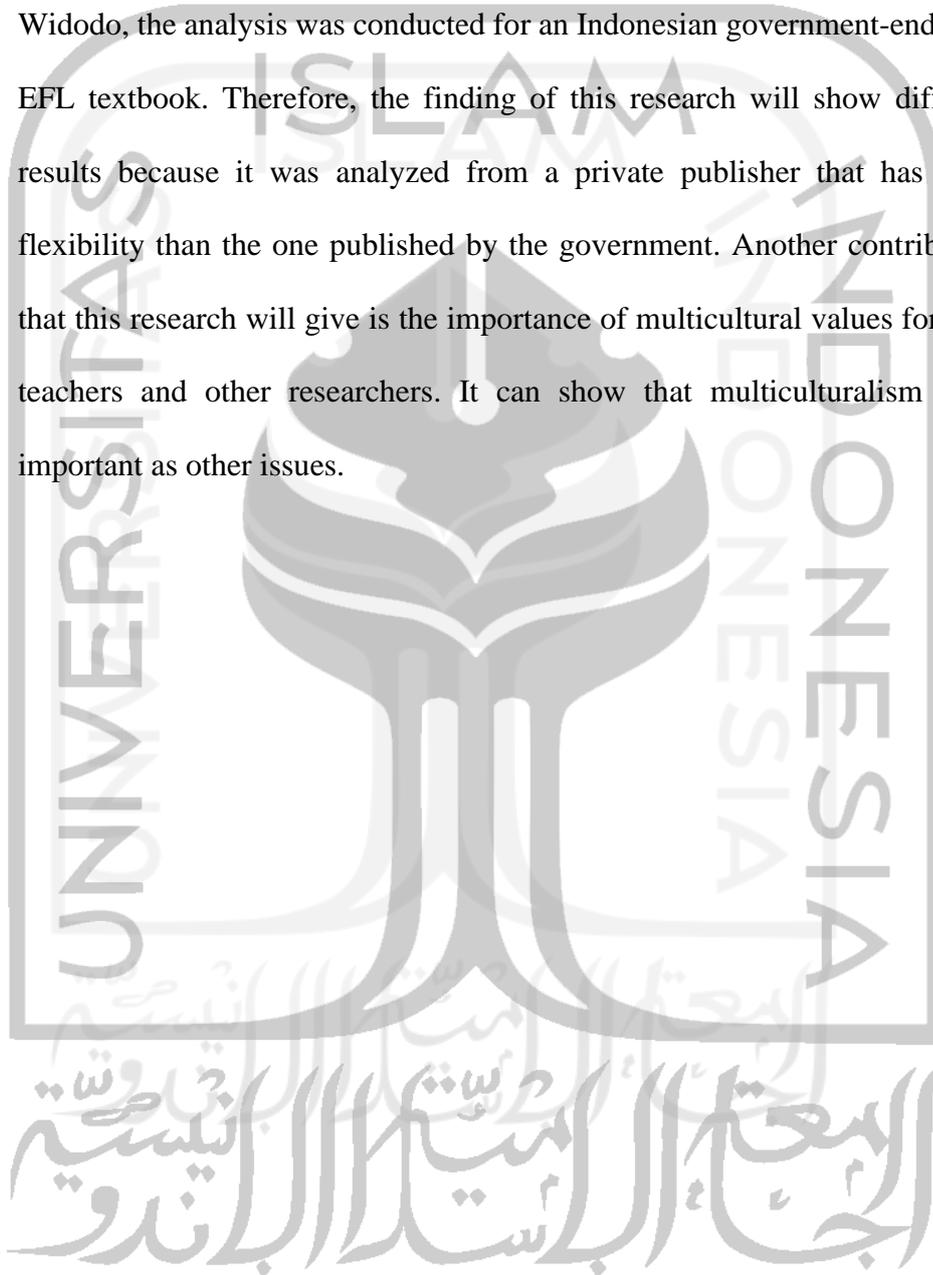
1. How is the representation of multicultural values in Indonesian EFL textbook?

1.4. Objectives of the Study

The objective of this study is to find out the multicultural values that might be represented in the EFL textbook.

1.5. Significance of the Study

This research is conducted on an Indonesian EFL textbook published by Erlangga for X-grade of high school students. From previous research by Widodo, the analysis was conducted for an Indonesian government-endorsed EFL textbook. Therefore, the finding of this research will show different results because it was analyzed from a private publisher that has more flexibility than the one published by the government. Another contribution that this research will give is the importance of multicultural values for both teachers and other researchers. It can show that multiculturalism is as important as other issues.



CHAPTER II

LITERATURE REVIEW

2.1. Multicultural Values and Education

Culture is a complex concept that has various meanings based on how people perceive it (Hellemans, 2017). One culture could have a different view from someone outside of their culture. Thus, at a certain time, this difference can create a misunderstanding. That is why Hellemans (2017) also explained that being critical of culture is important because it will help people to understand each other better. With the complexity of culture and the difference between cultures, being accommodating, and understanding in a multicultural environment become more critical.

Multiculturalism defined by Rosado (1996) is a system in which the groups recognize and respect each other beliefs and behavior; acknowledged and valued each other differences, and give empowerment to all the organizations or the people of the groups by encouraging and enabling their contributions within the society in the system. Meanwhile, in the educational context, Ozturgut (2011) explained that multicultural education is a reform of the educational system where it can create a safe learning space to accommodate people from different backgrounds or cultures. Therefore, the first step to learning multicultural values is to understand multiculturalism and multicultural in education itself. Understanding the background of multiculturalism would help to define what has to be taught in multicultural values itself.

Learning multicultural values in Indonesia is important because Indonesia is a multicultural country with a diverse background. Thus, it is beneficial for textbooks to include multicultural values. Sutijono (2010) from his research stated that Indonesia has a diverse culture and is still in its development on their national culture. With the diversity of cultures in Indonesia, sometimes misunderstandings could not be avoided between cultures. Especially, at school, students might come across other students from different cultures. Thus, to bridge this problem, Sutijono (2010) suggested creating a national education where students can learn to be democratic, understand and respect people's differences, cultural and ethnic plurality, and additionally keep up with the development of science and technology.

From understanding the meaning of cultures and the meaning of multicultural values, especially in Indonesia. It can be concluded how important the values of multicultural education will be for future generations. Especially with the growth of globalization that can scrape the values of other cultures. It is important to remind students of the real values of their own cultures.

2.2. Multicultural Values in ELT Textbook in Indonesia

In an attempt to create a better education for future children, English teachers have to be more adept at using readily available materials for the students to learn better about cultures and characters, alongside learning

English. One of the ways that teachers can create better materials is by referencing EFL textbooks. Indonesia has started to integrate cultural education into English Language Teaching, especially into the EFL textbooks (Widodo, 2017). Firdaus et al., (2020) also stated that multicultural values could be taught to students by internalizing these values into the social science subjects at schools. Cultural education would benefit the students to understand the essence of their culture and create a favorable idea about their culture. Meanwhile, multicultural values would teach the students about the importance of understanding other cultures and reduce stereotypes toward other cultures. Setyono and Widodo (2019) stated that in the education of Indonesia textbook has to contain multicultural values because students came from various backgrounds, ethnic, and even religions. Accommodating multiple backgrounds of cultures would also benefit the students to learn more about respect towards other cultures and avoid conflict with other cultures (Setyono and Widodo, 2019).

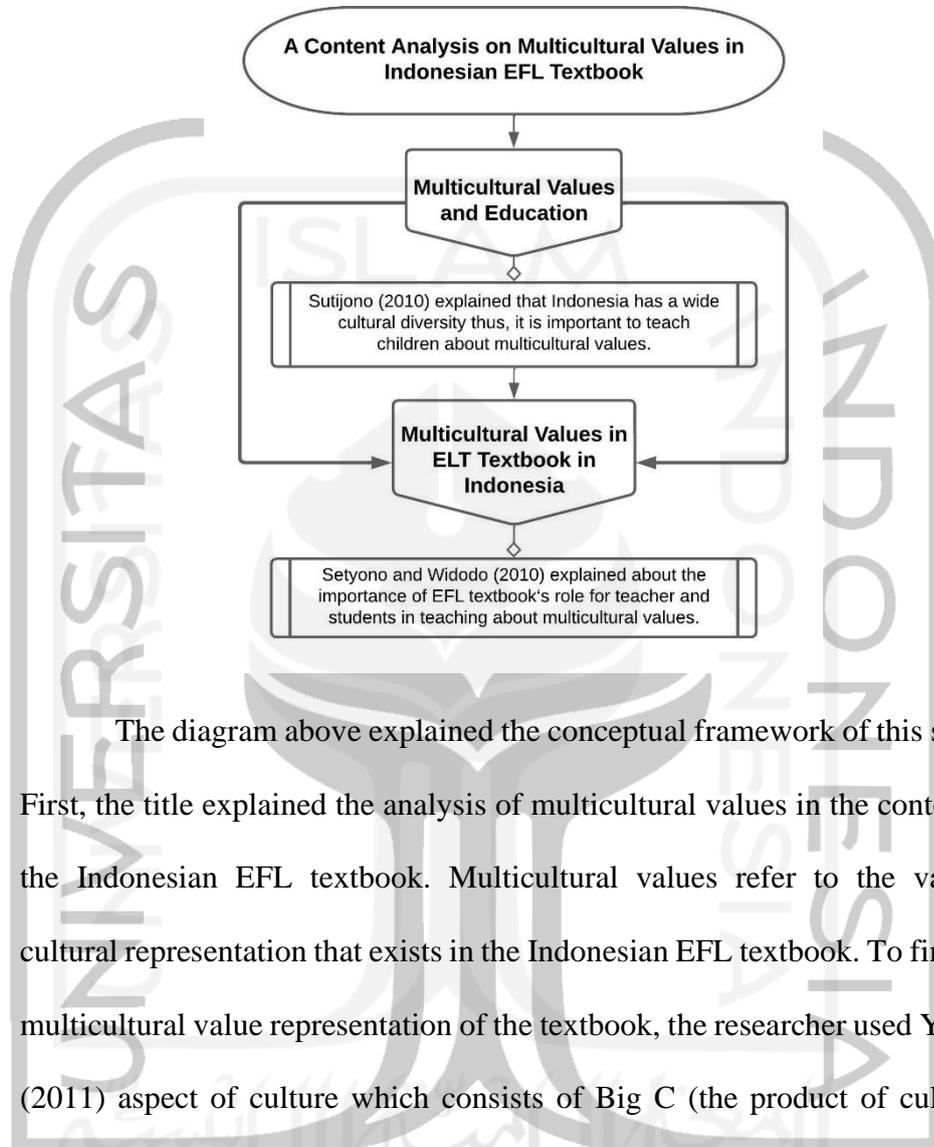
In analyzing multicultural values in English textbooks, researchers should consider some aspects of cultures. Setyono and Widodo (2019) explained that there are four categorizations of aspects of cultures: 1.) The products (Big C), 2.) The practices (little C), 3.) Perspective (Subjective culture), and 4.) The person. Yuen (2011) further explained the meaning of those categorizations: First, big C has the meaning of formal culture. Formal cultures are those that refer to the product of the culture. It can include formal institutions, arts, literature, etc. Second, little C or the practices of culture

means the daily lives of the people, like the clothing, food, tools, etc. It can also be the behavior of the people. How they are living their lives and how they conduct themselves. Third, subjective culture is the perspectives of the people. It is how people view their world, their values, and their beliefs. Subjective culture is more the abstract concept of culture that cannot be seen by other people, but they have to know the person to understand their subjective culture. Fourth, the person refers to the people that influence the culture or become the symbol of the culture. For example, the first president of Indonesia, Soekarno Hatta, who leads the independence movement in Indonesia.

The purpose of analyzing the multicultural values in the EFL textbook is to build awareness for the students and teachers about the importance of teaching cultures. Learning about cultures will become their assets when they grow up and it will help to reduce prejudice towards other people's cultures.

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2.3. Conceptual Framework



The diagram above explained the conceptual framework of this study. First, the title explained the analysis of multicultural values in the context of the Indonesian EFL textbook. Multicultural values refer to the various cultural representation that exists in the Indonesian EFL textbook. To find the multicultural value representation of the textbook, the researcher used Yuen's (2011) aspect of culture which consists of Big C (the product of culture), Little C (the practice of culture), perspective, and person. Second, the *Multicultural Values and Education* explained how Indonesia has a wide cultural diversity that causes multiple misunderstandings between ethnicities or groups (Sutijono, 2010). Third, *Multicultural Values in ELT Textbook in Indonesia* explained the importance of the role ELT textbooks have when teaching multicultural values to students.

CHAPTER III

RESEARCH DESIGN

3.1. Research Design

Based on the name itself, content analysis is a form of research that analyzes data that can be analyzed from the visual, verbal, or written (Downe-Wamboldt, 1992). He stated that researchers that analyze a content have to understand the context of the surrounding with what is being analyzed. Thus, a researcher has to be an expert on the field. Furthermore, to make a more valid data analysis, researchers need to describe the occurrence of words, phrases or sentences. It also has systematic and objective ways to analyze text, pictures or spoken data. This will help the researcher to gain more validity through their research from the evidence that has been collected throughout the research.

Therefore, content analysis can be as important as any other research methods because it can bring various awareness and proof to the students or the environment. It can be used to prove the importance of multiculturalism in textbooks and how culture is important to be preserved and taught to the students. It can also be used to show the importance of gender equality to the people and students.

3.2. Data Preparation

3.2.1. Setting and Objects

The textbook that was examined was *Pathway to English for High School Grade X for Elective English* (Sudawarti & Grace, 2016) published by Erlangga. The target of the textbook is for students around 15 to 17 year of age.

The book *Pathway to English for High School Grade X for Elective English* (Sudawarti & Grace, 2016) was published by Erlangga and was first published in Jakarta, year 2016. The textbook might be published by a private publisher, but it has fulfilled the requirements that have been stated by Setyono and Widodo (2019).

Those requirements were:

1. The book was widely used throughout the country. This book has been used by a lot of high schools.
2. The curriculum used was curriculum 2013 which is the curriculum currently used in Indonesia.
3. The analyzed artifact of multicultural value was through visual and non-visual artifact.
4. The author of the textbook has stated that the book contained character building to expose the students to various morals.

3.2.2. Instrument

This study used the research instrument adopted from Yuen (2011) framework. The components from the framework were used to identify the multicultural values existing in EFL textbooks. Additionally, the components divided into visual and non-visual artifacts.

The following table was used for the purpose of the findings that were taken from the textbook.

Table 1: Research Instrument

No	Construct	Conceptual definition	Components	Cultural Aspect (Region)		Abstract (Region: Cultural Aspect)	
				Visual	Textual	Visual	Textual
1	Multicultural values in Indonesian EFL textbook.	Multicultural values are a concept of ideology that came from the stem of pluralistic ideology. It appreciates the cultural diversity of people that come from different backgrounds. There are four aspects of culture that can be categorized into Big C (formal institution, great figures of history, product literature, fine arts, and science), Little C (Lifestyle of people), Perspective (values, and beliefs), Persons (well-known icons or individuals)	The components are to identify the existence of Big C (formal institution, great figures of history, product literature, fine arts, and science), Little C (Lifestyle of people), Perspective (values, and beliefs), Persons (well-known icons or individuals)	Any pictures, illustrations, etc.	Dialogue between character, narration, instruction, text, etc.	Any pictures, illustrations, etc.	Dialogue between characters, narration, instruction, text, etc.

		beliefs), Persons (well-known icons or individuals) (Yuen, 2011)					
--	--	--	--	--	--	--	--

3.3. Data Collecting Techniques

The researcher analyzed the visual and non-visual artifacts from EFL textbooks to collect the data. The data were inputted to a table adapted from Yuan (2011). In addition, the data was consisted of two aspects. First, the visual artifacts were in the form of pictures or illustration. Second, the non-visual artifacts consisted of dialogue, narration, instruction, or text. Finally, the data were analyzed.

The following table was used to arrange the data and sorted by the researcher. Afterward, the data were arranged into textual or visual data.

Table 2: Instrument for Textual Data Collection

Multicultural Values (Yuen, 2011)	Chapter	Page	Text	Description	Tally
The four categories of Multicultural Values by Yuen (2011)	The chapter of the book.	The page of the analyzed content.	The textual artifacts.	The description of the artifacts.	The frequency of the data's appearance.

Table 3: Instrument for Textual Data Collection

Multicultural Values	Chapter	Page	Visual	Description	Tally

(Yuen, 2011)					
The four categories of Multicultural Values by Yuen (2011)	The chapter of the book.	The page of the analyzed content.	The visual artifacts.	The description of the artifacts.	The frequency of the data's appearance.

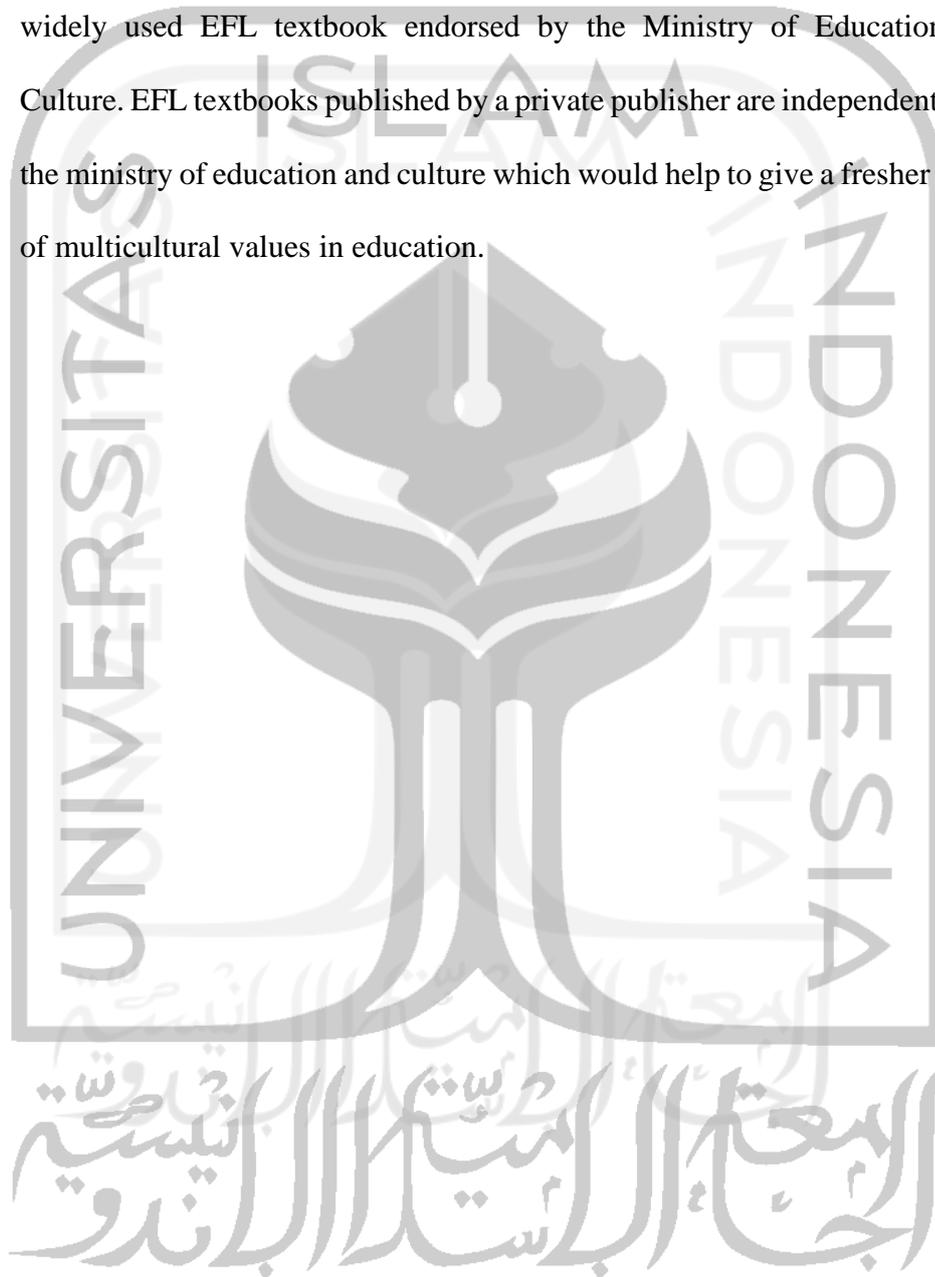
3.4. Data Analysis

The research was analyzed through critical and in-depth reading of the textbook and studying the pictures. The data analysis method used Downe-Wamboldt (1992) model of qualitative data analysis. At the first step, the data went through a data reduction process where the data was collected and then selected and simplified, abstracted and transformed into a data that could be analyzed. After the data reduction process, the data was displayed. In this process, the data that has been reduced were arranged and organized with the help of the table displayed on the data collecting technique. In the last step, the data were transcribed and concluded.

3.5. Trustworthiness

To prove the credibility of this research, the research was conducted repeatedly by reading the EFL textbook to make sure that none of the data was missed. To prove the transformability, this research is used the theory from Setyono and Widodo (2019) about multicultural values in EFL textbooks which was applicable on another research of the same topic that has

been discussed in the previous chapter. To prove the confirmability, this research focused on the topic of multicultural values seen from the perspective of EFL textbooks published by a private publisher rather than the widely used EFL textbook endorsed by the Ministry of Education and Culture. EFL textbooks published by a private publisher are independent from the ministry of education and culture which would help to give a fresher result of multicultural values in education.



CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1. Findings

The object of this research was an EFL textbook published by Erlangga, titled *Pathway to English for High School Grade X for Elective English* (Sudawarti & Grace, 2016). To conduct the analysis, the researcher collected the data by dividing the multicultural values into four categories. According to Yuen (2011), the four categories of multicultural values are Big C, Little C, perspective, and persons. From the data collection, Big C has 7 cultural representations in text forms and 7 cultural representations in visual forms; Little C has 7 cultural representations in text forms and 4 cultural representations in visual forms; perspective has 5 cultural representations in text forms and zeroes representation in visual forms; persons has 9 cultural representations in text forms and 10 cultural representations in visual forms.

Table 4: The Tally of Multicultural Representation

Multicultural Values	Text	Visual
Big C	7	7
Little C	7	4
Perspective	5	0
Persons	9	10

From the data above, there was less representation of the values of perspective rather than in the other categories. There were more data on the representation of visible cultural values such as Big C which represent the

product of a culture, Little C which represent the practices of the culture, and Persons which indicates the prominent people from the culture. However, as Little C is the practice of the culture, it was less visible than the other two cultural values, thus it has less representation.

Furthermore, through the finding, there were three themes found. In the analysis, the Big C and the Little C have a similar concept about the representation of culture in English-speaking countries. Thus, the researcher decided to combine the theme of Big C with Little C. Perspective showed that there was the stereotype of Eastern culture in the perspective representation, thus the theme for Little C is the stereotype of Eastern culture. Meanwhile, the person showed the attempt of the author to represent the Indonesian culture through the famous figure. There were various public figures from Indonesia that the author represented. However, the number of definitions of these representations was less than the representation from English-speaking countries. Thus, the theme for Little C is the attempt of representing Indonesian culture through famous figures.

Table 5: The Theme of the Representation of Multicultural Values

Concepts of Multicultural representation (Yuen, 2011)	Themes
Big C	The Attempt of Representing English-Speaking Countries
Little C	
Perspective	The Stereotype of Eastern culture
Person	The Attempt of Representing Indonesian Culture Through Famous Figures

4.2. Discussions

1. The Attempt of Representing English-Speaking Countries

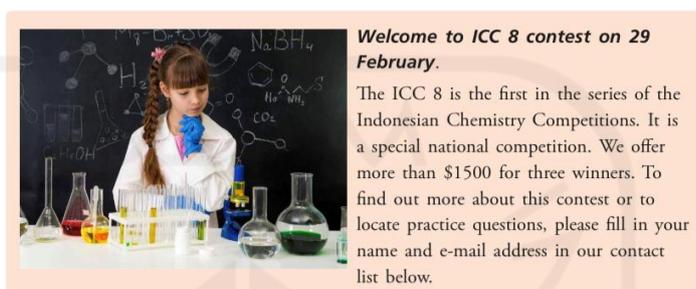
According to Yuen (2011), the product of culture can be classified as Big C. Because Big C is the product of cultures, it can easily be observed by people from different cultures. Products of culture found in the textbook are mostly related to entertainment like music, dances, and sports; tourist attractions like the cities, and the streets; organization and institution names; etc.

The product of a culture that was shown the most was the English-speaking countries' culture; it was the most dominantly represented in the textbooks that were being analyzed. Of these English-speaking countries, America was the one that showed up the most. The product that showed up was a city in Brazil that is worth a tourist destination, Rio de Janeiro. Rio de Janeiro is famous for its historic sites, the beaches, and even the cheerful attitude of the local people (City Guide & Booking, 2022).



Picture 1: Example of the product of English-speaking countries culture representation. (Ch. 7 Pg. 137)

The next dominant BIG C culture represented in the textbook was Indonesian. The product of culture represented in Indonesia was about the organization, institution, science competition, and traditional dance.



Picture 2: The science competition from Indonesia (Ch. 7 Pg. 137)

There was also representation from Asian countries like Singapore. The product of cultures that they showed was the traditional dance from Tionghoa and the street name from Singapore. Orchard Road in Singapore is famous as a tree-lined one-way street with various shops and restaurants (TripAdvisor, 2022).



Picture 3: Street name in Singapore (Ch. 7 Pg. 133)

Besides discussing the product, Yuen (2011) also proposed the concept of Little C. Little C is the practices of the culture; it includes the

lifestyle of the people (Yuen, 2011). The representation of Little C from the textbook showed astrological science, sports, fauna, and flora. This showed the various kind of lifestyles from cultures that came from different countries. Different cultures have a different way of doing things according to what they believe in and their values. Although, from the analysis, it was found that there was less discovery for Little C compared to Big C which is more represented.

The first most represented culture from the Little C category was from English-speaking countries culture. There was discussion about the astrology from the West, the sports, and national flowers from Netherland. In the textbook, there was a discussion about English-speaking countries' horoscope that has become a global trend. The rise of this trend might be because it could predict the fate of someone, thus making it popular among women (Farrar, 2022). As the horoscope becomes a global trend, the textbook's goal is to introduce the global trend, thus the textbook introduced the horoscope to the students by asking a general question about it.



Clipart.com

- a) Have you ever read a horoscope?
- b) Where do you usually find horoscopes?
- c) What does a horoscope discuss?
- d) Do you believe what horoscopes say?
- e) Do the predictions ever come true?
- f) What is the zodiac?
- g) What is your zodiac sign?
- h) Do you follow your horoscope?
- i) What are Chinese zodiacs?
- j) Find horoscopes in magazines or newspaper. Are they published daily, weekly and monthly?

Picture 4: English-speaking countries representation of Little C in the textbook. (Ch. 3 Pg. 46)

The second most represented culture is Indonesian culture. The cultural representation includes the National flower from Indonesia, a mixed culture of Indonesian representing Tionghoa traditional dance, and the addressing system in Indonesia. Jasmine is one of the national flowers of Indonesia (Tribunnews.com, 2021) and it is great that it was represented in the textbook. There was also a representation of Indonesian citizens dancing the Tionghoa traditional dance. It can show the diversity in Indonesia as Indonesia is a multicultural country that does not only consist of various local cultures but also includes foreign cultures as a result of immigration, such as Tionghoa.



Picture 5: Jasmine the national flower of Indonesia. (Ch. 6 Pg. 103)

Another discussion from the Indonesian EFL textbook was about the Orchid Fashion Runaway from Singapore. Orchid Fashion Runaway is an annual event that happened in Singapore and it is an event that is updating Singaporean fashion (Anggarini, 2021). This text was discussing the annual

event that happened in Singapore. This event can be an example for the students of what sort of event happened in Singapore.

Text 2



Cars and other vehicles are not allowed on this street during these fabulous moments. The event is a real traffic-stopper.

Are you shopaholics? You can get your wallets, clothes and accessories. They are shown on the runway and available to buy from the stores around you, at special prices.

Come to this show and look out for the numerous fashion-inspired events and activities: style workshops hosted by top stylists, fashion-themed photography exhibitions and, if you're lucky, a chance to hobnob with fashion types at parties and cocktail "dos".

While shopping, you'll have a great chance to get cool gifts at malls and boutiques

Orchard Fashion Runway is the biggest fashion show in Singapore. It is held annually on Orchard Road. This show began in 2011.

During the show, people can see about 150 models sashaying on a 660m runway. It is the longest catwalk show in the world.

Picture 6: Orchid Fashion Runaway in Singapore (Ch. 7 Pg. 133)

From the data that has been analyzed, the textbook showed a dominant result for English-speaking countries. Unlike the English-speaking countries, the representation of the Indonesian cultures and other foreign cultures was lacking. In Asia, the dominant representation of the culture of English-speaking countries might have to do with the colonization of these countries. Thus, creating the dominant representation of the culture of English-speaking countries. This is linear to the research from Borsa (2021), which explained that the English-speaking countries colonized the Asian countries and slowly cultivate their culture through education in Asian countries.

However, almost all the category was dominantly English-speaking countries' culture in it which can show how the author of the textbook has Eurocentrism thoughts. Eurocentrism is the phenomenon in which Europe

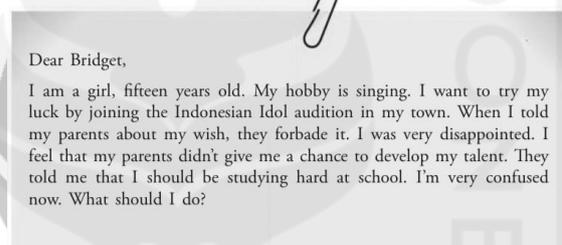
or English-speaking countries become the center of the universe (Pokhrel, 2011). This phenomenon is apparent in Indonesian Education where most textbooks use the English-speaking countries' cultures as an example of globalization. Many Indonesian or Southeast Asian cultures can also be an example of globalization idea. Nonetheless, due to the lack of exposure in the media for other cultures outside the English-speaking countries, it becomes difficult to learn about the other culture. Normally, the domination of English-speaking countries, would not be recommended. However, due to the textbook has a goal to help the students to converse well in an English-Speaking country (Sudawarti & Grace, 2016). Thus, there were many representations of English-speaking countries' cultures found in the textbook.

2. The Stereotype of Eastern Culture

The perspective category explained the way of thinking about the culture. It can be about myths, stereotypes among the culture, or the culture's view of the world. Among all the categories, the perspective category has the least representation. It might be because the perspective is more abstract than the product therefore, the representation is more limited. Because of its abstract nature, if not represented carefully and thoughtfully, the perspective of the culture tends to cause misinformation and misunderstanding. On the other hand, the perspective representation could even help to minimize the stereotype of the culture.

There were only a few categories that can be found in the perspective of the culture, which include the culture's view and the myths (astrology beliefs).

The picture below is an example of the Indonesian culture's views which showed how the parents of the girl were against her dream of joining the Indonesian idol competition. This can show how the parents thought that academic's achievement is more important for the future of the girl which is very typical of Indonesian households.



Dear Bridget,
I am a girl, fifteen years old. My hobby is singing. I want to try my luck by joining the Indonesian Idol audition in my town. When I told my parents about my wish, they forbade it. I was very disappointed. I feel that my parents didn't give me a chance to develop my talent. They told me that I should be studying hard at school. I'm very confused now. What should I do?

Picture 7: Example of Indonesian parenting style (Ch. 3 Pg. 35)

There has been a famous stereotype in which Asian households valued academic accomplishment more than artistic accomplishment, which possibly hinders the child's true potential or talent. This type of parenting is prevalent in Indonesian culture. According to Riany et al., (2016) the cultural values of Indonesian parents came from the traditional culture that was taught by their ancestors, which become the reason for their strictness. Linear to that, according to Abubakar et al., (2014) the Indonesian parents are perceived to be strict, but compared to the mother who is perceived to be authoritative, the father is perceived to be more authoritarian.

3. The Attempt of Representing Indonesian Culture Through Famous Figures

Persons are the icon of the culture. It can be anyone famous, a politician, or someone very influential in the culture. The person category has the most representation in the textbook. It has 9 text representations and 10 visual representations. The most represented culture in persons is the English-speaking countries' culture. There were many icons represented. From celebrities to politicians, and scientists. One of the celebrities discussed in the textbook is Taylor Swift.

In chapter 5 of the textbook, the author tried to introduce famous people all around the world. Taylor Swift has been known as a famous singer from the USA and is globally known as an icon of the USA (Ray, 2021). This is one of the examples of the person of the culture category. This category can help to introduce to the students of an important figure from all around the world and jolt their curiosity about the important topic in the world.



Did you know that Taylor Swift was born on 13 December 1989, in Wyoming, Pennsylvania? Singer-songwriter. Taylor Swift, is one of country music's top recording artists. She has crossed over into pop, winning many awards, including several Grammy Awards. She also modelled for Cover Girl. Taylor Swift started creating songs at age 5, and, at age 16, released her first album. Hits like "Love Story" and "You Belong With Me" appealed to country and pop fans alike and helped fuel the multiplatinum success of her albums, with "Fearless" the 2009 top-seller.

Picture 8: Example of famous figure in USA (Ch. 5 Pg. 81)

Other than the famous figure from the West, the textbook also provided the Indonesian famous figure. There were many representations of Indonesian figures, although, compared to the English-speaking countries' representation, the Indonesian figure representation was less described in the text. Understandably, the author tried to introduce what has been a hot topic in society.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Conclusion

The analysis of multicultural values in the Indonesian EFL textbook is based on the framework of Yuen (2011) consisting of 4 categories, which are; Big C, Little C, perspective, and person. Of the four categories, person and Big C were the most represented due to the nature of the person and Big C as a product of culture, thus it is relatively easier for the author of the textbook to represent. Whereas, Little C and perspective were the least represented in the textbook, as these two categories are about the way of thinking of the people. Through the Big C, Little C, perspective, and person categories, the English-speaking countries have consistently been the most represented in the textbook compared to the other culture representation. Indonesia which is the textbook's original country has the second most represented in the textbook. Even though it is the second most represented in the textbook, it is far less represented compared to the English-speaking countries. Meanwhile, the least represented culture in the textbook came from the Asian continent countries and the African continent countries. The African continent countries have only a few mentions in the textbook, even though the African continent countries have many cultural values that could be shown.

As a multicultural EFL textbook, the author has numerous representations of English-speaking countries' cultural values, which shows the Eurocentrism in the author's work. Even though, there are other cultural values that the author

may get from the neighboring countries of Indonesia if the author aims to introduce the global/international cultures to the students. Another thing the textbook has to consider is giving a more in-depth representation of Indonesian multicultural values as this can help the students to be more patriotic. With the help of introducing Indonesian culture through an English Textbook, hopefully, it can help the students talk more proudly about their countries to the international people.

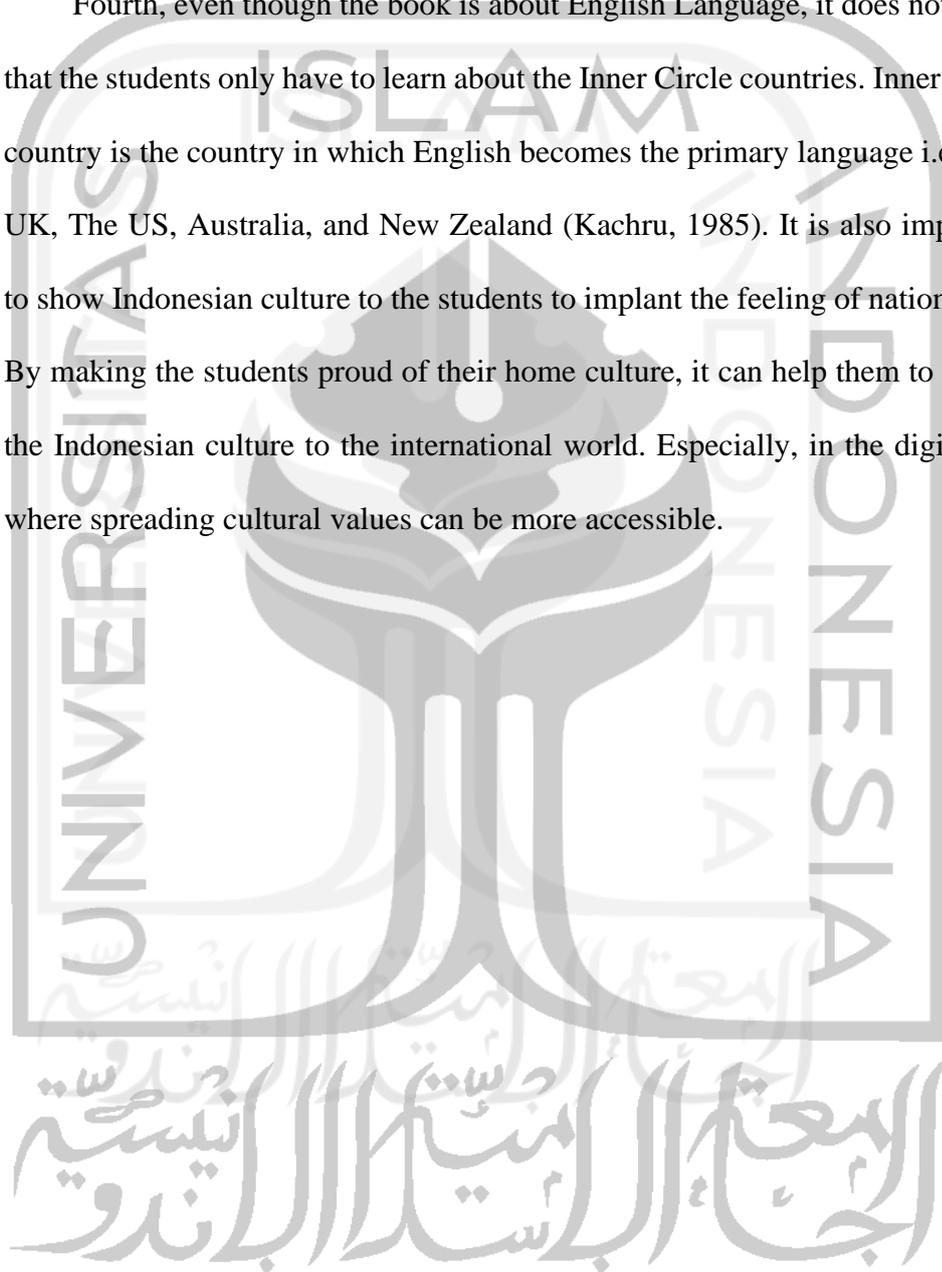
5.2. Suggestions

According to the results of the analysis, this research can be a guide for authors, teachers, or other researchers. EFL textbook writers could use the information of the data to write an EFL textbook that is more inclusive and multicultural to provide for the students. The teachers can use the data as an inspiration to make teaching material. Lastly, the researcher can use this research to further explore the topic of multiculturalism either in EFL textbooks or in general.

Second, besides introducing what is trending in English-speaking countries' cultures, it is also necessary to introduce the local wisdom of Indonesia. For example, a teacher can use this opportunity to introduce Primbon from Java. Primbon has a similar concept to English-speaking countries' Astrology but it originated from Javanese culture. As the chapter is talking about astrology, it would be fairer to also introduce one from Indonesia.

Third, giving enough description of the Indonesian figures is important as it can pique the interest of the students towards the figures. It could also help the students to be prouder of their country.

Fourth, even though the book is about English Language, it does not mean that the students only have to learn about the Inner Circle countries. Inner Circle country is the country in which English becomes the primary language i.e., The UK, The US, Australia, and New Zealand (Kachru, 1985). It is also important to show Indonesian culture to the students to implant the feeling of nationalism. By making the students proud of their home culture, it can help them to spread the Indonesian culture to the international world. Especially, in the digital era where spreading cultural values can be more accessible.



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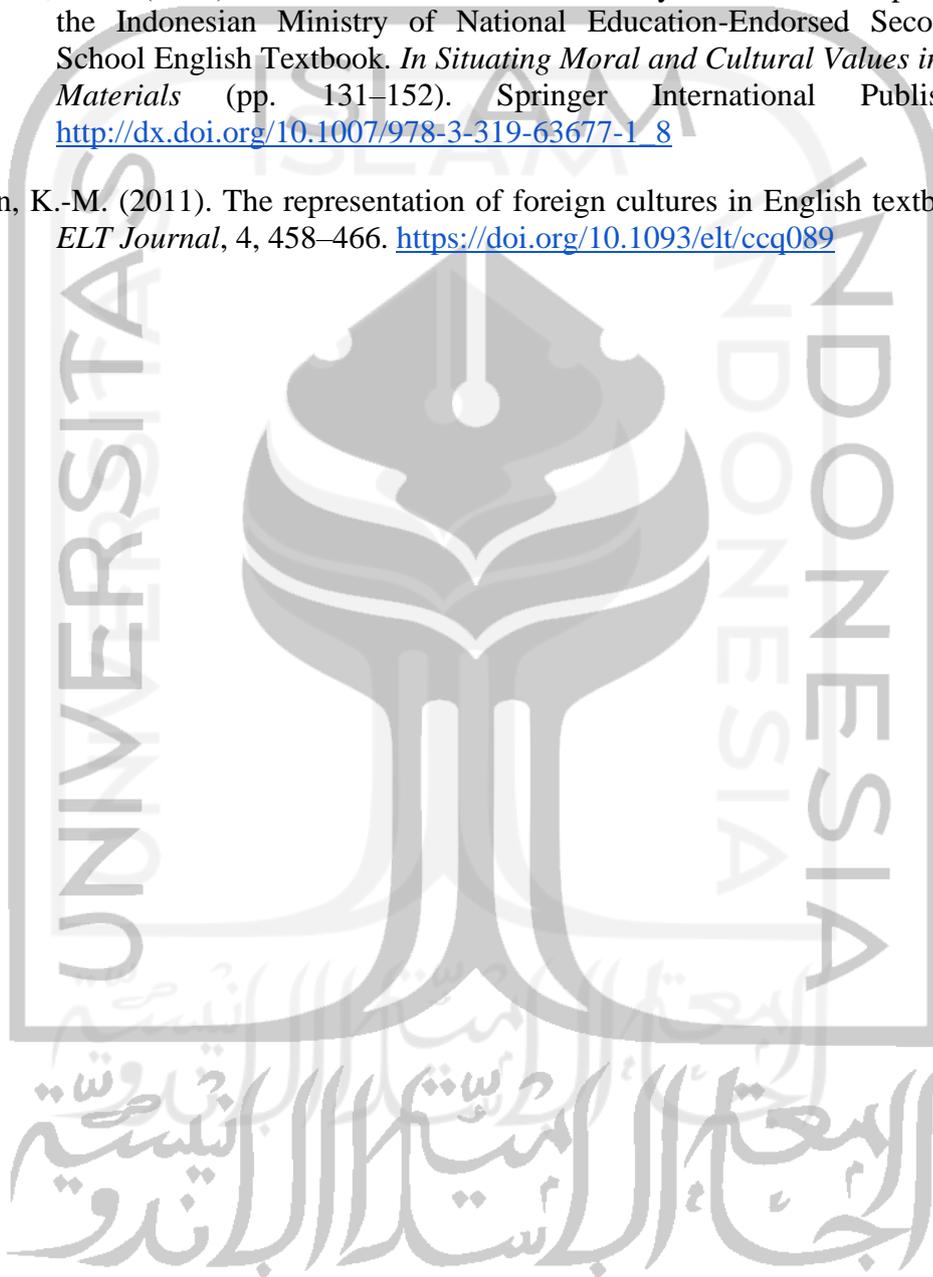
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APPENDICES

The Textbook Information

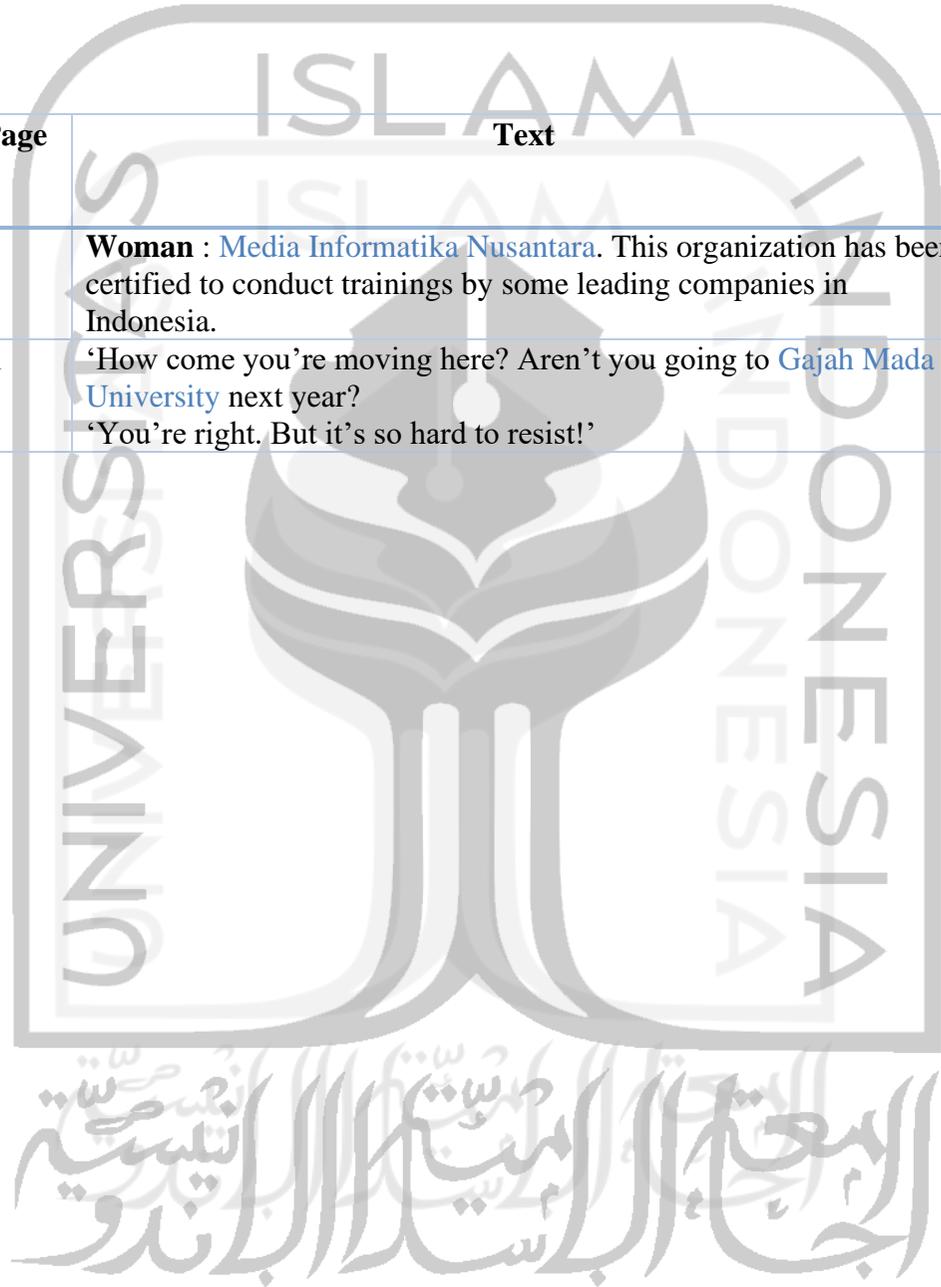
Title of Book:	Pathway to English untuk SMA/MA Kelas X
Length of Pages/Chapters:	Pages 1 – 200/Chapter 1 – 10
Retrieval Sources:	The textbook
Publisher:	Erlangga

Data Collection of Textbook Analysis

Table 6: Data Collection for Textual Big C
Text

Multicultural Values (Yuen, 2011)	Chapters	Page	Text	Description (Region)	Tally
Big C (Products)	1	7	Man: Yes, that's correct. What's the name of the organization that conducts this training course, Miss?	The name of organization in Indonesia	Text: 9

Multicultural Values (Yuen, 2011)	Chapters	Page	Text	Description (Region)	Tally
			<p>Woman : Media Informatika Nusantara. This organization has been certified to conduct trainings by some leading companies in Indonesia.</p>		
	2	21	<p>‘How come you’re moving here? Aren’t you going to Gajah Mada University next year?’ ‘You’re right. But it’s so hard to resist!’</p>	The name of institution in Indonesia	



3

38

LOOK AROUND ●●●

- 1. Search in the Internet for a video clip of "Que Sera Sera (Whatever will be, will be)" sung by Sue Thompson. While watching, complete the song lyric with the words you hear.



QUE SERA SERA
(Whatever will be, will be)

When I was just a little girl
I asked my mother, " (1).....?"
" (2)..... (3).....?"
Here's what she said to me.

*Que sera, sera, whatever will be, will be
The future's not ours to see
Que sera, sera, whatever will be, will be.

When I grew up and fell in love
I asked my sweetheart, "What lies ahead?"
"(4) day after day?"
Here's what my sweetheart said.

*Que sera, sera, whatever will be, will be
The future's not ours to see
Que sera, sera, whatever will be, will be.

Now I have children of my own
They ask their mother, " (5).....?"
"(6).....(7)"
I tell them tenderly.

*Que sera, sera, whatever will be, will be
The future's not ours to see
Que sera, sera, whatever will be, will be.

Famous nursery
song from
American

Multicultural Values (Yuen, 2011)	Chapters	Page	Text	Description (Region)	Tally
	4	65	Wayan excels both in Balinese dances and in Balinese sculpture.	Traditional dances from Indonesia	
	7	137	<p>Welcome to ICC 8 contest on 29 February.</p> <p>The ICC 8 is the first in the series of the Indonesian Chemistry Competitions. It is a special national competition. We offer more than \$1500 for three winners. To find out more about this contest or to locate practice questions, please fill in your name and e-mail address in our contact list below.</p>	The name of Science competition from Indonesia.	
	7	137	<p>Do you have a dream to travel to Rio de Janeiro, Brazil?</p> <p>It's easy to understand. Rio de Janeiro is exciting. This metropolitan city will be one of the most popular Summer Games locations in 2016. The nonstop action and international atmosphere will be fun, an international experience. Fans from around the world are sure to have an experience that they will never forget. Visit us at www.summergameriodejaneiro.com for more information.</p>	A famous tourist destination city in Brazil	



Multicultural Values (Yuen, 2011)	Chapters	Page	Text	Description (Region)	Tally
	10	193	<p style="text-align: center;">Heal the World Music and lyrics by Michael Jackson</p> <p>There's a place in your heart And I know that it is love And this (1) _____ could be much brighter than (2) _____ And if you really try You'll find there's no need to (3) _____ In this place you'll feel There's no hurt or (4) _____</p> <p>There are (5) _____ to get there If you care enough for the (6) _____ Make a little space Make a better (7) _____</p> <p>Chorus: (8) _____ the world Make it a better place For you and for me and the (9) _____ human race There are people (10) _____ If you care enough for the living Make a better (11) _____ For you and for me</p> <p>If you want to (12) _____ why There's a love that cannot (13) _____ Love is strong It only cares for (14) _____ giving If we try we shall see In this bliss we cannot feel fear or (15) _____ We stop existing and start living</p>	Famous song from America.	



جامعة الباسط الإندونيسية

Multicultural Values (Yuen, 2011)	Chapters	Page	Text	Description (Region)	Tally
	10	195	<p style="text-align: center;">Mother How Are You Today (written by A. May)</p> <p>Mother, how are you today? Here is a (1. note/ wrote) from your daughter With me everything is ok Mother, how are you today? Mother, don't (2. worry/hurry), I'm fine Promise to (3. see/sea) you this summer This time there will be no (4.delight/ delay) Mother, how are you today?</p> <p>Refrain: I (5. Found/fond) the man of my dreams Next time you will get to (6. now/)know him Many (7. think/things) happened (8. while/whilst) I was away Mother, how are you today?</p> 	Famous song from America.	

الجامعة الإسلامية
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	10	198	<p style="text-align: center;">Don't Cry For Me Argentina (Music by Andrew Lloyd Webber, Lyrics by Tim Rice)</p> <p>It won't be easy You'll think it strange When I try to explain how I feel That I still need your love After what I've done You won't believe me All you will see Is a girl you once knew Although she's dressed up to the nines At sixes and sevens with you</p> <p style="border: 1px solid red; border-radius: 10px; padding: 2px;">Main idea:</p> <p>I had to let it happen I had to change Couldn't stay all my life down at heel Looking out of the window Staying out of the sun So I chose freedom Running around trying everything new But nothing impressed me at all I never expected it to</p> <p style="border: 1px solid red; border-radius: 10px; padding: 2px;">Main idea:</p> <p style="text-align: center;">Chorus</p> <p>Don't cry for me Argentina The truth is I never left you All through my wild days My mad existence I kept my promise Don't keep your distance</p> <p style="border: 1px solid red; border-radius: 10px; padding: 2px;">Main idea:</p> <p>And as for fortune and as for fame I never invited them in Though it seemed to the world They were all I desired They are illusions They're not the solutions They promise to be The answer was here all the time I love you and hope you love me</p> <p style="border: 1px solid red; border-radius: 10px; padding: 2px;">Main idea:</p> <p>Have I said too much? There's nothing more I can think of to say to you But all you have to do Is look at me to know That every word is true</p> <p style="border: 1px solid red; border-radius: 10px; padding: 2px;">Main idea:</p>	Famous song from England.	
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جامعة البصرة
البحرین

Table 7: Data Collection for Visual Big C

Multicultural Values (Yuen, 2011)	Chapters	Page	Visual	Description (Region)	Tally
Big C (Products)	7	120	 <p style="text-align: center;">B</p>	Representation of Jazz music (African America)	Visual: 4

جامعة البلقاء التطبيقية
 البلقاء - الأردن

Multicultural Values (Yuen, 2011)	Chapters	Page	Visual	Description (Region)	Tally
	7	133		A traditional dance from Tionghoa	
	7	133		The name of a street in Singapore	

جامعة الامم المتحدة
 للتربية والعلوم والثقافة
 اليونسكو

Multicultural Values (Yuen, 2011)	Chapters	Page	Visual	Description (Region)	Tally
	7	137		A famous tourist destination city in Brazil	

Table 8: Data Collection for Textual Little C

Multicultural Values	Chapters	Page	Text	Description (Region)	Tally
Little C (Practices)	3	43	The 21st century is the current century in the Gregorian Calendar. It began in January 2001 and will end on December 31, 2100. It is the 1st century of the 3rd millennium. The 21st century has been marked by various transitions and changes in many aspects of life.	Introducing calendar system originated from west	Text: 7
	3	55	(3) Rita : I (be) back again by the end of this month. Ucok : Yes, I hope you (pass) your driving test by then. Rita : A piece of cake. If I pass my driving test, I (drive) to my hometown and (take) my mom for a ride.	The name of Indonesian people.	



Multicultural Values	Chapters	Page	Text	Description (Region)	Tally
	4	71	<p>A bee-keeper brought twenty ferocious African queen bees to South America but he made a terrible mistake. He thought they would mix with his tame bees. A better breed would be produced. (1. either . . . or . . .) <u>In fact, they killed the tame bees. Their interbreeding produced only killer bees.</u> (2. neither . . . nor . . .) <u>The bees could be handled safely. Their honey could be harvested.</u> They ran wild and increased in number because they were dangerous to control. (3. not only . . . but also . . .) <u>These bees invaded the cities. They stung anything they could find when attempts were made to kill them.</u> (4. both . . . and . . .) <u>Animals were killed by them.</u> People were killed by them. (4. either . . . or . . .) <u>They all had to be destroyed. The cities would not be safe.</u> The price of honey rose 400% for it was difficult to extract. Entomologists were faced with a serious problem but they tried to find the means of solving it. (5. not only . . . but also . . .) <u>They tried biological experiments. They used agricultural and environmental efforts.</u></p>	Representation of fauna from African	
	7	133	<p>Do you want to spend an evening listening to traditional Chinese music? ‘Kencana’ Art Entrepreneur is proud to present many mainland Chinese artists. They will touch our hearts on 30 May 2017 at ‘Balai Kartini’, Jakarta. Tickets will be available from 1 May 2017. The concert will be performed in Mandarin and Indonesian at 7.30.p.m. Reserve a seat by visiting www.kencanaart.com.</p>	Representation of Chinese culture in Indonesia.	

Multicultural Values	Chapters	Page	Text	Description (Region)	Tally
	7	133	<p>Orchard Fashion Runway is the biggest fashion show in Singapore. It is held annually on Orchard Road. This show began in 2011. During the show, people can see about 150 models sashaying on a 660m runway. It is the longest catwalk show in the world. Cars and other vehicles are not allowed on this street during these fabulous moments. The event is a real traffic- stopper. Are you shopaholics? You can get your wallets, clothes and accessories. They are shown on the runway and available to buy from the stores around you, at special prices. Come to this show and look out for the numerous fashion-inspired events and activities: style workshops hosted by top stylists, fashion-themed photography exhibitions and, if you're lucky, a chance to hobnob with fashion types at parties and cocktail "dos". While shopping, you'll have a great chance to get cool gifts at malls and boutiques</p>	An annual event held in Singapore	
	7	140	<p>Jasmine Semarang 3rd Floor Jl. Menteri Supeno No.8, Semarang, Indonesia 10270</p>	Address system in Indonesia	



Table 9: Data Collection for Visual Little C

Multicultural Values	Chapters	Page	Visual	Description (Region)	Tally
Little C	3	46		The system of English-speaking countries astrology	Visual: 4
	6	103		Representation of western sport	

جامعة الامتداد الاسلامي
 Islamic Extension University

Multicultural Values	Chapters	Page	Visual	Description (Region)	Tally
	6	103	C 	National flower from Indonesia	
	6	103	D 	National flower from Netherland	

جامعة الامتداد الاسلامي
 Islamic University of
 Al-Balad Al-Qadim

	3	47	 <p>TODAY'S BIRTHDAY This will be a good year for you. Everything will go well. Friends will be happy to know you, romance flourishes, and you will make money. There could be a promotion at work.</p> <p>VIRGO (August)</p> <p>publicdomainvectors.org</p>	Western astrology belief	
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جامعة البلقاء التطبيقية
البيوتكنولوجية

	4	63	<p style="text-align: center;">WHAT IS SO UNLUCKY ABOUT THE NUMBER 13?</p> <p>In some parts of the world, number 13 is considered an unlucky number. The expression is just a silly old superstition. But for many people all over the world, the number 13 is taken very seriously indeed.</p> <p>The fear of the number 13 has been specifically recognized as a phobia. In keeping away from anything numbered or labelled 13, people try to avoid bad luck. As you see, companies and manufacturers use other ways of avoiding the number. Hotels and tall buildings avoid labelling the 13th floor. In Western culture, inviting 13 guests for dinner at one table is also considered bad luck.</p> <p>— In China and Japan, on the other hand, the number 13 is considered lucky, unlike number 4.</p> <p>Number 4 in China and Japan refers to death.</p> <p>In Italy, 13 is considered a lucky number. Instead, the number 17 is considered an unlucky number.</p> <p>What about you? Do you also believe that 13 is an unlucky number?</p>	Representation of East Asia culture about superstition	
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Table 11: Data Collection for Textual Persons

Multicultural Values	Chapters	Page	Text	Description (Region)	Tally
Persons	3	41	Super Junior is a popular Korean group of1) singers. At present they are visiting Indonesia. They will2) here at 11 a.m tomorrow. They will3) by Korean Airlines and most of the young people in Jakarta will4) at the airport. Tomorrow	Famous group band from Korea	Text: 10
	5	66	Incorrect : William Shakespeare was not only famous in Italy but also in England. Correct : William Shakespeare was famous not only in Italy but also in England.	Famous writer from Europe	
	5	78	Anne Frank spent two years and one month hiding in a secret annex in Amsterdam during World War II. She kept a diary, Anne Frank's diary, which was published by her father after the war and has been read by millions of people around the world. It chronicles both the tensions and difficulties of living in such a confined space for that long, as well as Anne's struggles with becoming a teenager.	Famous public figure from Netherland	
	5	81	Did you know that Taylor Swift was born on 13 December 1989, in Wyoming, Pennsylvania? Singer-songwriter. Taylor Swift, is one of country music's top recording artists. She has crossed over into pop,	Famous singer from USA	

		winning many awards, including several Grammy Awards. She also modelled for Cover Girl. Taylor Swift started creating songs at age 5, and, at age 16, released her first album. Hits like “Love Story” and “You Belong With Me” appealed to country and pop fans alike and helped fuel the multiplatinum success of her albums, with “Fearless” the 2009 top-seller.		
5	82	Did you know that Thomas Edison was born on 11 February 1847, in Milan, Ohio? Thomas Edison rose from humble beginnings to work as an inventor of major technology. Setting up a lab in Menlo Park, some of the products he developed included the telegraph, phonograph, electric light bulb, alkaline storage batteries and Kinetograph (a camera for motion pictures). He died on 18 October 1931, in West Orange, New Jersey.	Famous inventor from USA	
5	83	Did you know that Adam Malik (1) _____ in Pematang Siantar, North Sumatra, Dutch East Indies to Abdul Malik Batubara and Salamah Lubis? He was from a Batak Mandailing family, of the Batubara clan. After completing Junior High School, he (2) _____ his first job as a shopkeeper, filling in time by reading books and increasing his knowledge.	Famous politician from Indonesia	
5	83	Ismail Marzuki, also known as Bang Ma’ing, was born on May 11, 1914. He was an Indonesian composer, songwriter and musician who wrote between 202 and 240 songs between 1931 and 1958, including numerous popular patriotic songs.	Famous composer from Indonesia	
5	84	Marie Curie (Maria Skłodowska) was a Polish-born French physicist. She was born on November 7, 1867 in Warsaw. She was the youngest of five children. Her mother passed away due to tuberculosis when she was 11. Then, she was brought up by her father, Ladislav. Like her father, she had interest in math and physics.	Famous physicist from Poland	

	5	86	Abraham Lincoln was the second child of Thomas Lincoln and Nancy Hanks Lincoln. He was born in a log house in Kentucky. The Lincoln family was of moderate level of prosperity. They were a respectable family.	Famous politician from USA	
	5	89	Margaret Hilda Thatcher was described as the greatest leader of the world in the 1990s. She was the Prime Minister of the United Kingdom from 1979 to 1990.	Famous politician from UK	

Table 12: Data Collection for Visual Persons

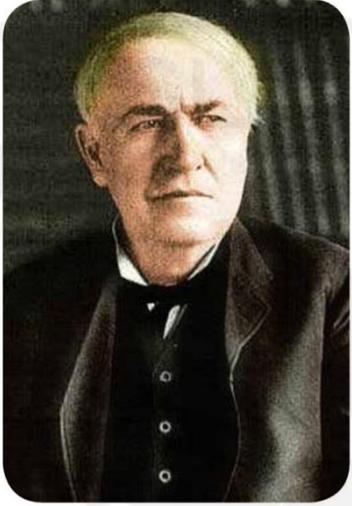
Multicultural Values	Chapters	Page	Visual	Description (Region)	Tally
Persons	3	41		Famous group band from Korea	Visual: 10

	5	78		Famous public figure from Netherland	
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	5	81	 <p>wikipedia commons</p>	Famous singer from USA	
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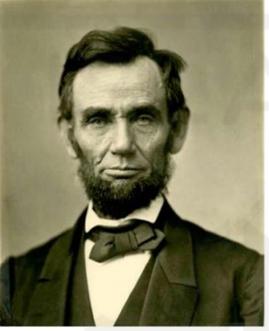
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	5	82	 <p>A portrait of Thomas Edison, an elderly man with white hair, wearing a dark suit and a dark vest over a white shirt and dark tie. The image is credited to 'wikipedia commons'.</p>	Famous inventor from USA	
	5	83	 <p>A portrait of Suharto, an Indonesian politician, wearing a dark suit, a red and white striped tie, and a black traditional Indonesian cap (peci). The Indonesian flag is visible in the background.</p>	Famous politician from Indonesia	

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	5	83		Famous composer from Indonesia	
	5	84	 <p>wikipedia commons</p>	Famous physicist from Poland	

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	5	86	 <p>wikimedia commons</p>	Famous politician from USA	
	5	89	 <p>wikimedia commons</p>	Famous politician from UK	

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1. People become famous for many reasons. Study these pictures of well-known people and discuss their achievements by completing the columns.

No.	Name	Occupation	Genre	Achievements
1.				
2.				
3.				
4.				

Famous artists from Indonesia (Red circles) and USA (Blue circle).

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