

**REPRESENTATION OF MULTICULTURAL VALUES IN
ENGLISH TEXTBOOKS FOR JUNIOR HIGH SCHOOL:
AN INTERPRETIVE CONTENT ANALYSIS**

THESIS



By:
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
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SRN: 202101060014
JEMBER

**STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
JUNE 2025**

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Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
In Partial Fullfillment of the Requirements for Bachelor Degree of Education (S.Pd)
Faculty of Education and Teacher Training
Department of Islamic Studies and Language Education
English Education Program



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Has been examined and approved by the board of examiners
to fulfill the requirements for the Bachelor Degree of Education (S.Pd)
Faculty of Tarbiyah and Teacher Training English Education Study Program

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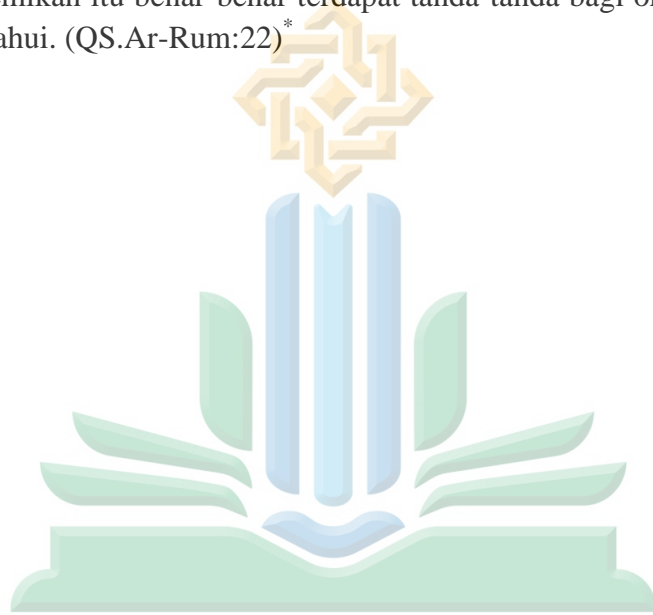
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MOTTO

وَمِنْ آيَاتِهِ ۚ خَلَقَ السَّمَوَاتِ وَالْأَرْضَ وَاخْتَلَفَ الْأَلْسِنَتِ كُفْرًا وَالْوَلَوَاتِ كُفْرًا إِنَّ فِي ذَلِكَ

لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

Artinya; Dan di antara tanda-tanda kekuasaan-Nya ialah menciptakan langit dan bumi dan berlain-lainan bahasamu dan warna kulitmu. Sesungguhnya pada yang demikian itu benar-benar terdapat tanda-tanda bagi orang-orang yang mengetahui. (QS.Ar-Rum:22)*



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* Kementerian Agama Republik Indonesia, Al Qur'an dan Terjemahnya (Jakarta: Lajnah Pentashihan Mushaf Al-Quran, 2019), QS.Ar-Rum: 22

DEDICATION

With respect and pleasure, I dedicated this thesis for all praise to Allah SWT, the Most Gracious, who has granted me the strength and guidance to complete this research. Without Your help, none of this would have been possible. My beloved big fams, Emmak, Pak Taufiq, Bibik Sunarya, Bak Alfin, Nurfaizah, thank you for your endless love, prayers, and sacrifices. Your unwavering support has been my strength through every challenge. This research is a small gift of gratitude for everything you have done. And then, to someone whose presence is equally important, Avini Maulana, thank you for being a part of my life journey. You have contributed greatly to the writing of this work through your effort, time, and always accompanied, supported, and encouraged me to never give up. The last all gratitude to myfriends especially Muhim, Rama, Ambar. Whose unwavering support and encouragement have been a constant source of strength throughout the completion of this thesis.



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of God, Allah, the most gracious and the most merciful, praise to Allah for giving me mercy and blessing, health, and opportunity to finish this undergraduate thesis well. Sholawat and Salam may be delivered to our prophet Muhammad SAW who has guided us to today civilization that is full of light and sciences.

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ABSTRACT

Nurul Saqila, 2025: Representation of Multicultural Values in English Textbooks for Junior High School: An Interpretive Content Analysis

Keywords: *Multicultural Value, English Textbook, Interpretive Content Analysis*

English textbooks are essential for representing multicultural values, especially in junior high school, where students begin developing global awareness. English textbooks have been widely used to mediate English language learning. Apart from encompassing language skills materials, it is important to incorporate multicultural value content into English textbooks. This inclusion helps students connect with local culture and the subject matter. By integrating multicultural value into English textbooks, students are more likely to be motivated to learn and retain knowledge, as they can relate the topics to their own environment.

The main objective these research to analyse the representation of multicultural value presented of the textbooks through interpretive content analysis perspective. These research objectives were taken from research questions, including: How are the representation of multicultural values presented in the textbooks from interpretive content analysis.

The research used a qualitative approach utilizing interpretive content analysis as the reseach method to acquire specific information regarding multicultural ideals and English textbook data. The researcher selected two textbooks, entitled “English for Nusantara” and “Bright an English”. This content analysis research examined multicultural values using Mishra’s three multicultural elements: language, cultural, and ethnic. The research revealed findings indicating that all aspects of multicultural values are include in this ELT textbook.

The result of this research shows 120 data from the two textbooks, language 20, cultural 79, ethnic 31, devided into multicultural value aspect. The representation of multicultural values in English textbooks for junior high school is essential in promoting inclusive education. From a language perspective, it enriches students' communication skills through exposure to diverse expressions. From a cultural perspective, it fosters understanding and respect for different ways of life. From an ethnic perspective, it supports identity recognition and combats stereotypes. The purpose of these research because previous studies have examined representation of multicultural values, but little attention has been paid to how representation of multicultural values in English textbooks through language, cultural, and ethnic from textual and image data.

In conclusion, This study highlights the significant role English textbooks play in representing multicultural values, particularly for 7th-grade junior high school students who are beginning to develop global awareness. Through an interpretive content analysis of two English textbooks, the research reveals that multicultural elements; language, cultural, and ethnic, are actively embedded within both textual and visual content. These findings indicate that the textbooks promote inclusive education by encouraging communication skills, cultural understanding, and ethnic identity recognition.

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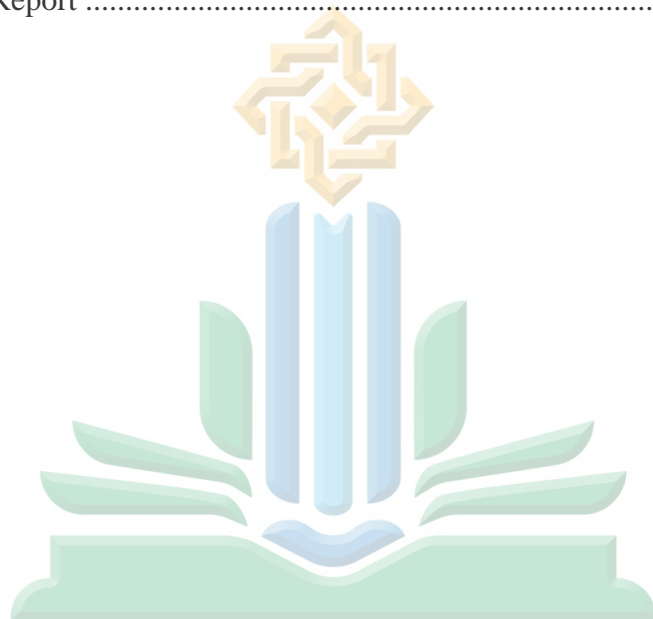
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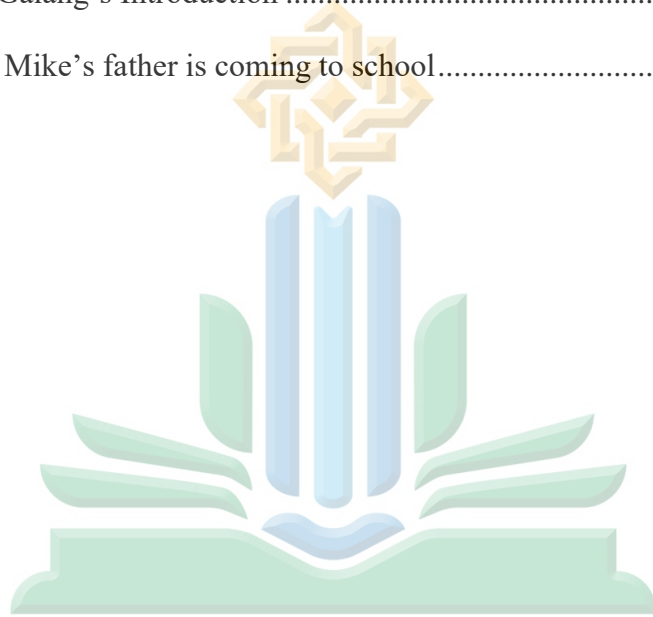
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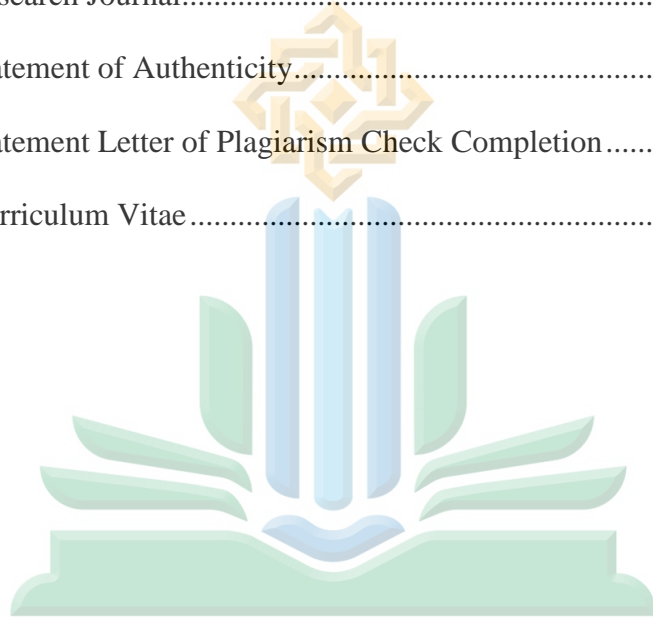
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CHAPTER I

INTRODUCTION

A. Background of Research

Numerous problems pertaining to culture and students' social skills have been shown by recent research on the implementation of multicultural values in English language teaching (ELT) textbooks. English language learners need to be adept at communicating with people from a variety of linguistic and cultural backgrounds.² The Anglo American and British cultures, as well as the students' home and international cultural values, are portrayed in the English as a Foreign Language (EFL) textbook. They recommended that the multicultural importance of the nations in the outer and extending circle be emphasized in ELT textbooks. Discovered that ELT textbooks' multicultural value enables students to better understand the value of diversity and accept diversity more readily, particularly in terms of faith and ethnicity.³ The inclusion of multicultural values in education undoubtedly can help future generations understand the meaning of diversity and contribute to the development of a harmonious society.

² Setyono, B., & Widodo, H. P. (2019). "The representation of multicultural values in the Indonesian Ministry of Education and Culture-Endorsed EFL textbook: a critical discourse analysis. Intercultural", *Intercultural Education*.<https://www.semanticscholar.org/paper/The-representation-of-multicultural-values-in-the-a-Setyono-Widodo/f89c4ff98f8752ca168dfaa3f0f1dbf8880540e7>

³ Purba, A. S., Malihah, E., & Hufad, A. (2019). "The Implementation of Multicultural Education in Senior High Schools in Medan." *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*. doi: <https://doi.org/10.33258/birci.v2i3.411>

Multicultural education is very important in the lives of Indonesian society in order to contribute to maintaining harmony among all human beings. A comprehensive understanding, which is the domain of multicultural science, is carried out and explained universally to appreciate differences. The craving for people from diverse backgrounds to develop a deeper understanding of one another will have significant consequences for future generation. Strategies for multicultural education must be prioritized in the search for solutions to cultural diversity.⁴ The essential part that education plays in the process of advancing multicultural curricula has also been acknowledged on a worldwide scale.⁵ Indonesia needs to continually be dynamic and adapt to cultural developments by preserving traditional cultural values and integrating new cultural values in an ever-changing environment with the progress of time.

Multicultural education is process that permeates all aspects of school practices, policies and organization as means to ensure the highest levels of academic achievement for all students. It helps students develop a positive self concept by providing knowledge about the histories, cultures, and contributions of diverse groups.⁶ Therefore, multicultural education needs to viewed as a strategic breakthrough where multicultural education is a concept,

⁴ Pratama, R. A. (2021). "Implementing inquiry based ethno-constructivism learning module to improve students' critical thinking skills and multicultural competence." *International Journal of Elementary Education*, 7(4), 721–730. <https://doi.org/10.23887/ijee.v7i4.62880>

⁵ Derico, R., et al. (2019). "Multicultural Education as a Framework for Educating Diverse Learners. Advances in Social Science," *Education and Humanities Research*, 599, 211. <https://files.eric.ed.gov/fulltext/EJ1239352.pdf>

⁶ Wulandari, (2024), "Multicultural Education: Fostering Diversity and Inclusion in The Classroom Environment," *Journal*.

the idea of philosophy as a belief (self of belief), and an explanation of the recognition and assessment of the importance of cultural and ethnic diversity in shaping lifestyle, social experiences, personal identities, educational opportunities from individuals, groups, and in a country.⁷ This type of multicultural education should be inherent in the curriculum and a teaching and teaching strategies, including in every interaction carried out by educators, learners, and families and the overall teaching-learning atmosphere.⁸ Furthermore, teachers and students obliged to critically analyze the power relations in their communities, society and the world.

Multicultural education needs to be developed so that Indonesian people better understand the importance of maintaining harmony between people in understanding what is a multicultural and have to widen out not only narrowly as respecting differences.⁹ More than that, understanding the importance of maintaining harmony, providing ethics in other groups opinions, upholding humanitarian principles. In the existence of multicultural education, students are expected to have the ability to think critically (critical thinking) about various developments and changes that lead to damage to the natural environment, social and cultural as well as divisions both vertically

⁷ Banks, J. A. (2019). "Multicultural education: Characteristics and goals. In *Effective Teaching in the Secondary Classroom*", *EdTech Books*.

https://edtechbooks.org/effective_teaching_in_the_secondary_classroom/multicultural_classrooms

⁸ Liu, Q., Çolak, F. Z., & Agirdag, O. (2020), "Characteristics, issues, and future directions in Chinese multicultural education: A review of selected studies," *Social Space Journal*, 115-130.

⁹ Silva, D. (2022), "Pre-service teachers' understanding of culture in multicultural education: A qualitative content analysis", *Teaching and Teacher Education*. <https://doi.org/10.1016/j.tate.2021.103580>

and horizontally.¹⁰ One of ways to grow the multicultural values in the society is through education. Because Indonesia is known as a multicultural country, respecting and appreciating cultural diversity has been placed at the core of character education.¹¹

To facilitate language learning that promotes multicultural values. Students can be encouraged to learn about cultural diversity through textbooks. Therefore, this research aims to investigate the multicultural values reflected in an EFL textbook. This research is significant because it can be used to expand the topic of multiculturalism in education. Moreover, by analyzing the multicultural value in a textbook, the researcher may contribute to a greater understanding of culture and the significance of teaching students' cultural values. Most textbooks in Indonesian schools, particularly junior high schools, are supplied by the teacher to each student.¹² Afriani argues that textbooks are expected to encompass various cultural aspects, not only the source culture (Indonesian culture) but also the target culture (English-speaking country culture) and international culture (cultures other than the source and target cultures).¹³ English textbooks should present a balanced mix

¹⁰ Haswani, F., Baharuddin, & Simbolon, N. (2023), "Multicultural Education in English Language Teaching: A Study of Paradigms, Perceptions, and Implementation Strategies," *World Journal of English Language*, 13(2), 424.

¹¹ Widodo, H. P. (2019), "The representation of multicultural values in Indonesian English textbooks and education," *Journal*.
<https://e-journal.metrouniv.ac.id/pedagogy/article/download/9542/4190/36078>

¹² Isnaini, F. (2018). "Multicultural Values Analysis of Vocational High School EFL Textbook. Universitas Jember Repository". *Journal*.

¹³ Afriani, Z. L. (2019). "Cultural Content Analysis of English Textbooks Used by Tenth Graders in Bengkulu Utara." *Journal*.
<https://journal.iain-manado.ac.id/index.php/jeltis/article/download/2315/1507>

of Indonesian and foreign cultures to positively shape students' attitudes toward themselves and others.¹⁴

Chunningsworth argue that textbook takes a vital role as teaching units to reinforce multicultural education. "Textbook as a curriculum artifact canalizes a piece of baggage of cultural and moral values that both teachers and students need to be aware of. The critical evaluation of textbooks is one of the ways to examine ethical and cultural values, particularly in ELT textbooks"¹⁵. Several researches are conducted in Asia countries such as in Korea, Cho and Park report that their study highlighted the need for restructuring textbooks to improve multicultural education, addressing issues like balance in perspectives and accuracy of information. Furthermore, Prof. Ngo Duc Thin analyzed textbook in Vietnam though not specially detailed in the provided sources, likely follows similar methodologies to analyze the representation of multicultural values in Vietnamese textbooks, such studies typically examine the inclusion of diverse cultures, social justice, and the balance of material distribution. In Thailand conducted by Chulalongkorn focus on the cultural diversity and representation in The English language teaching (ELT) textbooks. This might involve critical discourse analysis to uncover how multicultural values are depicted and whether they are balanced or stereotypical. To extend the study of textbook analysis about multicultural in Asian, the study conducted to investigate the multicultural values portrayed

¹⁴ Getie, A. S. (2019). "Factors Affecting the Attitudes of Students towards Learning English," *International Journal of Progressive Education*, 13(1).

¹⁵ Widodo, H. P. (2017). "Textbook as a curriculum artifact canalizes a piece of baggage of cultural and moral values that both teachers and students need to be aware of'," *Journal*.

in ELT textbook with Indonesia context.¹⁶ The previous studies conducted by Setyono focused in how the cultures of local and international represented in the textbooks. Therefore, the research goal of this study is to investigate the representation of multicultural values in mandatory English textbook. The research question formed in this research is what multicultural values portrayed in mandatory English textbook in Indonesia.

Considering the existence of learning element that support multicultural education is needed by teachers and students, for example, textbooks. Textbooks play an important role in the process of teaching and learning a foreign language as a tangible object which helps both teachers and learners. Indonesian students using EFL textbook is only for understanding how the multicultural in around the world presented there, from this way it can help students' to be more interesting with cultural contextual while learning the language. To grow the multicultural values is listen and learn by making friends with people of other ethnicities, studying other cultures, asking questions, and seeking input from minorities within the church. It is also helpful to study relevant history. For example, according to Bernard, like the mosque and church should be a place where all, including unbelievers, feel welcome, accepted, and safe. Despite good intentions, ignorance and insensitivity can be as destructive as overt racism. We shouldn't offend people through derogatory terms, inappropriate humor, or antagonistic opinions but

¹⁶ Widodo, H. P., Wood, D., & Gupta, R. (2017), "The representation of multicultural values in ELT textbooks", *The Indonesian context. International Journal of Multicultural and Multireligious Understanding*, 8(1), 473-485.

consider the perspectives of others. The goal is not political correctness but witness and effective ministry.¹⁷

Previous studies have shown that Indonesian textbooks helpful in portraying Indonesian culture if they incorporate multicultural values. Considering the central role that multicultural values play in language teaching, it is essential to explore how they are conveyed in English textbooks. Nevertheless, the studies cited above concern how multicultural topics are presented in English textbooks according to the Curriculum for 2013. Therefore, it is interesting to find out about the Curriculum Merdeka textbook and also promotion of multiculturalism must be encouraged at all times. In the context of Islamic values in EFL textbooks, emphasizing the necessity to incorporate themes such as compassion, respect, solidarity, and tolerance for different cultures and religions. Addressing these gaps is crucial for fostering a more comprehensive understanding of multicultural values in educational materials. Therefore the researcher conducting the most recent research on incorporating multicultural values into the English as an English Language Teaching (ELT) textbook, "English for Nusantara and Bright an English" use interpretive content analysis.

B. Research Question

This study is guided by the following research question: How are the representations of multicultural value presented in the textbooks from interpretive content analysis perspectives?

¹⁷ Muhajir, "Traditional Wisdom and Modern Methods in Qibla Direction: A Multicultural Study of Sunan Geseng Great Mosque, Indonesia," *Kawanua International Journal of Multicultural Studies*.

C. Research Objective

According to the research question, the objective of the research to analyse the representations of multicultural value presented of the textbooks through interpretive content analysis perspectives.

D. Significance of Research

1. Theoretically

The research tries to reviewed representation multicultural value of English textbooks for Junior High School level. The research findings can be a result for English textbooks writers to develop English language materials that contains cultural values to introduce understanding and respecting of cultural differences and multicultural values.

2. Practically

This research is provided the contribution for the teachers to understanding and implementation of multicultural value in education and significantly to teacher professional development and understanding of curriculum content. The teacher are expected to be conscious of multicultural value through the textbook for their English teaching practice.

E. Definition of Key Terms

1. Multicultural value

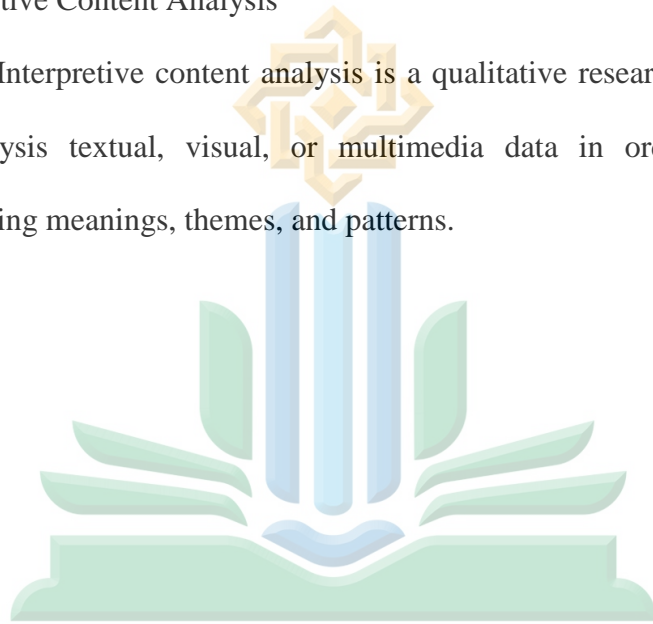
Multicultural value refers to the appreciation, recognition, and celebration of diverse cultures within a society or organization.

2. English textbook

English textbooks are instructional materials that help learners improve their English proficiency by covering grammar, vocabulary, reading, writing, and cultural context through structured lessons and activities.

3. Interpretive Content Analysis

Interpretive content analysis is a qualitative research method used to analysis textual, visual, or multimedia data in order to uncover underlying meanings, themes, and patterns.



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CHAPTER II

LITERATURE REVIEW

This chapter discusses previous researchers, reviews of related literatures, and conceptual framework of this research.

A. Previous Research

The first research was conducted by Rifdatull, entitled “*Multicultural Values Representation in The English Textbook: English in Mind for Junior High School*”. The research used a qualitative methodology to gather particular data about English textbook material and multicultural ideas. The method used to address the research subjects was analysis of critical discourse.¹⁸ Since it offers the proper analytical instrument for assessing how texts might depict and cultivate social realities through verbal and nonverbal elements, this technique was chosen since it was thought to be the most appropriate choice.¹⁹ Additionally, it is an integrated method of discourse analysis that sees language use as a social practice with its own set of values and meanings.²⁰ In this sense, textbooks offer a wealth of expressive and nonverbal language components that illustrate particular cultural values in a way that is easy for students to understand and find inspiring.

The second research was conducted by Setyono and Widodo, entitled “*The Representation of Foreign and Indonesian Cultures in English Text*”

¹⁸ Rifdatul Habibah, Didin. N, Nida Husna, Alek. (2024), “Multicultural Values Representation in the English Textbook “English in Mind”, for Junior High School,” *IDEAS: Journal of Language Teaching and Learning, Linguistics and Literature*, 12(1), 487-502.

¹⁹ Widodo, H. P. (2018), “Critical Discourse Analysis in English Language Teaching Textbook Evaluation”, *Cambridge: Cambridge University Press*, (pp. 197-204).

²⁰ Fairclough, N. (2001), “Critical discourse analysis as a method in social scientific research. Methods of critical discourse analysis”, *Sage publication*, (pp. 121-138)

Books for Junior High School in Indonesia". This research employed a critical discourse analysis (CDA) to examine multicultural values depicted in the nationally adopted English textbook in Indonesia.²¹ Consequently, CDA scholars maintain that the choice of language users make reflects their intentions, ideologies and thoughts.²² For this research, the text for analysis was an ELT textbook entitled Bahasa Inggris untuk SMA Kelas XII [*English for Senior High School Grade XII*], published by the MONEC in 2015. The textbook was created by a team of ELT textbooks writers who are familiar with ELT practices in Indonesia.

The third research was conducted by Arini, entitled "*The Framework of Multicultural Education Value in Indonesia Schools to Face Challenge of 21-Century Learning Using Literary Study*". This research uses a qualitative approach using the method of content analysis (content analysis).²³ The content analysis method is used to systematically analyze data or content/text messages propositionally.²⁴ The content analysis method is used to reveal the values of multicultural education in the novel "Negeri 5 Menara" related to the structure, symbols, meanings, and messages contained therein and their influence on the reader. So, this research examines words or sentences in novels that have multicultural educational values. Data collection techniques

²¹ Setyono, B., & Widodo, H. P. (2019), "The representation of multicultural values in the Indonesian Ministry of Education and Culture-Endorsed EFL textbook: a critical discourse analysis", *Intercultural Education*, 30, 383–397.

²² Fairclough, N. L. (1995). "Critical discourse analysis: The critical study of language", Harlow, UK: Longman.

²³ Arini, R. (2022), "The Framework of Multicultural Education Value in Indonesia Schools to Face Challenge of 21-Century Learning Using Literary Study," *Al-Ishlah: Jurnal Pendidikan*.

²⁴ Krippendorff, K. (2013), "Content Analysis: An Introduction to Its Methodology (3rd ed.). Thousand Oaks", CA: Sage Publications.

using documentation. The main data is taken from words or sentences of literary texts in the form of novels, namely the novel entitled *Negeri 5 Menara*, which contains stories about cultural diversity.

The fourth research was conducted by Siti Marwah Ulfa dkk, entitled “*The Representation of Local Culture in Indonesian Junior High School English Textbook; When English Rings a Bell Grade VIII.*” This research aimed to analyze the representation of local culture contained in the textbook.²⁵ This research uses Qualitative method and employs Moran's cultural dimensions.²⁶ Develop two artefacts in the textbook: artefacts, images, and textual artefacts containing assignments and materials. Subsequently, four components are described visually and textually: product, practice, perspective, and person. The result of this research are found that vocals have a culture including intellectual value. Cultural aspects of the local culture of the product are performed in art forms, places, and institutions and the representation of local culture through products, practices, perspectives, and persons in research recommends that teachers be mindful of local cultural elements in textbooks and consider these aspects as presented to students.

The fifth was conducted by Anis Setiawati, entitled “*Cultural Content Analysis of Textbook on Merdeka Curriculum*”. This research to investigate the culture content found in the English textbook. This research used content analysis method and employs some underlying model proposed Chao and

²⁵ Ulfa, S. M., et al. (2022), “The Representation of Local Culture in Indonesian Junior High School English Textbook; When English Rings a Bell Grade VIII. ELTICS”, *Journal of English Language Teaching and English Linguistics*. <https://doi.org/10.31316/eltics.v7i1.2137>

²⁶ Moran, P. R. (2001), “Teaching Culture: Perspectives in Practice”, *Boston: Heinle & Heinle*.

Yuen were used as the main framework for analyzing the textbook used to classify various types of cultures, including source culture, target culture, international culture, and intercultural interaction.²⁷ Meanwhile, Yuen's framework is employed to understand cultural dimensions encompassing dimensions of product, practice, perspective, and person. By applying this framework her research grows a comprehensive understanding of how cultural elements are represented in the textbook, enabling a more indepth analysis of each cultural type.

Table 2.1
Comparison of Previous and Present Studies

No	Title	Similarities	Differences
1.	Multicultural values representation in the English textbook "English in Mind" for Junior High School (2019)	Both of research presented representation of multicultural values in English textbook	<ul style="list-style-type: none"> • The previous research employed a qualitative • The previous research use content analysis to examined multicultural values using Barthe's four multicultural elements.
2.	The Representation of Foreign and Indonesian Cultures in English Text Books for Junior High School in Indonesia (2019)	Both of research presented representation of Indonesia culture in English textbooks for junior high school in Indonesia	<ul style="list-style-type: none"> • The previous research use Critical Discourse Analysis (CDA) • The focus of the analysis was relegate on

²⁷ Iin Anis Setiawati, "Cultural Content Analysis of English Textbook on Merdeka Curriculum." Proceeding of Annual International Conference on Islamic Education and Language (AICIEL), 2023, pp. 1096–1105. Universitas Islam Negeri Sultan Maulana Hasanuddin Banten. Available at: <https://ftk.uinbanten.ac.id/journals/index.php/aiciel/article/view/9805>

No	Title	Similarities	Differences
			Multicultural value the MONEC accepted EFL textbook (Bahasa Inggris for Senior High School Grade XII).
3.	The Framework of Multicultural Education Value in Indonesia Schools to Face Challenge of 21-Century Learning Using Literary Study (2022)	Both of the research presented multicultural value in Indonesia schools	<ul style="list-style-type: none"> • The previous research use a qualitative approach using the method of content analysis • The content analysis method is used to systematically analyze data or content/text messages propositionally • The previous research use a novel: Negeri 5 Menara
4.	The Representation of Local Culture in Indonesian Junior High School English Textbook; When English Rings a Bell Grade VIII (2022)	Both of the research presented content Analysis of English textbook for Junior High School	<ul style="list-style-type: none"> • The previous research use qualitative and quantitative method and employ 3P model Moran's cultural dimensions • The previous research use English textbook the title is When English Rings a Bell Grade VIII
5.	Cultural Content analysis of English	Both of the research presented content	<ul style="list-style-type: none"> • The previous research use

No	Title	Similarities	Differences
	textbook on Merdeka Curriculum (2023)	analysis textbook for Junior High School on Merdeka Curriculum	<p>Yuen's theory (this theory allows for the examination of various dimension, including products, practices, perspectives, and persons, across different types of culture).</p> <ul style="list-style-type: none"> The previous research used qualitative method and investigates the cultural aspect within Islamic culture

From the previous research described above, it can be seen that the fifth previous studies conducted to find out the phenomena of cultural and analysis English textbook about the representation of multicultural values. Some research review how English text describes the multicultural value of each region or country and some research review how to representation of multicultural value contained in English textbooks in the learning process in the classroom and outside the classroom. The difference of the present research with the previous studies is from the approach and design research, the document analysis, the underlying theories, and the context.

Meanwhile, this research focused more on analyzing the representation of multicultural values in English textbook employed a qualitative research

and interpretive content analysis to analyze the content of the English textbooks of Indonesian secondary schools aiming to investigate the representation of multicultural values of English textbook principles in Indonesia.

B. Theoretical Framework

1. Multicultural Values

Multiculturalism is a term commonly used to describe and explain a view of diversity in a country or within a country. This multiculturalism also places more emphasis on the side of acceptance of the differences that exist in people's lives concerning values, systems, habits, culture, religion, and even political views held by each individual. Multiculturalism is a way of life of people in a country that can see diversity or difference as a very fundamental reality in the realm of social life, in other words, multiculturalism can also be said to be a wisdom in public life.²⁸

In the context of the country, multiculturalism includes several elements that should coexist with one another²⁹. Because, in essence, multiculturalism will form as a concept to build strength in one country consisting of various languages (a system of communication that includes the use of words, sounds, and symbols to convey meaning)³⁰, cultural (refers to the shared patterns of behavior, beliefs, and values that are

²⁸ Komalasari, Abdulkarim, & Saripudin. (2018), "Multiculturalism Values: Content Analysis of History Textbook," *UNCLE*, pp. 279-280.

²⁹ Mishra, V. (2022). "Multiculturalism." In Multiculturalism by Vijay Mishra, *Scribd*, pp. 6-7. <https://www.scribd.com/document/158812665/Multiculturalism-by-Vijay-Mishra>

³⁰ Parekh, B. (2000), "Rethinking Multiculturalism: Cultural Diversity and Political Theory," *Harvard Press University*.

transmitted from one generation to the next)³¹, ethnic (refers to the social identity of a group of people who share common cultural, linguistic, and historical ties).³² The view of multi-culture itself is a concept that contains meaning by including values (values), norma (norms), as well as the role of (roles) which will later create a strong strength, unity, and togetherness in a country.³³

Multicultural value is one of the most highlighted values in Indonesian education, specifically English language learning. The multicultural values represented stem from the concept of pluralistic ideology, which appreciates the existence of cultural differences of people from different ethnic, religious, socioeconomic, and geographic backgrounds.³⁴ Multicultural values are very meaningful in society because they are linked to norms, beliefs, customs, practices, and symbols. Therefore, these values need to be maintained, and transferred on to the younger generations, either through family, education, or community organizations.

The most crucial aspect of multiculturalism is developing a new model of democratic citizenship, based on the ideas and principles of human rights, to replace the hierarchical and exclusive relationships that

³¹ Vertovec, S. (2007), "Super-diversity and its implications," *Ethnic and Racial Studies*, 30(6), 1024-1054.

³² Putnam, R. D. (2007), "E Pluribus Unum: Diversity and Community in the Twenty-First Century," *Scandinavian Political Studies*, 30(2), 137-174.

³³ Kartodirdjo, S. (2018), "Multiculturalism Values: Content Analysis of History Textbook", *Undergraduate Conference on Language, Literature, and Culture (UNCLLE)*, Vol. 3 No. 1, April 2018, pp. 279-280.

³⁴ Setyono, B., & Widodo, H. P. (2019), "The representation of multicultural values in the Indonesian Ministry of Education and Culture endorsed English textbook", *Journal of Language and Literature*.

were uncivilized and undemocratic in previous eras. According to specialists in the field, a key objective of multicultural education is to reform the schools and other educational institutions so that children from varied racial, ethnic, and social-class groups experience educational equality.³⁵

2. Multicultural Value in Education

Multicultural value in education is the process by which people give moral values to each other. It can be an activity that can take place in any human organization, during which people are assisted by others, who may be older, in a condition experienced to make explicit our ethics in order to assess the effectiveness of these values and associated behavior for their own and others' long term well-being, and to reflect on and acquire other values and behavior which they recognize as being more effective for long term well-being of self and others. There is a difference between literacy and education.³⁶ These values include honesty, respect, empathy, responsibility, integrity, and more, the primary goal of value-based education is to cultivate not just knowledgeable individuals but also morally upright citizens who contribute positively to society.³⁷

Multicultural value in education is to reform the school and other educational institutions so that children from varied racial, ethnic, and

³⁵ Tonbuloglu, B., Aslan, D., & Aydin, H. (2016), "Teachers' awareness of multicultural education and diversity in school settings", *Eurasian Journal of Educational Research*, 64, 1-28. <https://scholarworks.uark.edu/cgi/viewcontent.cgi?article=1032&context=cieduht>

³⁶ Powney, J. (2006), as cited in "Values Education," *Wikipedia*.

³⁷ Ramagya, S. (2024), "The Importance of Value-Based Education in Shaping Moral Citizens," *Journal of Educational Development*, 12(1), 45-53.

social-class groups experience educational equality. Values education refers to the aspect of the educational practice which entails that moral or political values as well as norms, dispositions and skills grounded in those values are mediated to or developed among students.³⁸ According to Robert that values education can be referred to as explicit or implicit. Whereas explicit values education refers to schools' official curriculum of what and how to teach values and morality, including teachers' explicit intentions and practices of values education, implicit values education is associated with a hidden curriculum and implicit values influence, embedded in school and classroom practices. Teaching is inevitably a moral activity in which teachers have to consider the ethical complexity of teaching and the moral impact they have on their students.³⁹

Multicultural value in education has been conceptualized from various perspectives and in various fields of study such as anthropology, sociology, philosophy, and psychology. The concept of multicultural education emerged as a response to human oppression caused by their differences. Multicultural education respects human dignity by viewing everyone as equal partners, capable of collaborating and respecting one another, despite having diverse cultural, racial, ethnic, religious, gender, and viewpoint backgrounds.⁴⁰ Education is a conscious and intentional

³⁸ Tonbuloglu, B., Aslan, D., & Aydin, H. (2016), "Teachers' awareness of multicultural education and diversity in school settings", *Eurasian Journal of Educational Research*, 64, 1-30. <http://dx.doi.org/10.14689/ejer.2016.64.1>

³⁹ Robert, (2024), "Values Education," *Linköping University*.

⁴⁰ Agustian, M. (2019). "The concept of *lita'arofu* as a multicultural education model to response religious hate speech," *Attarbiyah Journal*.

effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills. Needed by himself, society, nation, and society, country.⁴¹

3. Multicultural Value in English Language Teaching

According to Iskandar, multicultural education in English teaching is not only for the mastery of science, skills, and professionals in specific fields but also needs to be equipped with verbal communication skills as a means of social communication as well as a means of scientific development and knowledge of foreign languages.⁴² In addition to being a global language, English Language Teaching has several benefits that will later be indispensable in facing global life and resource preparation. Multicultural education in English teaching is not only for the mastery of science, skills, and professionals in specific fields but also needs to be equipped with verbal communication skills as a means of social communication as well as a means of scientific development and knowledge of foreign languages.⁴³

The initial goal of multicultural education is to build discourse between teachers, lecturers, education experts, policy makers in the world

⁴¹ Ibrahim, H. (2018), "Education In Islamic Perspective", *Banaras Hindu University, Faculty Of Education, Alumni Association of Education-BHU*.
https://www.academia.edu/52518735/Education_in_Islamic_Perspective

⁴² Iskandar, S., Asrianti, A., & Patak, A. A. (2022). "The implementation of multicultural-based English language teaching in a language institution," *International Journal of Humanities and Innovation (IJHI)*, 5(2), 67–73. <https://doi.org/10.33750/ijhi.v5i2.150>

⁴³ Wahdini, L. (2022), "Integrating multicultural values in teaching speaking", *Proceedings of ISELT FBS Universitas Negeri Padang*.

of education, and students with the hope that they will have discourse that is not only able to build students' skills and expertise. on the subjects taught, but also able to instill the values of pluralism, humanism, and direct democracy to their students at school.⁴⁴ In addition, there are principles of multicultural education, namely as follows: (a) the selection of subject matter must be culturally open based on students, (b) the contents of the selected subject matter must contain differences and similarities between groups, (c) the selected subject matter must be in accordance with the context of time and place, (d) the teaching of all subjects must reflect and build on the experiences and knowledge students bring to class, and (e) ESL teaching should be included in the curriculum.⁴⁵

The importance of including multicultural education in English Language Teaching in people's needs for English language skills in the global era is now increasing; in addition to being a global language, English Language Teaching (ELT) has several benefits that will later be indispensable in facing global life and resource preparation.⁴⁶ Language teaching, especially English in Indonesia, has many benefits related to scientific development, socio-political communication, economics and

⁴⁴ Mappaenre, A. (2021), "Multicultural Education in Indonesia: Characteristics and Urgency. Jurnal Ilmu Sosial dan Pendidikan (JISIP)", 5(3), 875-885. Available at: <https://ejournal.mandalanursa.org/index.php/JISIP/article/download/4574/3548>

⁴⁵ Wulandari, S. (2024). "Multicultural Education: Fostering Diversity and Inclusion in the Classroom," *Journal EDUTECH*, 1(1), 01-18.

⁴⁶ Barros-del Rio et al. (2022), "Multicultural education in English language teaching: Benefits and challenges in the global era", *World Journal of English Language*, 12(3), 45-58.

culture, and even everyday life.⁴⁷ Multicultural education in English teaching can also be applied to respect each other between existing cultures. The importance of English Mastery as a means to succeed someone in the academic field, but in reality, in the field, found the phenomenon of the low ability of students in English Mastery.

4. Textbook

a. Definition of Textbook

The definitions for Textbooks are wide and varied. One common definition is that a textbook is a printed and bound artifact for each year or course of study.⁴⁸ They contain facts and ideas about a certain subject. Textbooks are not like other books. Today, textbooks are assembled more than they are written. They are not usually written by a single author, nor are they a creative and imaginative endeavour. They are, in fact, usually specially made by a corporation to follow a set standard curriculum for a school system or larger organization, such as a province.⁴⁹

According to Oxford Advanced Learner's Dictionary, a textbook is defined as "a book that teaches a particular subject and that is used especially in schools and colleges."⁵⁰ By the given definition, EFL textbooks aim to provide learners with the necessary knowledge,

⁴⁷ Herman, et al. (2022), "The importance of learning English at school", *Interling: International Journal of English Language Teaching, Literature and Linguistics*, 2(2), 53–57. <https://doi.org/10.55210/interling.v2i2.1793>

⁴⁸ Encyclopaedia of Education (2008), "Elsevier Science Ltd",
Link: <https://www.sciencedirect.com/referencework/9780080448947/encyclopedia-of-education>

⁴⁹ Encyclopaedia of Education (2008), "Elsevier Science Ltd",
Link: <https://www.sciencedirect.com/referencework/9780080448947/encyclopedia-of-education>

⁵⁰ Oxford Advanced Learner's Dictionary (2000), "Oxford Advanced Learner's Dictionary of Current English", *Oxford University Press*. (6th ed., p. 1238).

language skills and information about English speaking countries and preparing them for interaction with people from foreign countries and of different cultural backgrounds. Textbooks usually combine contemporary and traditional approaches to language teaching. They incorporate concepts such as ‘learner development’, a ‘task-based methodology’, and ‘cross-curricular themes’ while providing a grammar framework and a thorough practice of vocabulary, grammatical structures and functions.⁵¹ They have been primary teaching instruments for most students since the 19th century.

Cortazzi and Jin refer to a textbook as a teacher, a map, a resource, a trainer and an authority. As a teacher, a textbook gives students relevant information about grammar and vocabulary, as well as English speaking countries and their cultures. As a map, it shows an outline of linguistic and cultural elements as a structured program and it guides students and teachers to follow the steps taken in previous lessons.⁵² A textbook is viewed as a resource as it contains a set of materials and activities available to the teacher from which one can choose. It can also be a trainer for novice teachers who need valuable instructions, support, and guidance. As an authority, a textbook is seen as valid, reliable, written by experts, and authorized by important publishers or ministries of education.

⁵¹ Hutchinson, T., & Gault, P. (2009), “English for Specific Purposes”, *Cambridge University Press*.

⁵² Cortazzi, M., & Jin, L. (1999), “Cultural Content in English Language Teaching Materials. In E. Hinkel (Ed.), *Culture in Second Language Teaching and Learning*”, (pp. 196-219). *Cambridge University Press*. <https://ejournal.unisnu.ac.id/JE/article/download/1393/1494>

The settlement of textbooks is as reference materials or references for students in learning, then as material for evaluating students in mastering the subject matter, and as one of the determinants of learning methods or techniques that will be used by teachers. Textbooks provide more independence. The teacher will instruct students based on their current level of achievement and development. The power to decide and administer curriculum and learning in accordance with the distinctiveness of the educational unit and the distinctiveness of the pupils then rests with the schools.

b. Function of Textbook

Textbooks used in teaching and learning process are important. Textbook are meant to help teachers in providing them teaching materials as stated by Chandra, that textbook act as a guideline for inexperienced teachers or tools for experienced teacher.⁵³ It also provided either inexperienced or experienced teachers with guidance on what students have to learn and what student wish to learn. According to him, there are several functions and roles of textbook which are: A source of presentation of curriculum material, a source of activities for practice and communicative interaction, a reference source (grammar, vocabulary, pronunciation), a syllabus and

⁵³ Chandra, S. (2003), "Teaching and Learning English: A Guide for Teachers", Jakarta: Gramedia Pustaka Utama.

organization, a source of self-directed learning or self-access, a support for less experienced teachers.⁵⁴

The essence of a textbook is basically to help both teacher and students in some ways. For the teacher to improve their teaching skills, providing guidance on how to teach effectively. Teachers often use textbooks to help students learn how to read better, study, weigh evidence, and solve problems. The popular of teachers employ textbooks as their guidelines of teaching.⁵⁵ This means that since the textbook is produced in accordance with the curriculum, teachers can focus on teaching without fear of getting off topic. It serves as a guide for teachers as they arrange additional activities, such as enrichment and remedial ones. The textbook which contains activities and exercises can help the teacher to achieve the objectives of learning. It will straight teachers to examine resources relating to students' needs in exploring their views and opinions regarding understanding the messages provided by textbooks. Furthermore, the textbook was created by the government, which stated that it fulfilled the criteria of the curriculum, the syllabi, and the needs of the students. However, because the teachers are unable to create their own textbooks, they

⁵⁴ Richards, J. C. (2001), "Curriculum Development in Language Teaching", *Cambridge University Press*. <https://www.cambridge.org/core/books/curriculum-development-in-language-teaching/1B2D9E7A0B3B9E2D9E5B0D8F6C4A3F7A>

⁵⁵ Cahyani, H., & Perdana, R. (2019), "The role of textbooks in teaching and learning process", *Journal of English Language Teaching and Linguistics*, 4(2), 123-134. <https://doi.org/10.21462/jeltl.v4i2.239>

only carry out the teaching and learning processes that are specified in the textbook.

Textbooks can have an impact on the economy and ideology in addition to education. It has long been recognized that textbooks serve as both a fundamental socialization tool, presenting information and morals.⁵⁶ Through the representations they contain, textbooks serve as a medium for social norms, values, and behavioral models, so that textbooks must portray the real world as a socialization tool. Observe the textbook as a potential change agent.⁵⁷ They claimed that textbooks are almost universally used in English language education. It seems that without the proper textbook, there is no teaching-learning environment is complete. This can happen when several conditions are met, they are; a textbook must first act as a training tool for both teachers and students. It means the textbook should provide appropriate learning and a clear and comprehensive teacher's guide. Second, a textbook need to help in managing the classroom so that the teacher can concentrate on teaching new material and techniques. Third, a textbook will work as a change agent if it gives teachers clear instructions on how to implement the change in the classroom and a clear understanding of what the change will look like. Fourth, when a

⁵⁶ Bruegilles, C., & Cromer, S. (2009), "Textbooks and Education for Citizenship: A Comparative Analysis", *Council of Europe Publishing*.

⁵⁷ Hutchinson, T., & Torres, E. (1994), "The textbook as agent of change" *ELT Journal*. 48(4), 315–328. <https://doi.org/10.1093/elt/48.4.315>

textbook is adopted by a school, it can lead to social support, responsibility for, and dedication to the change.

c. Criteria of the good textbook

Textbooks are essential to fulfil high standards so that both teachers and students can utilize them as a source for learning. Although the government and publishers produce the textbooks, teachers should be able to assess and adjust the book, and even add to it as a source of materials, based on the needs of their students. Before evaluating a book, there are several criteria of a good book that must be considered. Based on the Merdeka Curriculum⁵⁸, there are the criteria for a good textbook, they are; essential, it means understanding the concept of each subject through learning experiences and across disciplines. Then, interesting, meaningful and challenging, which means growing an interest in learning and involving students actively in the learning process. Next is relevant and contextual, which means that textbooks must be related to previous knowledge and experience and in accordance with the context at the time and place where students are. The last is continuous, namely the linkage of the flow of learning activities according to the learning phase of students.

⁵⁸ Merdeka Curriculum (2022), "Comparative analysis of textbooks based on BSNP standards: Material content, presentation, language, and graphical elements", *Noumerico Journal, Universitas Islam Negeri (UIN) Lirboyo*.

According to William “Textbook analysis is not an easy task as it includes several processes”.⁵⁹ Firstly, textbook content needs to be analyzed in reference to its specified aims and objectives, to what coverage teaching areas like grammar, vocabulary, reading and writing and culture is present in a student’s book, teachers’ manual and activity book. In addition, it is important to determine whether, for example, cultural information is taught in a particular context (texts, exercises, dialogues) or as isolated facts. Secondly, textbook content should be examined in terms of learners’ needs, abilities and preferences. Thirdly, the criteria of analysis need to be established in relation to previously set objectives, e.g. to determine to what extent cultural content matches the suggested criteria of textbook analysis.⁶⁰ Sheldon argues that “it is clear that textbook assessment is fundamentally a subjective, rule-of-thumb activity, and that no neat formula, grid or system will ever provide a definite yardstick”.⁶¹ In his view, establishing uniform evaluative criteria might help to make textbook analysis more objective than it is at present. Furthermore, a retrospective analysis may test the validity of a predictive analysis and point out which steps should be taken to improve it.⁶²

⁵⁹ adić-Bojanić, B. B., & Topalov, J. P. (2016), “Textbooks in the EFL Classroom: Defining, Assessing and Analyzing”, *Zbornik radova Filozofskog fakulteta u Prištini*, 46(3), 137–152. <https://doi.org/10.5937/ZRFFP46-12094>

⁶⁰ Skopinskaja, L. (2003), “The role of culture in foreign language teaching textbooks: An evaluation from an intercultural perspective. In J. Mälärstig (Ed.), *Intercultural aspects in foreign language teaching and learning*”, *University of Vaasa*, (pp. 39–58).

⁶¹ Leslie E. Sheldon, “Evaluating ELT Textbooks and Materials,” *ELT Journal* 42, no. 4 (1988): 245, [https://doi.org/10.1093/elt/42.4.237\[2\]](https://doi.org/10.1093/elt/42.4.237[2])

⁶² Skopinskaja, L. (2003), “Evaluating English Language Teaching Materials: Theoretical and Practical Perspectives”

Cunningsworth suggested four criteria of a good textbook, they are (1) a textbook must suit the needs of students, (2) textbooks should depict how students will use the language either in the present or in the future, so that is important to select textbooks that will enable them to properly use language for their own goals, (3) a textbook should facilitate students' learning processes and be aware of their preferences as learners, (4) textbook should be clearly defined as a learning tool.⁶³ Furthermore, Riddell also mentioned five criteria for good textbooks. First, only qualified teachers should write them. Secondly, the textbooks should be suitable for the students' grade. Third, the textbooks need to look good and be well-designed. Fourth, textbooks have to contain challenging topics and stimulate students. Last but not least, their language features, skill works, pronunciation and other topics should be varied and balanced.⁶⁴

d. Analyzing textbook

Among other things, examining activities, learning aids, and pictures are all part of the analysis process for textbooks. One approach to determine how successfully a new textbook will be used or has been utilized is through textbook analysis or assessment. Previously employed in a classroom.⁶⁵ In order to determine the book's strengths and weaknesses, it suggests that a textbook analysis can be

⁶³ Cunningsworth, A. (1995), "Choosing your coursebook. Macmillan", *Journal*. <https://journal.universitaspahlawan.ac.id/index.php/jpdik/article/download/13525/10553/4>

⁶⁴ Inayah, (2022), "An Analysis Of The English Textbook Entitled "Modul Bahasa Inggris" For Grade Xi Of Smk Ma'arif Nu 2 Bantarkawung, Skripsi. <https://core.ac.uk/download/pdf/33530100.pdf>

⁶⁵ Najla, Ambarwati, (2023), "Textbook Analysis of "Grow with English Book 1", *Journal*.

performed on the text regardless of whether it has been utilized in class. And other scholars, a textbook analysis is an applied language exercise that helps educators, managers, administrators, and policy makers determine whether the contents are appropriate for users. We can conclude that evaluating a textbook's content entails figuring out how effectively it can be used by students.⁶⁶

McGrath, outlines three approaches to analysing textbooks; the impressionistic approach, the checklist approach, and the in-depth approach. The impressionistic focus on the analysis of the publisher's description about textbook includes blurb, preface, and table of content.⁶⁷ This approach also called as external evaluation which examines the structure of the book to determine the target reader, the level of competency, the context, the presentation and structuring of each unit or lesson, and the author's linguistic and methodological principles. Then, Harni argues that the checklist approach use a checklist consisting of some criteria or categories referred to a textbook and utilizing a checklist has systematic, efficient, practical, and explicit benefits.⁶⁸ The last is the in-depth approach which means the deeper examination of the author's ideas on learning and values that served as the foundation for the content. This strategy focuses on

⁶⁶ Widodo, H. P. (2019). Textbook Analysis on College Academic Writing [PDF]. Available at: <https://pdfs.semanticscholar.org/ef2c/6006d43811fd3dff9f5235f8a41f3bfc6cc8.pdf>

⁶⁷ McGrath, I. (2016), "Materials Evaluation and Design for Language Teaching", Available at: [https://www.scirp.org/reference/referencespapers\[1\]](https://www.scirp.org/reference/referencespapers[1])

⁶⁸ Harni Jusuf, "English Language Teaching Textbook Evaluation of Curriculum 2013: Teachers' Perspectives," *Journal of English Teaching and Linguistic Issues* 1, no. 3 (2023): 134–149, <https://doi.org/10.58194/jetli.v1i3.495>

determining whether the author's statement in the external evaluation is consistent with the internal coherence and material organization.

Based on those explanations, the phrase "analysis of the textbook" refers to the act of looking over or analysing the textbook to ascertain how well it meets the needs, learning objectives, age, and gender of the students. Moreover, it is clear that evaluating a textbook helps students as well as the teacher and may influence how the learning objectives of the teaching process are met. For this reason, a teacher's capacity to evaluate a textbook is essential.

5. Interpretive Content Analysis

Interpretive content analysis is a qualitative research method used to analyze and interpret the meanings and themes within texts. It involves a subjective interpretation of the content, going beyond simple word counts to understand the latent meanings and patterns within the text. This approach is particularly useful in social sciences and humanities, where the context and nuances of language are crucial for understanding social phenomena. Interpretive content analysis emphasizes the role of the researcher as an instrument, requiring the researcher to be embedded in the social context and to use their observational skills and personal insights to interpret the data. The method involves coding and categorizing text data to identify themes and patterns, and it often uses inductive reasoning to derive categories and themes directly from the data.⁶⁹

⁶⁹ James W. Drisko and Tina Maschi, "Content Analysis," *Oxford University Press*, 2015, available at: https://dl1.cuni.cz/pluginfile.php/1353751/mod_resource/content/1/Drisko_Maschi_Content%20Analysis_2015.pdf

Interpretive content analysis may go beyond a simple frequency-count approach to data analysis, providing data for abductive inferences from latent content. Indeed, Ahuvia states that “interpretive content analysis is specially designed for latent content analysis, in which researchers go beyond quantifying the most straightforward denotative elements in a text.”⁷⁰ Interpretive content analyses may vary from coding and interpretations that stay very close to the explicit content of the data to others that require much greater contextual inference and specialized knowledge. Still, Krippendorff and other authors argue that interpretive content analysis must be firmly grounded in empirical data. Further, any interpretations must be justified through validating evidence.⁷¹ Baxter states that interpretive content analysis requires different methods from those used in basic content analysis. Complete analysis of symbolic communication also requires attention to meaning, which may obligate attention to context.⁷² This focus on interpretation and meaning brings interpretive content analysis closer to the core techniques of qualitative research, particularly analytic induction⁷³ and adductive inference.⁷⁴

Furthermore, context is crucial to establishing the meaning within coded data set, researchers must make sure that they provide readers with

⁷⁰ Ahuvia, A. C. (2001), “Traditional, Interpretive, and Reception Based Content Analyses: Improving the Ability of Content Analysis to Address Issue of Pragmatic and Theoretical Concern”. *Journal*.

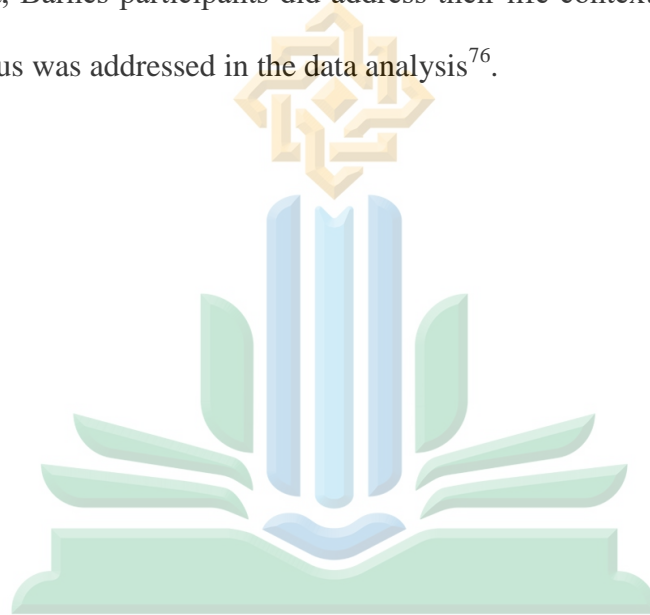
⁷¹ Krippendorff, K. (2013), “Content Analysis: An Introduction to its Methodology. 3rd ed. Thousand Oaks”, CA: SAGE Publications, Inc., in J. W. Drisko and T. Maschi. (2016), “Content Analysis. Oxford, New York”, *Oxford University Press*.

⁷² Baxter, J. (1991), “Interpretive Content Analysis”, *In Oxford Academic* (p. 240).
Link: <https://academic.oup.com/book/7841/chapter/153037544>

⁷³ Bulmer, M. (1979), “Principles of Social Research”, *London: Macmillan*.

⁷⁴ Reichertz, J. (2014), “Abduction: The Logic of Discovery of Grounded Theory. In *The SAGE Handbook of Qualitative Data Analysis*”, (pp. 214–228). *SAGE Publications*.
<https://us.sagepub.com/en-us/nam/the-sage-handbook-of-qualitative-data-analysis/book243842>

enough contextual data to understand its role in meaning making. Researchers should provide their readers with some examples that demonstrate how context shaped meaning and interpretation. Notably, Reagan completed her interpretive content analyses with very little analytic focus on how contexts shaped their researcher interpretations.⁷⁵ In contrast, Barnes' participants did address their life contexts explicitly, and this focus was addressed in the data analysis⁷⁶.



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⁷⁵ Ann J. Reagan, "Interpretive Content Analysis of Student Evaluations" (2010), "focusing on manifest content with limited contextual analysis", accessed April 2025, <https://academic.oup.com/book/7841/chapter/153037544>

⁷⁶ Jeffrey Barnes, "Interpretive Content Analysis," in Content Analysis, ed. James Drisko and Tina Maschi, *Oxford: Oxford University Press*, 2015 .

CHAPTER III

RESEARCH METHOD

This chapter presents the research method used as a reference in this research to obtain the answers to research questions. The parts of this chapter consist of the research design, data source, data collection, and data analysis which are described as follows.

A. Research Design

This study is conducted based on qualitative research and use English textbooks that focus on content analysis, which was chosen to explain the representation of multicultural values described in the obligatory English textbook in Indonesia. The research used a qualitative approach to acquire specific information regarding multicultural ideals and English textbook data. This approach was selected because it was considered the most appropriate option since it provides the right analytical tool for evaluating how texts can describe and cultivate social realities through verbal and nonverbal elements.⁷⁷ In this observation, textbooks provide many verbal and nonverbal language elements that depict specific cultural values for students to comprehend, motivating and inspiring pupils to acquire a certain level of multicultural awareness in ELT classrooms.

The researcher used Interpretive Content Analysis (ICA) to analyse multicultural representation in English textbooks. The interpretive paradigm involves analysing, interpreting, or deciphering aspects of the selected

⁷⁷ H. P. Widodo, "A Critical Micro-Semiotic Analysis of Values Depicted in the Representation of Moral Values," *Jakarta: Kementrian Pendidikan dan Kebudayaan*, 2018.

textbooks.⁷⁸ ICA focuses on the subjective interpretation of data, allowing the analyst to understand how the representation of multicultural values in English textbooks is received and comprehended by the audience. ICA is particularly useful in analysing complex and subjective data, such as text, images, and other media. By using interpretive content analysis, the researcher can develop a better understanding of how culture is represented in the textbooks and uncover any underlying themes or meanings that may not be immediately apparent. The present study used a systematic approach to analyze and categorize the multicultural value aspects in two English textbooks. The most appropriate method for this research is a qualitative approach, with an interpretative content analysis method.

B. Data sources

The source of data is the main step in the research procedure. According to Mirhosseini, to find appropriate data depending on the subject of the study, researchers must evaluate the complete data collection process.⁷⁹ Since Donald's participated in all aspects of the research, including data collection, analysis, and interpretation,⁸⁰ This research is an interpretive content analysis and includes qualitative research, the main of this research the researcher herself (human instrument). The researcher read and perceived all the text in the textbook list to check some structure or theme. The data for this

⁷⁸Khanam, S. (2021), "Interpretive Paradigm in Educational Research: Understanding Textual Analysis," *Journal of Education and Social Science*, vol, 9, no.2, pp.45-58.

⁷⁹Seyyed-Abdolhamid Mirhosseini, (2020),"Doing Qualitative Research in Language Education", *Cham: Palgrave Macmillan*.

⁸⁰Donald Ary, Lucy Cheser Jacobs, and Asghar Razavieh, "Introduction to Research in Education, 8th ed", Belmont, CA: Wadsworth Cengage Learning, 2010, 424–438, <https://repo.undiksha.ac.id/6968/8/1929081028-DAFTAR%20PUSTAKA.pdf>.

research is received from written texts and images extracted from an English textbook titled "Bright an English" considered for seventh-grade junior high school, this textbook was authored by Nur Zaida and published by Erlangga in 2022⁸¹, it contains 8 chapters and spans a total of 158 pages and the second textbook is "English for Nusantara" consider for seventh-grade high school, this textbook was authored by Ika Lestari Damayanti Yusnita Febrianti Iyen Nurlaelawati Pipit Prihartanti Suharto Aji Jehan Fellani Raymon Rahmadhani, published by Pusat Perbukuan Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Komplek Kemdikbudristek Jalan RS Fatmawati, Cipete, Jakarta Selatan, it contain 5 chapter and spans a total of 264 pages.⁸²

The researcher chose those two English textbooks for several reasons. The first reason for selecting the textbooks for this study is because they were published by a Merdeka Curriculum, which effectively incorporates multicultural values. It emphasizes aspects such as respecting traditions and understanding diverse cultural perspectives. The next reason was these textbooks are widely used in most of the junior high schools in Indonesia and easy to find in offline or online bookstores, with analyzing those materials helps identify how well they represent multicultural elements, which is crucial for developing multicultural value and intercultural communication skills

⁸¹ Nur Zaida, (2022), "Bright an English", Jakarta: Erlangga, https://e-library.erlanggaonline.co.id/info_product/detail/0034200160

⁸² English for Nusantara untuk SMP/MTs Kelas VII by Ika Lestari Damayanti et al., published by Pusat Perbukuan Kemdikbud: [Official Kemdikbud Book Catalog](<https://buku.kemdikbud.go.id/katalog/English-for-Nusantara-untuk-SMPMTs-Kelas-VII>)

among students and also to navigate the complexities of global citizenship, making it vital for modern education. The ultimate goal of such an analysis would be to assess whether the textbooks are helping to cultivate a generation that is not only linguistically proficient but also culturally aware and sensitive to the values of diversity.

This research focused on analysing the representation of multicultural values in textual and image data of the selected English textbooks. The researcher analysed the multicultural values, including reading passages, dialogues, sentences, words, and images presented in the textbooks. The researcher examined the representation of multicultural values in various chapters and topics included in the two books.

Table 3.1
The Chapters and the topics of English textbooks

Textbook	Chapter	Topic
English For Nusantara	1	About me
	2	Culinary and Me
	3	Home sweet Home
	4	My school buildings
	5	This is my school
Bright an English	1.	Nice to meet you!
	2.	Its Judy spark!
	3.	They are a new band
	4.	They are family
	5.	I hardly ever watch Tv
	6.	Where's the monument?
	7.	They have got thick eyebrows
	8.	It is delicious

C. Data Collection

The data to be analyzed in this study is collected from two 7th-grade English textbooks, entitled “English for Nusantara” published by Pusat Kurikulum dan Perbukuan, and “Bright an English” published by Erlangga. This study aimed to examine how multicultural values are described in a few English textbooks by analyzing their multicultural values. The process of collecting data for analysis includes obtaining information or data from many sources.

Document analysis was used as the data-collecting approach in this study. Document analysis is described by Bowen as a systematic process for reviewing documents either digital or printed.⁸³ The process of gathering the data for this research includes many phases. The researcher started by obtaining the English textbooks. Next, the research examines the textbook material, both written and visual, very thoroughly. After that, the researcher made an effort to pinpoint significant elements of each multicultural values section. Subsequently, the researcher coded the representation of multicultural values. Using Mirsha’s, language, culture, class, ethnic, and religion.⁸⁴

D. Data Analysis Procedures

In this analysis, we focus on multicultural values represented in the English textbook and in what ways the English textbook provides EFL learners with opportunities to enhance their intercultural knowledge and

⁸³ Glenn A. Bowen, (2009) “Document Analysis as a Qualitative Research Method,” *Qualitative Research Journal* 9, no. 2: 27, <https://doi.org/10.3316/QRJ0902027>.

⁸⁴ Mishra, V. (2022). "Multiculturalism." In Multiculturalism by Vijay Mishra, Scribd, pp. 6–7. <https://www.scribd.com/document/158812665/Multiculturalism-by-Vijay-Mishra>

awareness. In the textbook, the researcher presents representation of multicultural values through a document sheet for data analysis. The coding and category construction were adopted, following Elo & Kyngäs's instructions.⁸⁵ The textbooks were applied to recognize multicultural values in the textbooks, such as Yuen's has mentioned. The textual data, including reading passages, dialogues, sentences, words, and image data from English textbooks were examined using these multicultural values aspects.⁸⁶

The focus of this research is to analyze the representation of multicultural values in two English textbooks, drawing from the methodology defined by Elo and Kyngäs, the analysis of the textbooks is divided into three analyses: preparation, organization, and report.⁸⁷

Table 3.2
The Preparation

Stages	Goals	Activities
Selecting the unit of analysis	Deciding on what to analyze in what detail and sampling considerations	<ul style="list-style-type: none"> • Decide on which learning material to analyze • Select English textbooks as the learning material to analyze • Choose two locally published English textbooks as the sample

⁸⁵Elo, S., & Kyngäs, H. (2007). The qualitative content analysis process. *Journal of Advanced Nursing*, 62(1), 107–115. <https://doi.org/10.1111/j.1365-2648.2007.04569.x>

⁸⁶Yuen's. (2011), "Multicultural Values Framework Categorizes Culture Into Products, Practices, Perspectives, And Persons, Which Was Used To Analyze Textual And Visual Data In English Textbooks To Identify Multicultural Representations",

⁸⁷Elo, S., & Kyngäs, H. (2008), "The qualitative content analysis process", *Journal of Advanced Nursing*, 62(1), 107–115. <https://doi.org/10.1111/j.1365-2648.2007.04569.x>

Stages	Goals	Activities
Making sense of the data and the whole	The goal is to become immersed in the data	<ul style="list-style-type: none"> • Focus on analyzing representation multicultural values in English textbooks • Focus specifically on analyzing textual data, including reading passages, dialogues, sentences, words, and images presented in the English textbooks
Developing instrument	The goal of is to create a reliable and comprehensive tool that enables systematic assessment of English textbooks, particularly focusing on their content quality and the representation of multicultural values.	<ul style="list-style-type: none"> • Designing or adapting a rubric or checklist based on recognized standards. • Defining clear criteria for content, language, presentation, and multicultural elements. • Incorporating specific indicators to identify multicultural values in textual and visual materials. • Testing and refining the instrument to ensure it effectively captures the necessary data for analysis.

In the first phase, preparation, the researcher first determined what to analyze. At this stage, the researcher chose English textbooks because English textbooks are one of the most generally used learning materials for learning languages. The researcher then selected two English textbooks, entitled “English for Nusantara”, and “Bright an English” as the sample to be analyzed because these two books were both local publications by the research focus.

The researcher then determined that the analysis would specifically focus on multicultural values confined to the textbooks. The analysis would examine both textual data such as reading passages, dialogues, sentences, and words, as well as images. This selection of materials and focus allowed the researcher to explore the representation of multicultural values in the context of language learning.

The research focuses on analyzing multicultural values in two locally published English textbooks selected through purposive sampling as the unit of analysis. A data collection instrument, developed from established textbook evaluation criteria, includes criteria assessing content suitability, linguistic clarity, presentation quality, and multicultural representation, supplemented by a checklist for identifying specific multicultural elements in texts and images. Data analysis involves immersive qualitative document analysis, including coding, categorization, and thematic content analysis, ensuring systematic examination of textual and visual materials. This comprehensive approach facilitates an objective evaluation of the textbooks' quality and cultural inclusiveness.

Table 3. 3
The organization

Stages	Goals	Activities
Open coding	Used as a remark of cultural aspect	The researcher creates codes to represent multicultural values aspects
Creating categories	To simplify the classification by merging categories that are alike	<ul style="list-style-type: none"> • The researcher groups the same codes • The researcher makes groups based on the

Stages	Goals	Activities
		categories of each multicultural values aspect

During the second phase of the research, which was the organizing phase, the researcher employed an open coding technique to identify and mark multicultural values aspects that were present in the English textbooks under analysis. The materials that contain multicultural values satisfied in these textbooks are coded using this open coding. After this initial coding, the researcher moved on to the next step, which was to create categories to group the multicultural values aspects in a more organized manner. These categories helped the researcher to distinguish between the different cultural aspects and ensure that the data was properly organized and easily understandable.

Table 3.4
The Report

STAGES	GOALS	ACTIVITIES
Interpreting data	To provide further explanation about the multicultural value aspects	The researcher will interpret the data that finds the multicultural values in English textbooks
Representative data	To convey information clearly and effectively	The researcher will represent the finding and result through descriptive detail and document analysis.

Reporting was the third step in the data analysis process. Using qualitative descriptive detail and document analysis, the researcher coded and categorized the multicultural values of the English textbooks in accordance with Yuen's framework. The results were then evaluated and reported in the

findings and results chapter. The results were then evaluated and reported in the findings and results chapter. To sum up, this study's data analysis phases are as follows: Data Unitization and Recording In this process, multicultural values data was separated from the English textbook containing multicultural values. It was made evident which data will be examined by the marking and recording of all the information pertaining to multicultural values material. The data was then filtered so that just the necessary information remained.

The researcher not only created codes for multicultural values aspects, but also created additional codes for the books (B) and pages (P). To differentiate between the two textbooks were used in this study, the researcher assigned the code B1 to the textbook entitled "English for Nusantara" and B2 to the textbook entitled "Bright an English". For example: B1 (for the first book). 4. 1 (Bab 4. First image), P.12(Pages)

Creating Categories After coding the aspects of multicultural values, the researcher groups similar codes and creates categories based on each aspect. By grouping similar codes, the researcher can gain a better understanding of the patterns and themes that emerge from the data. This step is important for organizing the data and preparing it for further analysis.

Interpreting After the data was collected based on codes and categories, the researcher interpreted the data. The interpretation was used to provide a deeper understanding of the meaning of the collected data and reveal any implicit meanings that may not be immediately apparent. The following are the examples of the document sheets using codes and interpretations:

Reporting in this step, the researcher provided further explanation about representation multicultural values in English textbooks. After collecting data based on the categories, the researcher presented the results using a qualitative descriptive with content analysis design. The researcher concluded the analysis and presented the final report of the research.



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CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results of research that has been carried out using the research methods in chapter III. The results and discussion of this research outline the research questions in chapter I. There are two questions in this research. The first question is How are the representations of multicultural value presented in the textbooks from interpretive content analysis perspectives? the research results and discussion are as follows.

In this section, the researcher discusses about the findings of the analyzed data. In this analysis, the researcher focuses on how multicultural value is represented in two textbooks entitled “English for Nusantara” (B1) by Prihartanti Suharto Aji Jehan Fellani Raymon Rahmadhani, published by Pusat Perbukuan Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Komplek Kemdikbudristek, and “Bright an English” (B2) by Erlangga for 7th grade of junior high school. The researcher presents multicultural values that following Mirsha’s context , there are three concept that were used to analyze the representation of multicultural value, namely language, cultural, ethnic. Data analysis of image data and textual data in English textbooks, this research can help teachers understand the integration of multicultural value that are abstract and provide input for education agencies and publishers in determining the feasibility of using English textbooks use in schools.

The representation of multicultural values in English textbook, “English for Nusantara (B1), and “Bright an English" For Junior High School grade VII

(B2). The multicultural value is an important aspect that needs to be applied in learning at school for creating an inclusive, respectful, and dynamic educational environment. It prepares students to thrive in diverse society, equipping them with the skills, knowledge, and empathy needed to navigate and contribute positively to the world around them. By embracing multicultural education, schools can help shape a more equitable and harmonious society.

The multicultural value of textbook has an important role in shaping the character and morals of student and teacher. In general, the multicultural value can be integrated in student and teacher textbooks. These values are conveyed through grammatical texts/sentences pictures (visual texts). The following is a description of these values. From the analysis it was found that there are a total of 120 data from the two textbooks, language 20, cultural 79, ethnic 31, divided into multicultural value aspect different data from two English textbook that show representation of multicultural value through Language, Cultural, and Ethnic.

A. From Language Perspective

The first multicultural value aspect is language. Language is a key medium through which cultural values and ethnic identities are expressed and preserved. Different languages encapsulate unique cultural concepts, social relations, and values. Language of multicultural value is important to be applied in learning at school. It referred to representation of multicultural value where the target language is used as a global language. From a language perspective, English textbooks represent multicultural values by promotion of respect and inclusivity trough language. Out of a total of 7 textual data, the

researcher found the textual data that originated from the aspect of language. With 7 data from the first textbook (B1) entitled “English for Nusantara” and 9 data from the second textbook entitled “Bright an English”.

Learning a foreign language, especially English, plays an important role in fostering multicultural values among students. This can be seen in a section of the English textbook for junior high school, specifically in “Section 5 – Language Focus.” In this section, students learn basic expressions for asking and giving personal information. Although simple, the text serves as a representation of multicultural values from a language perspective.

The textual data on page 22 representing that the text promotes cross-cultural communication. It focuses on universal topics such as *name, origin, address, age, hobbies, and siblings*. Questions like “*Where are you from?*” and “*What’s your hobby?*” encourage students to interact politely and openly with others. These expressions help prepare students to communicate respectfully with people from different backgrounds, supporting intercultural dialogue and understanding.

	Questions	Responses
Name	What's your name?	My name's ... I'm ...
Origin	Where are you from? Where do you come from?	I'm from ... I come from ...
Address	Where do you live?	I live on Jalan ...
Age	How old are you?	I'm ... years old.
Hobby	What's your hobby? What do you like doing in your free time?	My hobby is ... I like ...
Siblings	How many siblings do you have? How many brothers and sisters do you have?	I have ... siblings. I have ... brothers. I have ... sisters. I'm an only child.

Figure. B1. 4.1. P. 22
The expressions of asking and giving information

In addition, the language used in the text is simple, inclusive, and accessible for all students regardless of their social or cultural background. Sentences such as *“I’m ... years old”* or *“I live on Jalan ...”* allow every student to participate equally. This reflects the values of equality and fairness in education, which are essential elements of multiculturalism. As part of the Indonesian curriculum, the text reflects an effort to use English as a bridge language for multicultural understanding. In a diverse society like Indonesia, such learning is highly relevant. English not only serves as a global communication tool but also helps students develop empathy, tolerance, and mutual respect. Therefore, this text indirectly instills intercultural competence, a vital skill in the 21st century.

This table helps learners practice how to introduce themselves and ask or answer personal information politely and clearly. The language used is simple and practical, suitable for beginners, especially in a classroom setting where students are learning to communicate in English for the first time. Overall, the table serves as a helpful guide for developing basic speaking skills in English. It encourages students to engage in short conversations and improve their ability to use English in real life situations, reflecting the idea of learning language.

	Greetings	Responses	Parting
Informal	Hi! Hello! How are you? How's life? How's everything? How're you doing?	Hi! Hello! I'm fine. Fine. Thanks. Very well. Thank you. Great! I'm OK. Not so bad.	Goodbye. Bye-bye. Bye. See you later. See you.
Formal	How are you? How do you do?	I'm fine. Thank you. I'm very well. Thank you. How do you do?	

Figure B2 4.2. P.3
Greetings, responses, parting

The picture on page 2 of the second textbook (B2) it is presented in the image, which teaches basic greetings, responses, and partings in English, reflects multicultural values by promoting communication that is respectful and culturally appropriate. It introduces both informal and formal expressions, helping learners understand how to interact in different social situations. By learning these basic phrases, students gain the tools to engage in conversations with people from different backgrounds, supporting cross-cultural understanding.

Furthermore, the distinction between formal and informal language use also teaches important cultural norms. For example, “*How do you do?*” is explained as a greeting used in formal situations or first-time meetings, which shows learners that language use depends on context. This understanding helps prevent miscommunication and encourages respect for others' social customs. Additionally, providing multiple ways to respond, such as “*Fine, thanks*” or “*Not so bad,*” respects the diversity of individual expression.

The last section, the text supports the development of intercultural competence by using language as a bridge for understanding. It enables

students to participate in global communication, respect cultural differences, and express themselves clearly in English. These are all essential values in a multicultural world where language is not only a tool for communication but also a means to promote inclusivity, empathy, and respect.

1. From a Cultural Perspective

The second aspect is cultural, refers to anything related to the ideas, customs, social behavior, products, or achievements of a particular society, group, or time period. It encompasses the shared knowledge, beliefs, values, and practices that characterize a particular group of people. Essentially, it describes the way of life of a society. representation of multicultural value from a cultural perspective, especially as explained by cultural theorist Stuart Hall, is the process through which members of a culture use language, signs, images, and symbols to produce and communicate meaning. It is not simply a mirror or reflection of reality but an active, dynamic process that shapes how people understand, interpret, and interact with the world around them.

Moreover, teaching multicultural values prepares students for future interactions in a diverse society. It equips them with the skills to navigate cultural differences and promotes critical thinking about social issues. By learning to appreciate and engage with various cultural perspectives, students become more informed and responsible global citizens, ready to contribute positively to their communities.

Furthermore, the image on page 79 of textbook B1 shows Pecel, source culture. Pecel is a traditional Javanese Salad. It consists of various boiled vegetables, it uses peanut sauce as a dressing. The taste is a combination of sweet and spicy.

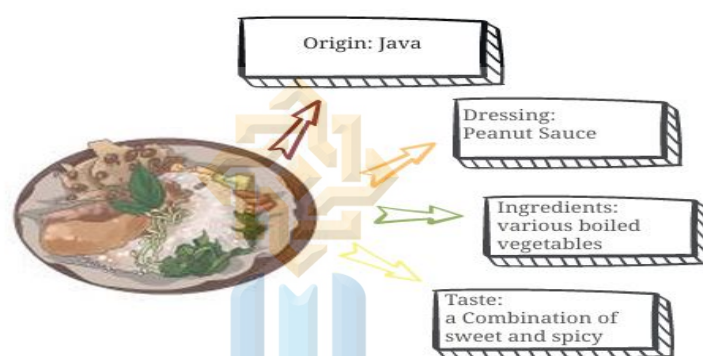


Figure B1. 4.3. P.79
Culinary

The representmant is the visual representation of the Pecel, a traditional Javanese salad, highlights the rich tapestry of cultural practices and culinary traditions that embody the essence of Javanese identity. PECEL is not just a dish, it is a reflection of the diverse influences that have shaped Javanese culture over time. The salad typically consists of a variety of fresh vegetables, such as spinach, bean sprouts, and long beans, served with a spicy peanut sauce. This combination of ingredients showcases the agricultural diversity of the region and the importance of fresh, local produce in Javanese cuisine, emphasizing the connection between food and cultural identity.

Pecel represents the values of community and sharing, which are central to Javanese culture. The preparation and consumption of Pecel

often occur in communal settings, where family and friends gather to enjoy the meal together. This practice fosters social bonds and reinforces the importance of relationships within the community. Additionally, the dish can be adapted to include various ingredients and flavors, reflecting the multicultural influences that have permeated Javanese society.⁸⁸ This adaptability signifies the dynamic nature of culture, where traditional practices evolve while still honoring their roots.

In the selected of English textbooks, representation of multicultural value from cultural perspective can be from traditional dances. The researcher found the picture on page 56, shows a traditional dance its symbolism and performance. The name "Sekar Jagat" means "fragrant flowers of the world," and the dance is performed by girls carrying bowls of flowers, symbolizing beauty, harmony, and the welcoming of guests with joy and respect. This dance is a blend of sacred and artistic elements, accompanied by gamelan music and characterized by elegant, stately movements and colorful costumes, reflecting the rich cultural heritage of Bali. This dance is considered part of Balinese culture because it embodies the community's values, traditions, and religious beliefs. It is rooted in the Hindu philosophy prevalent in Bali and serves as a medium to express social and spiritual concepts, such as respect for nature and harmony among people.

⁸⁸ Ikawulandari, R. (2019), "Pecel, A Political Communication Semiotic Analysis of Javanese Traditional Food as a Dish for Indonesian Politicians", *EAI Endorsed Transactions on Scalable Information Systems*. <https://doi.org/10.4108/eai.9-10-2019.2291109>



Figure B2. 4.4. P.56
Traditional dances

The dance is not only an artistic expression but also a cultural practice that strengthens social bonds and educates the community about their identity and values through its performance during ceremonies and cultural events. Tari Sekar Jagat exemplifies culture because it preserves and transmits the collective memory, beliefs, and aesthetics of the Balinese people. It integrates music, dance, costume, and ritual to create a living tradition that connects past and present generations. As a cultural artifact, it reflects the multicultural and spiritual diversity of Bali, promoting unity and respect among different groups while celebrating the island's unique heritage.

2. From Ethnic Perspective

The third aspect is ethnic, ethnic mentions to a shared cultural or national heritage, encompassing factors like language, religion, customs, and ancestry. It describes a group's identity based on common origin and cultural traits passed down through generations when viewed from an

ethnic perspective, are represented through the recognition, respect, and integration of diverse ethnic identities, traditions, and beliefs within a society. This approach emphasizes the importance of valuing each ethnic group's unique contributions while fostering harmonious coexistence.



The image on page 16 shows the comic strip titled “Galang’s Introduction” represents multicultural values from an ethnic perspective in several meaningful ways. The comic strip introduces Galang, who proudly shares that he is from Kalimantan and lives on Jalan Sumatera. This statement immediately points to his ethnic and regional background, which is a vital element of multicultural identity. Kalimantan is part of Borneo, known for its unique cultures, languages, and traditions. By stating his origin, Galang acknowledges the diversity of Indonesia’s vast archipelago and the importance of being proud of where one comes from. This

inclusion promotes the idea that each region contributes to the nation's rich ethnic fabric.

Furthermore, Galang mentions that he attends SMP Merdeka, a school whose name symbolizes independence and unity. Schools often serve as melting pots of cultural backgrounds, where children from different ethnicities come together. The use of standard Indonesian in his introduction further reflects a shared national language that unites various ethnic groups while allowing them to retain their unique customs and dialects. The school setting suggests a space where multicultural values are taught and practiced, encouraging understanding and respect for different ethnicities.

The last representmant of the image shows that Galang shares his hobbies and family background he likes fishing and has two sisters. While these may seem simple, hobbies and family life are often influenced by cultural traditions. Fishing, for example, is a common activity in many Indonesian ethnic communities, especially those near rivers or the coast. By showing his interest in such an activity, Galang reflects the lifestyle common in his ethnic area, connecting daily life with cultural background. His family structure also hints at shared values like familial bonds, which vary across ethnic groups.

The next representmant focus the image on page 9 depicting a friendly interaction among three people: a female muslim teacher, a man, and a young boy in school uniform. The visually includes elements that

signal cultural identity such as wearing hijab, skin tone variation. These components reflect the diversity within a multicultural society, showing that ethnic identity goes beyond language and includes visual, religious, and social traditions.



Figure B2. 4.6.P.9
Mike's father is coming to school

The image shows a woman muslim teacher who wears a long dress with the hijab. which symbolizes her cultural and religious identity as a Muslim. The inclusion of this character highlights the acceptance and visibility of different religious and ethnic backgrounds in everyday social settings. This religious dressing practice is protected by law. As Halal fashion, these days, there is a phenomenon called the Hijabers. The discourse of the Hijabers (those who wear a hijab) in the context of Indonesia is popular among career Muslim women working in the public

and private sectors of education, banking and tourism, to name a few. This also becomes the locus of female Muslims' religious identity.⁸⁹

Moreover, the Cultural Value of Family and Social Interaction The adult-child interaction points to a constructive social or educational environment, perhaps a parent-teacher conference or school orientation. In many ethnic cultures, where family involvement in education, communication, and community relationships are highly prized, these kinds of interactions are crucial. Family-centered beliefs that are prevalent across many ethnic groups are reflected in the father's presence and support of his kid, underscoring the significance of family roles in a child's growth and education.

B. Discussion

The primary focus of this study is to examine of multicultural values in the textual and image data, such as textual and image data in two English textbooks entitled "English for Nusantara" and "Bright An English" published in Indonesia using Mishra's aspects: Language, Culture, ethnic. The researcher has identified distinct variations in the representation of multicultural value within the two selected English textbooks. Both of the textbooks demonstrate how representation of multicultural value is conveyed using both textual and image data. However, images data has a higher frequency than textual data.

⁸⁹Barbara Benham and Mohammad A. Mozaheb, "The Depiction of Men and Women within Iranian High School EFL Textbooks, Tested against Islamic Custom," *Journal of Islamic Studies and Culture* 1, no. 1 (2013): 45.

The findings of the study revealed that three values could be identified, such as the textbooks representation of multicultural value from language, cultural, and ethnic diversity. Both English textbooks show more visual elements showing the multicultural values from culture, with textbook B1 presenting more visual elements representing the pictures and comics strips shows Indonesian traditional foods, family structures and traditions, and activities and festivals showcase communal celebrations and extracurriculars, reflecting the collective spirit and cultural practices found in Indonesian schools, while in textbook B2 it presents more exploring music and television introduces students, both local and international, a variety of foods, and introduces students to historical and cultural landmarks from different regions, promoting national pride and awareness of Indonesia's diverse heritage. This research found that although multicultural values are present in both English textbooks, they fail to provide a comprehensive and balanced representation of multicultural values covering language, culture, and ethnicity. This indicates that the textbooks lack in-depth integration of linguistic and ethnic diversity and tend to emphasize cultural aspects that are more visual or superficial. As a result, students do not gain a comprehensive understanding of the true multicultural diversity that exists in English textbooks.

This focus offers students a deeper understanding of multicultural values in English textbooks. Specifically, examining how these values are conveyed from language, cultural, and ethnic diversity through visual images that represent. Incorporating multicultural values into the junior high school

curriculum has profound implications for students' personal, social, and academic development. It not only enriches their educational experience but also prepares them to be thoughtful, informed, and compassionate members of a diverse society. This aligns with research by Banks, J.A., which states that the importance of multicultural education in fostering understanding and respect for diverse cultures. His work highlights how integrating multicultural content into the curriculum can lead to improved student engagement and academic success.⁹⁰ And also by Bonner. That these scholars emphasize that when schools incorporate students' home cultures and languages into the curriculum, academic success increases. Cultural discontinuity between home and school can hinder achievement, especially for minoritized groups.⁹¹

However, the lack of representation of the cultures of textbooks tend to prioritize cultural representation over ethnic diversity, focusing more on visible cultural practices than on the deeper aspects of language variation and ethnic identities. This means students mainly engage with multiculturalism through cultural knowledge and appreciation, rather than through critical understanding of ethnic complexities. Most teachers believe it is better to introduce the target culture through comparisons between Western and Indonesian people, encompassing lifestyles, habits, customs, etiquette, what is

⁹⁰ Banks, J. A. (2004). "Multicultural education: Historical development, dimensions, and practice. In J. A. Banks & C. A. M. Banks (Eds.), *Handbook of research on multicultural education* (2nd ed., pp. 3–29). Jossey-Bass.

⁹¹ Bonner, F. A., et al. (2018). Closing the achievement gap in the classroom through culturally relevant pedagogy. *Journal of Education and Learning*, 7(1), 1-12. <https://doi.org/10.5539/jel.v7n1p1>

permissible and what is not, and body language.⁹² These elements are also necessary for cultivating cross-cultural communicative competence among students.



⁹² Afriani, Z. L., Mirizon, S., & Sitinjak, D. M. (2019), "Cultural Content Analysis of English Textbooks Used by Tenth Graders in Bengkulu Utara", *Jurnal Lingua Bahasa & Sastra*.

CHAPTER V

CONCLUSION AND SUGGETION

This chapter's two main topics are the study's conclusions and recommendations for relevant parties, which are explained below:

A. Conclusion

This study examined the representation of multicultural value in two English textbook used for junior high school students in Indonesia. The evidence came from how the representation of multicultural values in the English textbooks backed by the Indonesian government are explained in the findings and discussed. The textual data and image showed how multicultural values are lived out. It proves that in a country where English is regarded as a foreign language, the official government textbook includes some multicultural values to teach students to be more understanding of various cultures.

The multicultural value are through language, culture, ethnic. The multicultural value component, which stands for the responsibility of the international community, is the only topic covered in the textbook. This new paradigm, which theorizes the integration of regional English differences and multicultural aspects to promote intercultural communicative abilities, has been warmly received by ELT specialists and English teachers worldwide. The analyzed textbook embraces and values the diverse customs of the world in order to convey a multicultural vision.

B. Suggestion

Based on the findings and the conclusion above, the researcher recommends to the related parties regarding the multicultural value in English textbooks.

1. For future English textbook authors:

Multicultural value considerations must be included while using textbooks to learn English. Not only, many pictures but also textual data. Therefore, it is important for publishers and curriculum developers to ensure that published textbooks reflect this balance to support learning that is more holistic and relevant to the times. This will guarantee that students acquire a comprehensive grasp of multicultural value from language, culture, and ethnic.

2. For Future Researcher:

Future researchers should explore deeper into how multicultural values are represented across various media and educational contexts. It's important to examine both positive and negative portrayals to gain a balanced understanding. Future researcher could focus on the impact of these representations on identity formation and intercultural understanding. Employing diverse methodologies and including underrepresented cultural perspectives will enrich the findings and promote inclusivity in multicultural research.

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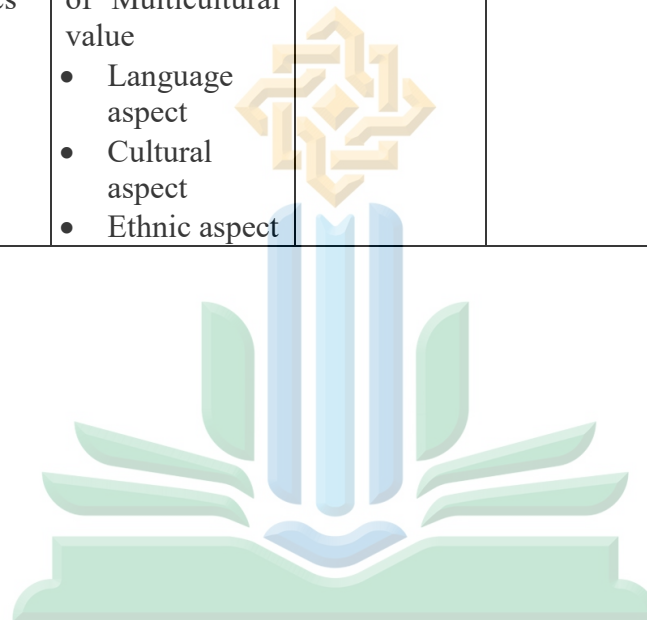
APPENDIXES

Appendix 1 Matrix

MATRIX OF RESEARCH

Title	Variables	Indicators	Data Resource	Research Method	RQ
Representation of Multicultural Values in English Textbooks for Junior High School: An Interpretive Content Analysis	a. English Textbook	English Textbook <ul style="list-style-type: none"> English Textbook in ELT Availability of multicultural content in textual materials Use of visual elements Curriculum alignment with multicultural education goals 	Textuals and images data in: English Textbooks entitled “English for Nusantara” and “Bright an English” for Junior High School.	<ol style="list-style-type: none"> Research approach: Qualitative approach Type of research: Content Analysis Technique of data collection: Document Analysis Data analysis: Content analysis based on Elo & Kyngas: <ol style="list-style-type: none"> Preparation Organizing Reporting 	How are the representations of multicultural value presented in the textbooks from interpretive content analysis perspectives?

	b. Representation of Multicultural values	Representation of Multicultural value <ul style="list-style-type: none"> • Language aspect • Cultural aspect • Ethnic aspect 			
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Appendix 2 Table of Analysis of Textual Data

TABLE ANALYSIS OF TEXTUAL DATA

(Data taken from two English Textbooks entitled “English For Nusantara” and “Bright An English” for seventh grade of junior high school)

A. Representation of Multicultural Values from Language

No	Unit	Theme	Textual Data	Code
1.	1	About me	Where are you from?	B1/P.22
2.	1	About me	What's your hobby?	B1/P.22
3.	1	About me	I'm...years old	B1/P.22
4.	1	About me	I live on Jalan....	B1/P.22
5.	3	Home sweet home	I clean my house everyday	B1/P.123
6.	3	Home sweet home	He irons the clothes	B1/P.123
7.	3	Home sweet home	She cleans the windows	B1/P.123
8.	3	Home sweet home	Sinta mops the floor	B1/P.123
9.	3	Home sweet home	Does he make the bed everyday?	B1/P.123
10.	3	Home sweet home	Don't forget to wash your hands!	B1/P.135
11.	4	My school activities	“When does he have ICT?” “He has ICT on Tuesday at 11 o'clock”	B1/P.161
12.	4	My school activities	“Could you please...”	B1/P.178
13.	4	My school activities	“Can you please...”	B1/P.178
14.	1	Nice to meet you!	How do you do?	B2/P.3
15.	1	Nice to meet you!	Fine, thanks	B2/P.3
16.	1	Nice to meet you!	Not so bad	B2/P.3
17.	1	Nice to meet you!	Pardon? Can you repeat that, please?	B2/P.10
18.	1	Nice to meet you!	How do you spell that?	B2/P.10

No	Unit	Theme	Textual Data	Code
19.	2	It's Judy Spark!	How lucky you are. Let me see	B2/P.24
20.	2	It's Judy Spark!	What is your favorite band?	B2/P.24
21.	4	They are my family	Ika borrows his pencil	B2/P.68
22.	4	They are my family	We always take care of our cats	B2/P.69
23.	4	They are my family	Do the people work here?	B2/P.77
24.	5	Hardly ever watch TV	Could you tell me what time it is?	B2/P.97
25.	6	Where's the monument?	Excuse me, where's the stadium, please?	B2/P.107
26.	6	Where's the monument?	Thanks very much!	B2/P.107
27.	8	It is delicious	How about....?	B2/P.156
28.	8	It is delicious	Would you like...?	B2/P.156
29.	8	It is delicious	Can I help you?	B2/P.156
30.	8	It is delicious	Do you want....?	B2/P.156

B. Representation of Multicultural Values from Culture

No	Unit	Theme	Textual data	Code
1.	1	About me	I'm from Kalimantan. I live on jalan Sumatera	B1/P.16
2.	1	About me	I live on Jalan Begawan	B1/P.20
3.	1	About me	He goes fishing once a week	B1/P.33
4.	1	About me	She reads novels twice a week	B1/P.33
5.	1	About me	Ibu Posma and Sinta love playing badminton	B1/P.33
6.	1	Culinary and me	"Rica-rica chicken"	B1/P.59
7.	1	Culinary and me	"Tempe bacem"	B1/P.60
8.	1	Culinary and me	I'm having some banana fritters	B1/P.61
9.	1	Culinary and me	Its fried rice for my breakfast	B1/P.62

No	Unit	Theme	Textual data	Code
10	1	Culinary and me	“Pecel” is traditional Javanese salad. It consist of various boiled vegetable.	B1/P.79
11.	1	Culinary and me	“Rujak” is a well known dish in Indonesia. It is mixture of various sliced fruits	B1/P.80
12.	3	Home sweet home	the Rahmansyahs work together to keep the house clean.	B1/P.120
13.	3	Home sweet home	“Lets clean up our yard”	B1/P.133
14.	4	My school activities	She has a flag ceremony on Monday	B1/P.164
15.	4	My school activities	There are a total number of 17, 508 island in Indonesia	B1/P.166
16.	4	My school activities	Students from South Kalimantan	B1/P.166
17.	4	My school activities	Ibu Ayu teaches English eveyday	B1/P.173
18.	5	This is my school	SMP MERDEKA Jalan Pancasila	B1/P.205
19.	5	This is my school	I just cant wait to study with Pak Romi	B1/P.206
20.	1	Nice to mett you!	Good morning, Sir	B2/P.3
21.	1	Nice to mett you!	Good afternoon, Ma’am	B2/P.3
22.	1	Nice to mett you!	Good night, mom, dad	B2/P.3
23.	1	Nice to mett you!	How do you do Mr. Steward	B2/P.3
24.	2	Its Judy Spark!	Every student of SMP Elang Nusantara is automatically part of the library member.	B2/P.20
25.	2		Cappadocia is a favorite destination for traveling in Turkey.	B2/P.27

No	Unit	Theme	Textual data	Code
26.	3	They are new band	It is located in Singapore	B2/P.41
27.	3	They are new band	Ivan From Jepara	B2/P.42
28.	3	They are new band	Josh from Los Angeles California	B2/P.54
29.	4	They are my family	Akeyla Naraya is 12 years old. She is a yong designer from Indonesia	B2/P.60
30.	4	They are my family	Irene does not live in Jakarta anymore	B2/P.62
31.	5	I hardly ever watch TV	Rehan goes swimming with his friends.	B2/P.85
32.	6	Wheres the monumet?	La Jolla Cove it is the best snorkeling spot in San Diego.	B2/P.101
33.	6	Wheres the monumet?	Its in Mariposa Street, next to Eureka, the big bookshop	B2/P.107
34.	6	Wheres the monumet?	Mengkang Village in North Sulawesi	B2/P.110
35.	8	It is delicious!	“Garang Asem” is a special dish from Cetral Java.	B2/P.138
36.	8		“Sate Lilit” originated from Blinese cuisine.	B2/P.138

C. Representation of Multicultural Values from Ethnic

No	Unit	Theme	Textual Data	Code
1.	1	About me	I’m from Kalimantan. I live on jalan Sumatera	B1/P.16
2.	1	About me	Galang Rahmansyah is a 13-year-old junior high school student at SMP Merdeka. He was born in Kalimantan	B1/P.31
3.	1	About me	Galang's mother, Ibu Posma Hutasuhut, is from Medan and works	B1/P.31


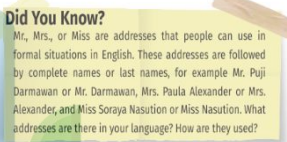

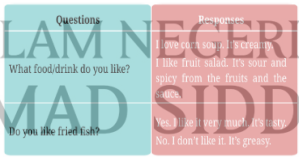
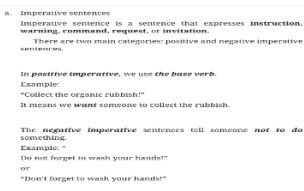
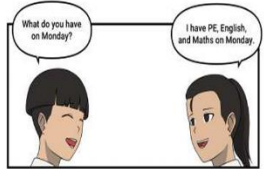
No	Unit	Theme	Textual Data	Code
4.	1	About me	Meanwhile, his principal is from Papua named Pak Edo Salosa.	B1/P.31
5.	5	This is my school	The "Galang and Friends" text describes various friends with different physical traits and implied origins (Lenny, Tono, Ahmad, Dani, Nina, Salma, Made).	B1/P.76
6.			The "Did You Know?" section mentions that Indonesia has "over 700 local languages spoken," and specifically references Bahasa Banjar being learned in South Kalimantan.	B1/P.198
7.	2	Its Judy Spark!	Every student of SMP Elang Nusantara is automatically part of the library member.	B2/P.20
8.	4	They are my family	Akeyla Naraya is 12 years old. She is a yong designer from Indonesia	B2/P.60

Appendix 3 Table Analysis of Image Data

TABLE ANALYSIS OF IMAGE DATA

(Data taken from two English Textbooks entitled “English For Nusantara” and “Bright An English” for seventh grade of junior high school)


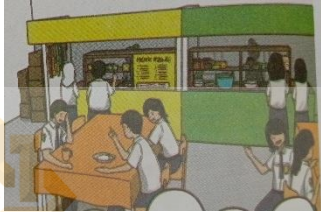


A. Representation of Multicultural Values from Language

No	Unit	Theme	Image data	Code
1.	1	About me		B1/P.22
2.	1	About me		B1/P.23
3.	1	About me		B1/P.27
4.	2	Culinray and me		B1/P.71
5.	3	Home sweet home		B1/P.135
6.	4	My school activities		B1/P.158

No	Unit	Theme	Image data	Code
7.	1	Nice to meet you		B2/P.3
8.	1	Nice to meet you		B2/P.3
9.	1	Nice to meet you		B2/P.7
10.	4	They are my family		B2/P.69
11.	5	Hardly Ever watch TV		B2/P.85
12.	6	Wheres the monument?		B2/P.105





B. Representation of Multicultural Values from Culture

No	Unit	Theme	Image Data	Code
1.	1	About me		B1/P.26
2.	2	Culinary and me		B1/P.64
3.	2	Culinary and me		B1/P.64
4.	2	Culinary and me		B1/P.74
5.	2	Culinary and me		B1/P.79
6.	3	Home sweet home		B1/P.103

No	Unit	Theme	Image Data	Code
7.		Home sweet home		B1/P.79
8.	5	This is my school		B1/P.206
9.	5	This is my school		B1/P.210
10.	1	Nice to meet you		B2/P.3
11.	1	Nice to meet you		B2/P.4
12.	1	Nice to meet you		B2/P.7
13.	3	They are a new band		B2/P.45

No	Unit	Theme	Image Data	Code
14.	3	They are a new band		B2/P.56
15.	8	It is delicious		B2/P.138
16.	8	It is delicious		B2/P.138
17.	8	It is delicious		B2/P.138
18.	8	It is delicious		B2/P.138

C. Representation of Multicultural Values from Ethnic

No	Unit	Theme	Images Data	Code
1.	1	About me	 <p>Picture 1.3 Galang and Friends.</p>	B1/P.43
2.	3	Home sweet home		B1/P.103
3.	4	My school activities		B1/P.166
4.	4	My school activities		B1/P.174
5.	1	Nice to meet you!		B2/P.9
6.	4	They are my family		B2/P.68

Appendix 4 picture of English textbooks



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Appendix 5 Research Journal

RESEARCH JOURNAL

(Collected data from English Textbooks for 7th grade junior high school through document analysis)

No	Activity	Time	Notes
1.	Specifying and prepsenting the primarilly data	20 th of August 2024	Decide to use Marsha's framework for analyzing multicultural aspects from language, culture, and ethnic.
2.	Diving the data	16 th of September 2024	Selected relevant English textbooks for the study. Focus on content representing various Language, cultural practices, and ethnic groups. ➤ Focus on textual and image data of the English textbooks.
3.	Analyzing the data	27 th of September 2024	Analyzing the data by classsifying it under the three main multicultural aspects: language, cultural, and ethnicity. Identified frequency, and depeth of multicultural representation both textual and visual (image) materials.
4.	Counting the data	15 th of January 2025	Counted all instances of multicultural representation. Total etries: 120 Textual data: 70 Image data : 50
5.	Representing the data	10 th February 2025	Interpreted the findings to assess the extent and quality of multicultural values represented in the textbooks.
6.	Concluding the research	05 th of April 2025	Concluding the data based on finding and discussion.

Appendix 6 Statement of Authenticity

STATEMENT OF AUTHENTICITY

The undersigned below:

SRN : 202101060014
 Name : Nurul Saqila
 Semester : X (Sepuluh)
 Major : Tadris Bahasa Inggris
 Faculty : Tarbiyah dan Ilmu Keguruan
 Institution : UIN KHAS Jember

Declarate that this undergraduate thesis entitled **“Representation of Multicultural Values in English Textbooks for Junior High School: An Interpretive Content Analysis”** is truly my original work. It does not include any writing publications that have already been authored or published by another individual, except for those cited in the quotation and references. Do the fact, I’m only person who is responsible for the thesis if there is any objection or claim from others.

Jember, 12th June 2025

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Nurul Saqila

SRN: 202101060014

Appendix 6 Statement Letter of Plagiarism Check Completion



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SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Nurul Saqila

NIM : 202101060014

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : "Representation of Multicultural Values in English Textbooks for Junior High School: An Interpretive Content Analysis"

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Appendix 7 Curriculum Vitae

CURRICULUM VITAE**Personal Information**

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