

# THE REPRESENTATION OF MULTICULTURAL VALUES IN INDONESIAN EFL TEXTBOOKS: A CRITICAL DISCOURSE ANALYSIS

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## ABSTRACT

English textbooks have a role in education for giving knowledge and influence to the students. As portrayed in EFL textbooks, multicultural values are represented to show the identity. This study investigated multicultural values in junior high school EFL textbooks published by the Indonesian Ministry of National Education and Culture. The use of documents to collect the data presented four figures from two EFL textbooks. Following Norman Fairclough's relational dialectic approach to critical discourse analysis (2001), this study examined the stages of description, interpretation, and explanation. For the visual analysis, this study adopted social semiotics and multimodal approaches by Kress and Leeuwen (2006). The findings showed some multicultural values that indicated international culture and local culture, such as 1) traditional food from South Sumatra, 2) music instruments from Sundanese culture, 3) culture depicted in educational policy, and 4) the depiction of American culture. This study implies that teachers and students need to develop classroom activities that increase self-awareness toward multicultural values depicted by the EFL textbooks.

Keywords: *critical discourse analysis, English textbooks, multicultural values, self-awareness*

## 1. INTRODUCTION

In the last two decades, cultural issues have been discussed in many fields. It is a prevalent thing to portray the identity of the country. This issue is characterized by product, practice, and perspective (Yuen, 2011). These characteristics appear in social and educational contexts. Many studies of English as a Foreign Language (EFL) textbooks have embodied the representation of multicultural value in English language teaching (ELT) textbooks (Setyono and Widodo, 2019). Additionally, in recent years, multicultural values have enhanced positive perceptions of diversity (Jackson, 2016).

Several previous studies have elucidated the cultural representation in textbooks. Setyono and Widodo(2019)revealed four cultural values indicated in the EFL textbook for senior high school. In other research, Davidson and Liu (2018) examined cultural representation in Japanese elementary school English textbooks. The researchers adopted mixed methods to address this case. Kusumaningputri and Widodo (2017) argued that students engage their critical awareness of cultural diversity by applying digital photograph-mediated intercultural tasks. While the study of multicultural representation still needs to be explored to show diversity in Indonesian textbooks for junior high school. However, there is national and international culture that should be understood by the students.

To cover this gap, this current study attempts to examine the representation of multicultural values in Indonesian ELT textbooks that have been published by the Indonesian Ministry of Education and Culture. To achieve the objective, the researcher formulates two research questions: 1) What are the multicultural values represented in EFL textbooks for junior high school? 2) How are multicultural values represented in EFL textbooks for junior high school? This study uses two textbooks for ninth grade students in junior high school. Hence, this study promotes multicultural values to increase teachers and students' understanding of text and visual context.

## 2. LITERATURE REVIEW

### 2.1 Conceptualization of Value Education in Indonesia

Practicing education is surely adopting the curriculum as mandatory. In the last few years, curriculum 2013 has played a role for education in Indonesia. Widodo (2016) argues that ELT Curriculum has the purpose to help Indonesian citizens become religious, productive, innovative, and passionate, which could contribute to societal, national, and global civilization. These are essential aspects in educational shape performance. Curriculum 2013 forced the quality of education to provide persons with both soft and hard skills including English skill and value (Setyono & Widodo, 2019). It is a prevalent thing to be realized in adopting this curriculum.

Concerning the curriculum, design and material provide the important role to be implied. It relates to the textbook to add the wider insight, used by teachers and students in learning. This textbook takes an important place that is suitable with level indeed. In this way, the textbook plays a role to provide instructions of nation, culture, tradition, custom, history, ethics, citizens, minorities, foreigners, cities, countryside, family, etc (Heinrich, 2005; Lee & Li, 2019). It means that the textbook covers many aspects included in the materials design.

Within the textbooks used, teachers have the roles to well-identify aspects represented in the textbooks. They have a wide concept of measuring the material design practiced in language learning. Anchored by Keles and Yazan (2020), the materials bring value, one of them is the culture, conveying the message regarding English speaking world communication for both teachers and students. Thus, each discussion of the language learning brought by

the material design provides important messages which need to be well-understood.

## 2.2 Multicultural Values in EFL Textbooks

Language textbooks are well-placed to increase the value of culture and global citizenship (Davidson & Liu, 2018). This role brings insight referring to global knowledge affecting educational purpose. Such as in the language textbooks, it covers the material design in the form of text supported by visual form. The elucidating of content hoped could increase the wider knowledge and insight.

Dealing with the language textbooks content, multicultural is one of the values that prevail in the textbook. It covers the concept of pluralistic ideology which accepts and appreciates different cultures' existence; ethnic, religious, socio-economic, and geographic background (Setyono & Widodo, 2019). This has high performance to stimulate students in understanding the different surrounding cultures.

As for the concept of multiculturalism, it does not only present one feature but also some other features. Throughout the prevalence of this presentation, it provides local and international cultures that are introduced in the textbooks. Uzum et al. (2017) argued that the instancing of cultures' inclusivity and exclusivity provides the impact of teachers' conceptions of interculturality. Thus, teachers' conceptions of multicultural values that could build the students' mindsets should be appreciated. Previous Studies on Multicultural Values in the Textbooks

## 2.3 Previous Studies on Multicultural Values in the Textbooks

Many studies have elucidated multicultural values representation in the textbooks. To start with, Davidson & Liu (2018), who investigated cultural representation in Japanese elementary schools, English textbooks and analyzed whether students feel connected to global citizenship. It conducted Many studies have elucidated multicultural values representation in the textbooks. To start with, Davidson & Liu (2018), who investigated cultural representation in Japanese elementary schools, English textbooks and analyzed whether students feel connected to global citizenship. It conducted a mixed-methods study to elucidate the analysis. This study revealed that the texts are culturally simplistic and did not help this population of students fully realize the values of global citizenship. For the findings, the materials, cultural experiences, and cultural discussion from the teachers and students contributed to the curriculum.

Another relevant study by Rahsidi and Ghaedsharafi (2015) aimed to identify particular ways of social actor and cultural load representation in Summit series ELT textbooks. This study adopted Van Leeuwen's 1996 framework for critical discourse analysis. Finding cultural representation, the authors reported that ELT textbooks were not fully recognized in cultural assumptions. In sum, it portrayed the impartiality of social actors' representation. It helps learners avoid misunderstandings and incomprehensibility in the language learning process.

Uzum et al. (2021) conducted their study on cultural representation in collegiate world language textbooks. This study framed the concept of imagined communities and identities while also conducting multimodal critical discourse analysis. The authors used three introductory level world language textbooks, including

Arabic, French, and German. The result presented was that ideology of the nation-state and the discourse of tourism were necessary to know learners and communities, they did not work to represent users of complex languages and cultures. The previous studies revealed cultural representation in the textbooks. Yet, there was no study using Fairclough's approach (2001) or Kress and van Leeuwen's (2006) at the time. To extend empirical study in EFL textbooks, the multicultural values in junior high school level textbooks are undertaken within these approaches.

## 3. METHODS

### 3.1 Research Context

This present study attempts to investigate multicultural values portrayed in Indonesian EFL textbooks published by Indonesian Ministry of Education and Culture. It applied Critical Discourse Analysis that views the language as the social practice (Fairclough, 2001). This study focused on cultural context in the EFL textbooks for junior high school. The existence of cultural context is important in educational field. It has to be provided by the material in the textbooks because the teachers and students use the textbooks as the essential sources.

### 3.2 Data Source

3.3 There were two books of nine grade students that have been analyzed by the researcher. The first EFL textbook entitled "Bahasa Inggris: Think Globally, Act Locally" was written by Wachidah et al. (2015) and published in 2015. This book contained 14 chapters for a total of 273 pages. The second book is also entitled "Bahasa Inggris: Think Globally, Act Locally," written by Wachidah et al. (2018), and it was revised in 2018. It is divided into 11 chapters with a total of 218 pages. These books adopted the 2013 curriculum to present the materials. It contains texts (such as monologue, dialogue, and paragraphs) and visuals (individual pictures, two persons, and other things).

### 3.3 Data Collecting Technique

This study adopted a document for the data that would be analyzed. Bowen (2009) points out that a document relates to the procedure where the electronic document and paper can be analyzed, which contains the journal, agenda, and website. On this occasion, the researcher provided the data in the form of textual and visual material to find the cultural context represented in the EFL textbooks and analyze its value. The data was taken from two textbooks that focused on language, words, and images. The researcher started by selecting the two EFL textbooks for junior high school. Additionally, the researcher used two sets of data from each EFL textbook. It was taken to be analyzed to find out the result of this study.

### 3.5 Data Analysis Technique

The e data was analyzed using a relational dialectic approach by Norman Fairclough (2001), which focused on textual form, while for the visual, the data was analyzed using social semiotics and multimodal approaches adopted by Kress and Leeuwen (2006). Following Fairclough's approach, there are three dimensional models or stages: micro-level, meso-level, and macro-level. At the micro-level, the data was analyzed focusing on the content, which started with a description. At the meso-level, the data was analyzed for discursive practice. In the last step of macro-level, it consisted

of socio-cultural practice. It presented the social context in which the sender sends messages like that and their influence on the receiver.

For the procedures, the researcher selected two books for junior high school out of the nine grades. It started by reading the books and selecting four texts (some of them in visual form) with different features. Then, the researcher found that it represented multicultural values guided by national and international values. After collecting the samples, the researcher adopted Fairclough (2001) and started with analyzing the description stage, including grammar, vocabulary, and textual structure. Then, it continued to the interpretation stage, where the role, the sender and receiver is proposed, and the message includes the text. In the last stage, it was explained when the researcher identified the social impact or the reason implicit in the text. To complete the analysis of visuals, the researcher used the Kress and Van Leeuwen approach (2006), which identified some aspects of the picture, meaning everything included in the picture.

#### 4. RESULTS & DISCUSSION

In this section, the researcher analyzed multicultural values represented in Indonesian textbooks. This study conducted two textbooks for grade IX students entitled "Bahasa Inggris: Think Globally, Act Locally," published by the Indonesian Ministry of National Education and Culture in the years 2018 and 2015. It showed multicultural values with different features. In the first textbook published in 2018, the cultures of traditional food from Indonesia and music instruments were described. In the second textbook, there were cultures depicted in educational policy and the depiction of American culture (South America). Hence, there was national and international culture presented in these books. As the detailed analysis are of the four samples below.

##### 4.1 Multicultural values in EFL textbooks

The first theme concerned with the kinds of multicultural values represented in EFL textbooks for junior high school. There were four figures included in the textbooks that represent two kinds of local and international cultures. Included in the textbooks that represent two kinds of local and international cultures. Those cultures can be portrayed as: traditional food from South Sumatra; music instruments from Sundanese culture; culture depicted in educational policy; and the depiction of American culture.



Figure 1. Traditional food from South Sumatra

The first feature of this descriptive text is traditional food from South Sumatra, namely pempek. It is a famous food in Indonesia. The picture shows pempek served with sauce. It also shows that the girl in the illustration looks satisfied with this food. It describes how Pempek is famous in many places. In the text, the author explains

this food. There is repetition or overwording of "Pempek" to emphasize the representation of this culture. Many words are presented in passive form because the author wants to give an understanding of what people do when they want to make pempek by themselves. As seen from this text, the author also uses logical connectors. It means showing time by using "until" and addition by using "then".

The author, as the sender involved the students in Indonesia to get an understanding of the cultural values represented in this book. There is a famous traditional food from South Sumatra that becomes one of the cultural values that make Indonesia rich. It provides insights for the students to open their minds to the fact that there is local culture portrayed in the textbooks.

Through these English textbooks, the author wants the readers, especially students to understand that Indonesia has cultural diversity, such as in traditional food, which is pempek. People, especially students, must be proud and respectful of this cultural value. The author tries to make students preserve this Indonesian culture, which has traditional food as its identity.



Figure 2. Music instrument from Sundanese culture

The first feature from this transactional dialogue is a musical instrument from Sundanese culture namely Angklung. It is a musical instrument that represents one of the cultures in Indonesia. The picture shows two men talking while looking at an Angklung. It shows the shape of Angklung which is made from bamboo. In addition, this picture shows this musical instrument is played by hands. The word "Angklung" is overwording. It seems the author emphasizes Angklung as a cultural value. The text uses familiar words. Beside it, there is a word indicating an informal meaning which is "Wow". "Wow". This dialogue presents sentences using two types of attribution and action. Moreover, the agency is clear because each sentence has an agent. The author uses the logical connector of addition. It means the word of "but also" which portrays that the author gives the understanding that Angklung is not only played in traditional music but also in modern music.

The author, as the sender involved the students in Indonesia to get a new insight into the cultural values represented in this book. There is a famous musical instrument from Sundanese culture that becomes familiar, and people actually like to play it. Generally, the author presents the information in the form of text to force students to receive the information. Surely, it is essential that the author convey the message to the students.

From this English textbook, the author wants the readers, especially students, to understand if Indonesia has cultural diversity such as the music instrument, which is Angklung. Readers, especially

students, must be proud and respectful of this cultural value. The author tries to make students preserve and love toward this Angklung. In addition, by this message, the author also wants the students as a young generation to take notice if Angklung actually has higher value than west culture because we live in Indonesia. It could be used to compete Indonesia with another country.



Figure 3. Culture depicted in educational policy

This feature is culturally depicted in educational policy. The picture shows a woman wearing a uniform as an example to prove that it is an obligation. This is an analytical exposition text to give the important information of wearing a uniform in the school. There is a policy to wear Batik from Monday until Thursday. It means Batik becomes a formal uniform. There is an obligation shown by “must” which describes boys and girls (all parties in the school) having to wear uniforms. The author presents this text which indicates the action process to show the readers can understand and do wearing uniform. In this text, the agency is clear because each sentence has an agent or subject. The active form is used in the text. Moreover, the author also uses a positive form followed by one negative form. The negative is “modal+not”. It is the characteristic. Casual clothes cannot be used in school.

The author conducted the students in Indonesia to get an understanding of cultural values of educational policy represented in this book. There are important things when students and teachers are in the school. They have to wear uniforms as determined by school policy. Each policy has a different obligation in wearing uniform however in general it is mostly the same case.

Determining this book, the author introduces one of the cultures in Indonesia in education. The author tries to explain that there is an obligation to wear Batik as a school uniform. It shows that education has a policy to wear Batik as the identity of the country (Indonesia). Then, all of the people, especially those who are in the school, must uphold cultural values presented in their own country.

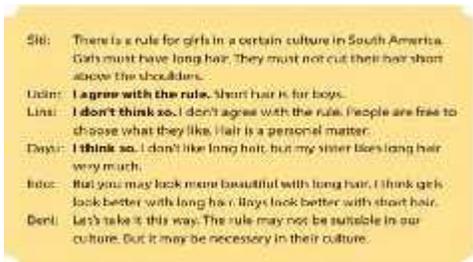


Figure 4. The depiction of American culture

This transactional dialogue has a feature of depiction of American culture; this is a rule for girls in South America toward their hair

style. It shows the rule to have long hair for girls because it will make them more beautiful. In this dialogue, each person gives an opinion toward this culture and it shows that they have a disagreement. The sentence of disagreement is indicated as “I don’t think so”. In addition, it shows obligation indicated by “must” which is referring to something to do and using “free” which shows necessity. The author depicts expressive modality of probability with “may” used in some sentences. It is different from the truth. In the end of analysis, the text also uses “there” which refers outside and “it” referring inside. “There” means South America which has a rule for girls in hair style and “it” refers to the rule.

The author as the sender tries to make sure the readers if there is cultural representation in this book. The readers need to understand South American culture through their hairstyle. The rule of hair style of women is different in Indonesia. In this opportunity, the author tries to send a message for the readers.

Through this message from the author presented in this book, it is shown that each country has their own culture toward the rule of hairstyle for girls. Although there is belief that long hair looks more beautiful, it is actually based on personal matters. It is seen that the environment and society influence the culture. International culture represents to make sure the students and teachers respect and understand it. The elements of International culture can be presented without the exception. Following Fairclough (2001), the author has objective and implicit message that represented in the textbooks especially in cultural context.

#### 4.2 EFL textbooks provide the way to represent multicultural values

EFL textbooks represent the value of multicultural by using textual and visual context. It portrays the illustration from the cultural that will be provided to make both teachers and students accept the knowledge and skill from those books. The representation of multicultural context becomes essential thing with the goal of teaching English because it can provide the opportunity for EFL learners to become global and intercultural citizens at that time (Baker 2012; Hajisoteriou and Angelides 2016). By using textual and visual context, the objective of the value can be accepted easily and it can engage the teachers and students understanding.

From this analysis of some features or samples taken from English textbooks of nine grades in junior high school, it showed multicultural values represented in the textbooks. It consisted of what kind of multicultural values and how it was represented. In fact, teachers and students have a new insight of culture in this country and out of the country. The multicultural values are needed to be understood by the teachers and students. After understanding these multicultural values in the textbooks, they can respect each other. It is important for teachers and students in identifying and understanding the materials of culture in the textbooks that used to enrich self-awareness of culture in this world.

### 5. CONCLUSION

This study is to look at the representation of multicultural values in Indonesian EFL textbooks for junior high school. It focused on Norman Fairclough's (2001) relational dialectic approach and Kress and Leeuwen's (2006) of social semiotics and multimodal. The representation indicated multicultural values in the form of text and visual images. The findings show that in EFL textbooks,

national and international cultural values are represented by the authors. These two books that were analyzed by the researcher, both of them consisted of cultural values in the text and images. Throughout the analysis, some features presented the values of traditional food, musical instruments, culture in educational policy, and American culture (hairstyle).

## 5.1 Suggestion

From this study, it hopes that teachers and students develop their self-awareness and get new insight into multicultural values represented in EFL textbooks. It provides them with knowledge of how culture is shown in the learning materials. In addition, students and teachers engage in respecting those cultures. However, this study has the limitation of using two textbooks in one publisher, so that further researchers could use different publishers. Moreover, as proposed by Fairclough (2001) and Kress and van Leeuwen (2006) to analyze the data, it will provide further researchers with another approach in identifying how it works. The findings suggest future research that has similar study to explore other aspects in Critical Discourse Analysis.

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