

A VISUAL ANALYSIS OF MULTICULTURAL IN ENGLISH TEXTBOOK FOR ELEMENTARY SCHOOL

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Abstract:

Every teaching and learning activity needs an important component, namely Textbooks. So, the students need the best Textbook as their main learning material. The textbook's author additionally has to adapt the subject matter and substance to account for children's cognitive development at the appropriate age and stage of development. Children's visual perception can be impacted by the unique features of semiotic images, one of which comes from books that should be balanced with character teaching. One can study or research semiotic elements in textbook illustrations. My Next Word, class IV in an elementary school textbook, has been selected as the sample for this study's visual analysis of multiculturalism in Elementary School Textbooks. Utilizing qualitative research techniques, information and illustrations in the textbook were collected. Using Barthes' 1977 visual semiotic theory.

Keywords:

EFL Textbook;
Visual Analysis;
Barthes' Theory;
Multiculturalism;
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Textbooks



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INTRODUCTION

The use of English has grown rapidly nowadays. Since being established as an international language, English has continued to develop and has become the main language used in the fields of international communication, global culture, politics, business, science, and technology. Because of this, mastery of English is included in the qualification as a very influential additional assessment. This is what makes English so popular among people to learn now. Apart from this, studying English can help English language students understand and appreciate global culture better.

Based on the EF (English First) index, Indonesia's English language skills are in a low category with a score of 469. Therefore, in the Independent Curriculum, it is increasingly recommended that English be taught in elementary school. At the elementary school, children learn basic English so when they are in middle school, they are ready to learn more advanced English. To help learning in class, a teacher and students are usually guided by textbooks. The use of textbooks in learning English can help students understand English and the culture contained in it well. Of course, this needs to be accompanied by an experienced teacher to reduce the risk of misinterpretation or lack of insight into culture both in Indonesia and around the world. Errors in interpretation are often found due to cultural differences between the target culture and the source culture.

Differences in target culture and source culture provide challenges that, if not balanced, will create gaps for students of English as a foreign language in improving their intercultural competence and communicative skills. Therefore, English textbooks must contain material that contains balanced multiculturalism. Both in the form of pictures and reading.

At the elementary school, multicultural education in textbooks is better visualized in the form of pictures. Pictures tend to attract children's attention and are easier for children to understand than reading. Because with pictures, children's imagination is directly focused on the object of the picture, it is easier to remember it (Sari & Asmendri, 2020). The use of image media can increase students' interest in learning. Agreeing with this, Magdalena, Roshita, Pratiwi, Pertiwi, and Damayanti (2021) stated that with pictures, abstract material becomes concrete and increases students' enthusiasm for participating in the learning process. In this way, the cultivation of multicultural values can be conveyed and received better and more clearly.

Multicultural education plays an important role in minimizing and avoiding conflict (Latifah, Marini, and Maksum, 2021). Shen (2019) also said that multicultural education aims to overcome racial differences and eliminate inequalities between social groups in society. Agree with Shen, according to Nur et al. (2021), Multicultural education is learning that teaches students about the meaning and attitudes of each diversity. In learning a language itself, there is a connection between language and culture, especially in learning a foreign language or English. Language is not just about studying the arrangement of words but also how to communicate and establish social relationships with other people. Social relations will become more complicated and comprehensive if language is connected to the linguistics and sociocultural aspects of a nation (Ninsiana, 2017). This means that if someone learns a language, then indirectly, he will also learn the culture of that language. Likewise, an educator who teaches a language must also teach the culture of that language. (Husain, Zuhri, and Musfirah, 2020).

To analyze those related to culture in an English textbook, we have studied several relevant articles. The first in Japan was research conducted by Mc Conachy in 2017 that analyzed the meaning and representation of critical culture in English textbooks. The aim of the research is to find out the cultural portrait in English textbooks. The results of this research show that the cultural representations contained in language textbooks, although often problematic, can be used as useful resources to help students develop the capacity for interpretation and critical reflection. In the following year, in Indonesia, at the junior high school level, there was research from Parlindungan, Rifai, and Safriani (2018) that discussed cultural diversity in Indonesia. The results of this research explain that permeate Indonesian cultural values and practices that do not provide a balanced and equal depiction of Indonesian cultural diversity. The findings suggest the importance of inclusive representation of the richness of Indonesian local culture in a more respectful manner, especially that of minority groups. In the same year as senior high school, there was research by Setyono and Widodo (2018) that analyzed multicultural values in the English textbooks endorsed by the MONEC. The results of this research showed that multicultural materials from outer and expanding circle countries (such as Asian countries and Africa, which are underrepresented) need to be added to English language teaching (ELT) textbooks. In the following year, research on the same thing was also carried out

by Isnaini, Setyono, and Ariani (2019). The results showed that the majority of the cultural values contained were categorized as those of the source culture and that improvements were needed for the target culture. In contrast to China, Beibei Song (2019) stated in his research that Chinese textbooks are dominated by general culture, while source culture is among the lowest in China. In Indonesia, research was again carried out by Husain, Zuhri, and Musfirah (2020) regarding types of culture and cultural meaning. The research proves that English textbooks for Indonesian students have sufficient quantity and cultural content, but international cultural material needs to be improved further. Putra, Rochsantiningsih, and Supriyadi (2020) also stated the same thing in their research. The results of their research suggested that textbook authors and publishers include more international cultural content and provide a more in-depth picture of intercultural interactions. In Iran, the same suggestion was also put forward by Baleghizadeh and Shayesteh (2020) in their research regarding three ESL textbooks that are dominantly used by students in Iran. The results of this research show that the three textbooks analyzed are mostly dominated by aspects of cultural practice, which consist of patterns of people's behavior related to information about daily life and prominent customs. Regarding the cultural dimension, target culture occupies the most space in textbooks, while international culture is less emphasized. Baleghizadeh and Shayesteh (2020) suggested that students should receive more assistance in developing their' intercultural competence and carrying out effective communication with people from different backgrounds by utilizing English as an international language. In relation to the cultural dimension, research conducted by Mustakim and Lateh (2020) focused on high school in Maroangin. According to the results of their research, of the 5 cultural dimensions analyzed, only 3 were found in the Maroangin area English textbooks, namely material integration, prejudice, strengthening school culture, and social structure. The quality of cultural content in English textbooks in the Maroangin area is still lacking (Mustakim and Lateh, 2020). In 2021, research will be carried out again regarding multicultural values in secondary school English textbooks by Pratama, Nurkamto and Wijayanto. The results of this research show three dimensions of multicultural values contained in textbooks, such as (1) acceptance and appreciation of cultural diversity; (2) respect for human dignity and universal human rights; and (3) respect for the earth. However, the aspect of multicultural values—the responsibility of world society—is less represented in EFL textbooks, so it must be added.

According to the results of the research above, English textbooks contain cultural content as a reflection of multicultural education, but there are still shortcomings in each English textbook related to culture that reflect multiculturalism. To develop multicultural education, every country must also adapt to the problems currently occurring in their country (Awaru, 2016). From several relevant previous studies regarding textbooks used at middle school, high school, and university levels, it can be concluded that there are cultural aspects and dimensions in English textbooks that have met the target, but there are also several shortcomings found in each book. English texts can affect students' intercultural competence; therefore, there need to be improvements, explanations, or additional assignments to cover these deficiencies.

If in the previous research the school levels were from middle school, high school, and university, then in this research, the researcher focuses on analyzing pictures in English textbooks for grade 4 at elementary schools. The pictures will be analyzed using the

theory of visual semiotics (Barthes, 1977), where the images contained in textbooks are interpreted in two ways, namely the first denotatively (directly explaining the object or image seen as it is) and the next connotatively (i.e., interpreting the image seen based on the meaning, value, or hidden meaning of the image seen presented). The multicultural values referred to are respecting other people's traditions, appreciating other people's perspective, appreciating other people's cultural products, and appreciating women's or men's equal rights. This value classification is an explanation of the cultural dimensions, according to Moran (2001), namely product, practice, perspective, people, and community. In this research related to cultural dimensions, we use Chao's (2011) framework to categorize the culture represented in textbooks. This includes target culture (TC), source culture (SC), international culture (IC), intercultural interaction (ICI), and cross-cultural universality (UC). "Source culture" refers to Indonesian culture, while "target culture" refers to English-speaking countries such as the United States, New Zealand, Australia, and Canada. "International culture" refers to culture found in all countries except English-speaking countries and Indonesia.

This research aims to analyze multicultural values in Indonesia as stated in the English textbook "My Next Words" for the elementary school. It is hoped that the cultural content contained in elementary school-level textbooks can be well represented so that multicultural education programs that are in accordance with the independent curriculum can reach students from elementary to university.

METHOD

The focus of this study is to analyze multicultural values in EFL textbooks using qualitative methods. This textbook was published by the Ministry of Education, Culture, Research and Technology as a standard, curriculum and educational assessment center in the field of bookkeeping. This book is intended for grade 4 elementary school with reference to the Independent Curriculum and contains 12 chapters and 142 pages. The main reason is because previous research was conducted at levels after elementary school, to overcome this gap, this research is to find out the multicultural values contained in textbooks for elementary school. The question is how are multicultural values represented in English textbooks for elementary school children?

The steps in analyzing images in textbooks :

1. Classify images according to the multicultural values that have been explained previously in all chapters of the textbook.
2. Calcified images are coded based on four categories, namely ROPT (Respecting Other People's traditions), AOPP (Appreciating Other People's Perspectives), AOPCP (Appreciating Other People's Cultural Products) which relates to products, and AWER (Appreciating Women's Equal Rights)
3. Discussion of classification results by comparing and contrasting with related theories and previous research findings.
4. Draw a conclusion.

RESULTS AND DISCUSSION

Results

In this study, to analyze multicultural values using Barthes' 1977 visual semiotic theory. Of the 52 images that we analyzed (see table 1), due to space and time limitations, there

are 4 that we analyze further to represent each multicultural value. The pictures were located in Unit 1: What are you doing? Look and Say section p.4 & 5; Unit 4: Les't Talk: Take the flash card, p.30 ; Unit 6: Game – Take Cards and Answer the Question, p.61.

Table 1. Visual Data of Multicultural values in the textbook

Unit	Theme	Description	Location	Multicultural Values being Represented
Unit 1	What are you doing?	The illustration of a female student wearing hijab	Unit Cover	AWER (appreciating women's equal rights)
Unit 1	What are you doing?	The illustration of a female student wearing a hijab Reading a book in the library.	Look and Say, p.3	AWER(appreciating women's equal rights)
Unit 1	What are you doing?	The illustration of students are discussing in the classroom.	Look and Say, p.3	AOPP (appreciating other people's perspectives)
Unit 1	What are you doing?	The illustration of garuda emblem in front of the class.	Look and Say, p.3	AOPCP (appreciating other people's cultural products)
Unit 1	What are you doing?	The illustration of two students dancing " <i>Tari Piring</i> " in the classroom.	Look and Say, p.4	AOPCP (appreciating other people's cultural products)
Unit 1	What are you doing?	The illustration of female students wear hijab to the canteen.	Look and Say, p.5	AWER (appreciating women's equal rights)
Unit 1	What are you doing?	The illustration of two students queued up for food in the canteen.	Look and Say, p.5	ROPT (respecting other people's traditions)
Unit 1	What are you doing?	The illustration of a female student goes to school on foot with her male friend.	Look and Say, p.5	AWER (appreciating women's equal rights)
Unit 1	What are you doing?	The illustration of two male students asking what female students are doing.	Talk about your friend's activities, p.6	AWER (appreciating women's equal rights)
Unit 1	What are you doing?	The illustration of a boy playing, skipping	Look and Write, p.7	AOPP (appreciating other people's perspectives)
Unit 1	What are you doing?	The illustration of two boys are discussing.	Look and Write, p.7	AOPP (appreciating other people's perspectives)
Unit 1	What are you doing?	The illustration of two students queued up for food in the canteen.	Listen and Write, p.8	ROPT (respecting other people's traditions)
Unit 1	What are you doing?	The illustration of two male students and two female students discussing.	Look and Write, p.11	AOPP (appreciating other people's perspectives)
Unit 1	What are you doing?	The illustration of two female students singing in front of the class.	Look and Write, p.12	AOPP (appreciating other people's perspectives)
Unit 2	There are 67 English Books	The Illustration of two female students are conducting a question-and-answer session.	There are 67 English Books, p.14	AOPP (appreciating other people's perspectives)
Unit 2	There are 67 English Books	The Illustratin of a student wears a hijab in class.	There are 67 English Books, p.14	AWER (appreciating women's equal rights)
Unit 2	There are 67 English Books	The illustration of two women dressing in different style	Game, p.17	AWER (appreciating women's equal rights)
Unit 4	Cici Cooks in The Kitchen	Two boys who were talking	Les't Talk, p.30	AOPP (appreciating other people's perspectives)
Unit 4	Cici Cooks in The Kitchen	Two boys are studying together	Look and Say, p.37	AOPP (appreciating other people's perspectives)
Unit 4	Cici Cooks in The Kitchen	The illustration of two women dressing in different style	Let's Talk, p.41	AWER (appreciating women's equal rights)
Unit 5	Where is My Pencil ?	The illustration of two kids are talking about things in living room.	Game, p.50	AOPP (appreciating other people's perspectives)
Unit 6	The Stove is in the Kitchen	The illustration of two kids who are studying in the bedroom, and both of them looks so happy.	Look and say, p.60	AOPP (appreciating other people's perspectives)
Unit 6	The Stove is in the Kitchen	The illustration of a guy means that he is does not work in the office, because work in the	Look and say, p.60	AOPP (appreciating other people's perspectives)

Unit 6	The Stove is in the Kitchen	market is also fine. He sells much fruits on his market. The illustration of the girl means that she has chosen to eat in the kitchen besides of in dining room.	Look and say, p.60	AOPP (appreciating other people's perspectives)
Unit 6	The Stove is in the Kitchen	The illustration of two students is talking about cat named Kimi.	Game, p.61	AOPP (appreciating other people's perspectives)
Unit 7	I Can Make Fried Egg in the Kitchen	The illustration of girl that wearing hijab is cooking some food in the kitchen.	Look and say, p.79	AWER (appreciating women's equal rights)
Unit 7	I Can Make Fried Egg in the Kitchen	The illustration of both kids is watching television in the living room quietly.	Look and say, p.79	AOPP (appreciating other people's perspectives)
Unit 7	I Can Make Fried Egg in the Kitchen	The illustration of two girls are playing badminton in the bedroom, it supposed to be playing outside.	Look and say, p.80	AOPP (appreciating other people's perspectives)
Unit 7	I Can Make Fried Egg in the Kitchen	The illustration shows that the girl is studying in the kitchen while her mother is cooking.	Look and say, p.80	AWER (appreciating women's equal rights)
Unit 7	I Can Make Fried Egg in the Kitchen	The illustration of two girls seem that someone is asking about cooking.	Let's do survey, p.82	AWER (appreciating women's equal rights)
Unit 7	I Can Make Fried Egg in the Kitchen	The illustration of the family looks so warm, they understand and know each other.	Let's write, p.83	AWER (appreciating women's equal rights)
Unit 7	I Can Make Fried Egg in the Kitchen	The illustration seems that the girl is cooking some food by herself.	Let's write, p.83	AWER (appreciating women's equal rights)
Unit 8	Be on Time!	The illustration of two boys are asking about time.	Game, p.91	AOPP (appreciating other people's perspectives)
Unit 8	Be on Time!	The illustration of two girls are asking about time.	Game, p.98	AOPP (appreciating other people's perspectives)
Unit 8	Be on Time!	The illustration of two girls are asking about time.	Let's do survey, p.102	AOPP (appreciating other people's perspectives)
Unit 8	Be on T Be on Time!	The illustration of those boys are playing soccer together	Look and Write, p. 104	ROPT (respecting other people's traditions)
Unit 9	I Go To School After Having Breakfast	The illustration of a female student wearing hijab	Look and say, p. 99	AWER (appreciating women's equal rights) & AOPP (appreciating other people's perspectives)
Unit 9	I Go To School After Having Breakfast	The illustration of two girls dressing in different style	Look and say, p. 99	AWER (appreciating women's equal rights)
Unit 9	I Go To School After Having Breakfast	The illustration of a boy who eats use hand right .	Look and circle, p. 99	ROPT (respecting other people's traditions)
Unit 9	I Go To School After Having Breakfast	The illustration of students are playing football .	Look and Say, p. 100	AOPP (appreciating other people's perspectives)
Unit 9	I Go To School After Having Breakfast	The illustration of a boy currently pray .	Look and write page 101	AOPCP (appreciating other people's cultural products)
Unit 9	I Go To School After Having Breakfast	The illustration of student uniformed play football on the field.	Look and write page 102	AOPCP (appreciating other people's cultural products)
Unit 9	I Go To School After Having Breakfast	The illustration of a female student wearing a hijab .	Look and write page 103	AWER (appreciating women's equal rights)
Unit 9	I Go To School After Having Breakfast	The illustration of a boy who eats use hand right .	Look and circle page 106	ROPT (respecting other people's traditions)
Unit 9	I Go To School After Having Breakfast	The illustration of students currently talk .	Let's do survey page 104	AOPP (appreciating other people's perspectives) & AWER (appreciating women's equal rights)
Unit 9	I Go To School After Having Breakfast	The illustration of girls wearing hijab.	Listen and Circle PAGE 106	AWER (appreciating women's equal rights)

Unit 11	How Do You Go to School	The illustration of greeting some one when meet in the street.	Cover	ROPT (respecting other people's traditions)
Unit 11	How Do You Go to School	The illustration of various type transportation	Look and say, p.120-122	AOPCP (appreciating other people's cultural products)
Unit 11	How Do You Go to School	The illustration of a son who greeting to his mother .	Look and match, p. 123	ROPT (respecting other people's traditions)
Unit 11	How Do You Go to School	The illustration of students currently study together .	Games, p. 124	AOPP (appreciating other people's perspectives)
Unit 11	How Do You Go to School	The illustration of two students uniformed red white .	Let's do survey, p. 125	AOPP (appreciating other people's perspectives)
Section 12	He Goes to School by Bike.	The illustration of two students uniformed go to school by Bike	Unit cover	AOPCP (appreciating other people's cultural products)

Discussion

Respecting other people's traditions

There are many visualizations that represent the multicultural value of Respecting Other People's Traditions (ROPT). In the textbook, this is represented by 2 pictures of students queuing to buy snacks, greeting or greeting other people, eating with their right hand and playing football together. Due to space limitations, this section will only discuss one of the illustrations which represents the multicultural value of ROPT, namely in Unit 1: What are you doing? Look and Say section page 5.



Figure 1. Aisyah and Cici are buying snacks in the canteen.

The picture above illustrates 2 girls in uniform which indicates that they are students. The 2 female students were queuing to buy food at the canteen. Denotatively, it describes the patient attitude of 2 female students while queuing to buy food in the canteen, they both appear to be lined up neatly with smiling faces.

Based on Barthes' (1977) visual semiotics, connotatively this image reflects the nature of mutual respect for other people by queuing to buy food in the canteen. The happy expression on their faces indicates that they didn't do it under duress, and things like that should be done without any coercion. The cultural category depicted in the picture is Universality Cross Culture (UC) because the culture of queuing does not refer to a particular culture or country but is general knowledge.

Teachers can develop students' ICC (Intercultural Communicative Competence) by building their ability to understand the world by searching for and organizing information to understand evidence related to other cultures as well as their own. Therefore, to increase students' intercultural awareness through a picture, it can be done by providing stimulation to students to arouse their curiosity to know more about the culture of their own country or other countries, which can be started by finding out what food is in the picture and what it is from. where does it come from? From what you can see, the food

in the picture is a type of cake or bread including donuts, cakes, and many more. Teachers can provide more knowledge that is not only limited to food names and origins. After that, the teacher can ask students in groups to find out about traditional cakes from Indonesia. Next, they discussed the foods in the pictures and traditional cakes in Indonesia about which they had previously collected information. For example, explaining the history, differences and similarities between the food in the picture and traditional food (cakes) in Indonesia. In this way, students' knowledge is not only limited to the culture of "queuing" which represents the multicultural value of respecting other people's traditions, but students can also learn about foods both traditional and modern from Indonesia and other countries which represent culture, namely food as a cultural product. So that in this way the cultivation of multicultural values of respect for other people's cultural products can also be conveyed.

Appreciating Other People's Perspectives

Appreciating other people's perspectives in this textbook is illustrated with 9 pictures of students or children studying together/discussing, 2 pictures of several children playing together, a picture of 2 female students singing in front of the class, 13 pictures of children chatting, a picture of children playing inside room, picture of 2 children watching TV, picture of people selling, picture of children eating in the kitchen.

However, due to space limitations, this section will only discuss one of the many images in Unit 4: Les't Talk: Take the flash card, pg.30



Figure 2. Two children man currently talk about room visitor .

The picture above in unit 4, denotatively illustrates 2 boys, one with curly hair and dark skin and the other with straight hair and olive skin with smiling faces on both of them. The differences in hair and skin color reflect one of the phenomena of socio-cultural diversity in Indonesia and the looks on both of their faces show their tolerance towards these racial differences.

The picture shows a boy in a gray shirt looking to ask a boy in a red shirt for his opinion about the living room. Meanwhile, the boy in the red shirt expressed his opinion regarding the living room. The hand gestures and smiling face of the boy in the gray t-shirt show his respect for his friend's point of view by giving a good response without any condescending expression. As a visual semiotic source, this image reflects the multicultural value of AOPP because of the positive response from the boy in the gray shirt to his friend's answer. Because of the differences in hair and skin color that they

have, their culture is categorized as source culture because the two boys have racial differences, which is a phenomenon that often occurs in Indonesia.

Connotatively, this image depicts the phenomenon of social and cultural life in Indonesia, where Indonesia is a country rich in diversity, one of which is race. Two boys who have different skin and hair colors are a reflection of race in Indonesia. Even though the two children are of different races, from the picture they appear to be good friends and accept these differences.

This picture is accompanied by an assignment to describe each student's living room. This task can be done in groups of two or more people. Besides that, teachers can develop learning by providing several additional tasks related to AOPP multicultural values. For example, the task is carried out by playing a role in front of the class. The group that has not advanced observes the gestures shown by the group that has advanced. then discuss in simple terms the responses given that represent the multicultural value of respecting other people's opinions or showing the opposite.

Appreciating Other People's Cultural Product



Figure 3. Aisyah and Cici are dancing “ Tari Piring ” in the classroom.

Respecting other people's cultural products in this book is illustrated with various pictures, including pictures of the Garuda bird, 2 students dancing the "Piring Dance" in class, 27 pictures of students in red and white uniforms/scouts. However, we will discuss only one image further. The selected image is found in Unit 1: Look and Say pg.4. Denotatively, the picture illustrates 2 female students who are dancing the "Plate Dance" in front of the class wearing traditional clothes and 4 other students who are watching are also wearing traditional clothes. There is a picture of the Garuda bird, the president and the red and white flag behind it.

Denotatively, the traditional clothes they wear are an illustration of the attitude of accepting diversity in Indonesia. The difference between one culture and another is not to demean one another, but is a matter of pride that we must accept and preserve. Apart from traditional clothing, the dance performed by the two female students also represents an Indonesian cultural product, namely the dance art called "Piring Dance". (An explanation of the dance they performed is at the bottom of the picture). Based on the clothes they wear, the cultural category refers to the source culture, which is a product of cultural output in Indonesia. Apart from illustrating the culture of regions in Indonesia, in this picture it is also seen that the 2 dancers in front have different styles, one wears a hijab while the other does not.

From the illustration above, it shows two multicultural values, namely AOPCP and AWER because they illustrate appreciation for culture in Indonesia, namely performing the Piring Dance using traditional clothing in front of the class. In the picture it can also be seen that the 2 dancers in front have different styles, one is wearing a hijab while the other is not, this is a reflection that both those who wear the hijab and those who do not have the same rights and opportunities in the school environment. They have the right to participate in every school activity without discrimination because of the style they wear. The pictures in unit 1 of the Look and Say section are also accompanied by an assignment where students are asked to observe each picture and say the words below it. Teachers can add to this by asking students to look for more information regarding the art of dance and its origins in Indonesia and other countries. And present it simply in front of the class.

Appreciating Women's Equal Rights



Figure 4. pictures of male and female students were talking

Appreciating women's equal rights (AWER) is visualized through 15 pictures of girls wearing the hijab, pictures of female student going to school with their male friends, pictures of two male students talking to female student at school, picture of families who respect each other. Due to limited space, for the section on Appreciating Women's Equal Rights (AWER), the picture taken are in Unit 6: Game – Take Cards and Answer the Question, page 61.

Denotatively, the picture is an illustration of male and female students wearing scout uniforms. The two students were talking. The uniforms they wear represent the cultural products and practices that are Scouting. Scouting was initiated by a figure from England named Robert Baden-Powell. The culture depicted through the uniforms they wear is Target Culture because the uniforms they wear are specifically for Scouts. Where the scouts come from England.

Connotatively, the illustration of male and female students reflects that they have the same right to receive education. In Indonesia, as we know, there are still adherents of patriarchal culture, especially in remote areas of Indonesia. There is a gap between men and women, especially in terms of education. Parents think that only men have the right to receive the highest possible education. The phenomenon of disparities related to education between men and women certainly has several influencing factors. According to Veronica et al (2013), these factors include economic, cultural, environmental, social, thought patterns, as well as minimal educational facilities and infrastructure.

Through this illustration, it connotatively illustrates that currently men and women both have the same rights or positions to be able to pursue the highest possible education. This has even been regulated in law. However, the fact is that discrimination against women still occurs a lot. In the area of tradition and culture, women are perceived as domestic creatures, whose space for movement is very limited (Mannan, Farida, Fathorrozy, 2021).

Through these illustrations, teachers can direct students that all children, both boys and girls, have the right to have equal opportunities, especially in education. Therefore, it is important to respect each other. So it is hoped that discriminatory behavior against women will be completely eradicated from the perception of society in the future by instilling multicultural values respecting women's equal rights as early as possible. Connotatively, the culture depicted is categorized as source culture because the meaning of the illustration is aimed at the phenomenon of patriarchal culture which is still strong in Indonesia.

The picture is equipped with a card game where students have to answer the questions on the cards. To improve Intercultural Communicative Competence, teachers can ask students to find out about figures who initiated scouting, or female heroes who contributed to fighting for women's rights. Or you can ask students to analyze in a simple way the phenomenon of discrimination in Indonesia, apart from education on what rights there should be no gap between men and women.

CONCLUSION

The fourth grade English textbook we analyzed focuses on the multicultural values it contains. The multicultural values are divided into four categories, namely respecting other people's traditions (ROPT), appreciating other people's perspectives (AOPP), appreciating women's equal rights (AWER) and appreciating other people's cultural products (AOPCP). The cultural product of society. For the cultural category itself, 18 images represent source culture (SC), 6 images represent target culture (TC), 4 images represent international culture (IC), 17 images represent cultural universality (UC), and 15 images represent intercultural culture (ICI).

Based on the results of the study, it is apparent that the most dominant multicultural value is appreciating other people's perspectives (AOPP), but the less represented multiculturalism value is respecting other people's traditions (ROPT). Therefore, in order to enhance students' knowledge and understanding of Multicultural values, adjustments can be made in English textbooks, for example by adding more images or material related to ROPT. In this study, we have seen that most images representing mulculture values represent the source culture. It can be a challenge in the learning process. In order to help students understand and accept multicultural values, learning strategies can be used that encourage discussion and intercultural interaction. For example, through activities involving students from different cultural backgrounds, or through case studies that cover different cultures. In addition, less-known local cultures should also be integrated into English lessons. This will help students understand local culture that they have never known before. Thus, it is expected that students will be able to accept multicultural values better and more motivated in the learning process.

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